

DANCE 37.1 Course Outline as of Fall 2003**CATALOG INFORMATION**

Dept and Nbr: DANCE 37.1 Title: BALLROOM DANCE I

Full Title: Ballroom Dance I

Last Reviewed: 3/9/2020

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.00	Lecture Scheduled	0	17.5	Lecture Scheduled	0
Minimum	1.00	Lab Scheduled	2.00	3	Lab Scheduled	35.00
		Contact DHR	0		Contact DHR	0
		Contact Total	2.00		Contact Total	35.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 35.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 22 - 4 Times in any Comb of Levels

Also Listed As:

Formerly: PE 32.1

Catalog Description:

This course establishes a solid foundation in social dance technique with an introduction to the basic skills of the following ballroom dances: foxtrot, waltz, swing, and cha cha.

Prerequisites/Corequisites:**Recommended Preparation:**

Course Completion of DANCE 10 (or PE 22 or PE 145)

Limits on Enrollment:**Schedule of Classes Information:**

Description: This course establishes a solid foundation in social dance technique with an introduction to the basic skills of the following ballroom dances: foxtrot, waltz, swing, and cha cha. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Course Completion of DANCE 10 (or PE 22 or PE 145)

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: 4 Times in any Comb of Levels

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:

IGETC:	Transfer Area	Effective:	Inactive:
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CSU Transfer:	Transferable	Effective:	Spring 1996	Inactive:
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UC Transfer:	Transferable	Effective:	Spring 1996	Inactive:
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CID:

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

By the end of the semester, students will be able to:

1. Demonstrate the basic skills and steps of the four most common social dances.
2. Demonstrate their knowledge of proper alignment and basic terminology.
3. Demonstrate the proper technique in leading and following a partner, the basic patterns and rhythms of the foxtrot, waltz, swing and cha cha.
4. Count the musical accompaniment for each of the four dances and identify rhythmical elements unique to these dances.
5. Familiarize themselves with the historical origins of the four dances.
6. Demonstrate knowledge and execution of the foxtrot, waltz, swing, and cha cha in a social ballroom situation.

Topics and Scope:

- I. History of foxtrot, waltz, swing and cha cha.
 - A. Origins and cultural backgrounds.
 - B. The role that music has played in their rise to social popularity.
- II. Basic techniques in leading and following ballroom dance movements.
 - A. Correct postures and holds.
 - B. Partnering.
 - C. Floor craft: moving around a crowded social dance floor easily.
- III. Musical Interpretation.
 - A. Recognition of movement to a variety of meters and tempos.
 - B. Use of rhythmic variation.
 - C. The variety of styles of music in social dance.
- IV. Basic Vocabulary
 - A. The dance step patterns used in foxtrot, waltz, swing, and cha cha.

- B. The holds used in the four dances.
 - C. The four basic elements common to all social dances.
- V. Basic Styling
- A. Rise and fall in foxtrot and waltz.
 - B. Cuban motion in cha cha.
 - C. Bounce in swing.

Assignment:

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

None, This is a degree applicable course but assessment tools based on writing are not included because skill demonstrations are more appropriate for this course.

Writing
0 - 0%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Performance exams

Skill Demonstrations
20 - 40%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, ATTENDANCE

Exams
20 - 40%

Other: Includes any assessment tools that do not logically fit into the above categories.

PERFORMANCE EXAM

Other Category
40 - 60%

Representative Textbooks and Materials: