



## CREDIT COURSE OUTLINE

### I. COVER PAGE

(1) DANCE 9 \_\_\_\_\_ (2) Dance Conditioning \_\_\_\_\_ (3) 1 \_\_\_\_\_  
 Number Title Units

(4) Lecture / Lab Hours:			(8) Classification:		
Total Course Hours					
	Total Lec hours:		Degree applicable:		X
	Total Lab hours:	2.00	Non-degree applicable:		
	Total Contact hours:	36.00	Basic skills:		
Lec will generate <u>0</u> hour(s) outside work.			(9) RC Fulfills AS/AA degree requirement: (area)		
Lab will generate <u>0</u> hour(s) outside work.			Physical Education		
			General education category:		
(5) Grading Basis: Grading Scale Only			Major:		
	Pass/No Pass option	X	Certificate of:		
	Pass/No Pass only		Certificate in:		
(6) Advisories:			(10) CSU Baccalaureate:		
<i>No defined advisories.</i>			X		
(7) Pre-requisites (requires C grade or better):			(11) Repeatable: (A course may be repeated three times)		
Corequisites:			3		

(12) Catalog Description:  
 This course is designed for students to learn basic conditioning skills for dance. Instruction includes techniques that promote body awareness, improve body alignment and expedite body ability for dance skills. This course is designed for students of all ages and fitness levels.

### II. COURSE OUTCOMES:

*(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)*

Upon completion of this course, students will be able to:

- A. Balancing personal needs for flexibility with those for strength as required by their chosen style of dance form.
- B. Demonstration exercises for core stabilization with proper dance form.
- C. Identify the basic muscle group and skeletal components emphasized in the dance conditioning exercises.
- D. Perform a variety of dance conditioning exercises in proper form and flowing sequence.
- E. Finish each class session ready to demonstrate beginning level Ballet, Modern dance sequences or other dance form of choice.

### III. COURSE OBJECTIVES:

*(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)*

In the process of completing this course, students will:

- A. Illustrate the strength and flexibility necessary to perform the exercises and dance techniques learned in class.
- B. Evaluate what muscle groups are used for proper body alignment and demonstrate the use of them with their own body.
- C. Demonstrate techniques to improve body alignment and dance technique
- D. Develop realistic and challenging goals for their dance technique and performance skills

### IV. COURSE OUTLINE:

## Lab Content:

- I. Beginning Level- A Body Conditioning
- II. Floor mat exercises
  1. Abdominals
  2. Abductors
  3. Pelvic press
  4. Spinal
  5. Back
  6. Arms
  7. Stretches
- III. Floor Barre
  1. Leg sequence
  2. Arm sequence
  3. Fractional energizing
- IV. Beginning/Intermediate Level-B Mental Conditioning
- V. Relaxation techniques
  1. Breathing
  2. Fractional energizing
- VI. Visualization techniques
- VII. Self-concept/body image
- VIII. Goals
- IX. Intermediate/Advanced Level- C
  1. Barre exercises
    1. Leg extensions
    2. Port de bras
    3. Leg stretches on barre
    4. Heel presses
- X. Advanced Level-D
- XI. Barre exercises on demi pointe
  1. Leg extensions with releve'
  2. Port de bras with releve'
  3. Leg stretches on barre with releve'
  4. Heel presses with releve'
  5. Hinges at the barre with releve'
- XII. Advanced turning techniques
  1. Preparations for multiple pirouettes
  2. Preparations for fouette'
  3. Preparations for attitude turns
- XIII. Cardiovascular conditioning for small and large jumps standing at the barre
  1. Preparation for small jumps
  2. Plie' and Releve'
  3. Execution of small and large jumps
  4. Fall and recovery
  5. Hinges with releve' and jump
  6. Hinges to the floor with recovery
  7. Leg swings with jump

## V. APPROPRIATE READINGS

*Reading assignments may include but are not limited to the following:*

- A. Sample Text Title:
  
  
  
  
  
  
  
  
  
  
- B. Other Readings
  1. Recommended - *Instructor prepared handouts will be used.*

- Global or international materials or concepts are appropriately included in this course  
 Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

**VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:**

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

<b>A. Writing</b>			
Check either 1 or 2 below			
<i>1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</i>			
X	<i>2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.</i>		
	a) essay exam(s)		d) written homework
	b) term or other paper(s)		e) reading reports
	c) laboratory report(s)	X	f) other (specify)

**Required assignments may include but are not limited to the following:**

<b>B. Problem Solving</b>			
Computational or non-computational problem-solving demonstrations, including:			
X	a) exam(s)		d) laboratory reports
X	b) quizzes		e) field work
	c) homework problems		f) other (specify):

**Required assignments may include but are not limited to the following:**

<b>C. Skill demonstrations, including:</b>			
	a) class performance(s)	X	c) performance exams(s)
	b) field work		d) other (specify)

**Required assignments may include but are not limited to the following:**

Proper alignment and balance during exercises. Increase in endurance and strength in performing specific exercises.

<b>D. Objective examinations including:</b>			
	a) multiple choice		d) completion
	b) true/false		e) other (specify):
	c) matching items		

**COURSE GRADE DETERMINATION:**

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor’s grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor’s syllabus must reflect the criteria by which the student’s grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

Upon discretion of the individual instructor, the following percentages may be used in determining the students final grade: 50% Participation 25% Skills test 25% Written tests

## VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):

Textbook  
 Reference materials  
 Instructor-prepared materials  
 Audio-visual materials

College-Level Criteria Met	
YES	NO
_____	<u>  X  </u>
_____	<u>  X  </u>
<u>  X  </u>	_____
_____	<u>  X  </u>

Indicate Method of evaluation:

Used readability formulae (grade level 10 or higher) \_\_\_\_\_  
 Text is used in a college-level course \_\_\_\_\_  
 Used grading provided by publisher \_\_\_\_\_

  X   Demonstration of sequences of exercises in optional order. Adapting sequences of exercise to the students' dance form of choice. Preparing the students' body for entering all dance courses.

Other: (please explain; relate to Skills Levels)

*Computation Level* (Eligible for MATH 101 level or higher where applicable)

Content

Breadth of ideas covered clearly meets college-level learning objectives of this course \_\_\_\_\_  
 Presentation of content and/or exercises/projects: \_\_\_\_\_  
 Requires a variety of problem-solving strategies including inductive and deductive reasoning. \_\_\_\_\_  
 Requires independent thought and study \_\_\_\_\_  
 Applies transferring knowledge and skills appropriately and efficiently to new situations or problems. \_\_\_\_\_

_____	<u>  X  </u>
<u>  X  </u>	_____
<u>  X  </u>	_____
<u>  X  </u>	_____
<u>  X  </u>	_____

List of Reading/Educational Materials

Comments:

Students will be asked to integrate affective, cognitive and psychomotor responses in performance of movement sequences. Students will write critiques of at least one live performance.

\_\_\_\_\_ This course requires special or additional library materials (list attached).  
 \_\_\_\_\_ This course requires special facilities:

Attached Files:

**BASIC SKILLS ADVISORIES PAGE** The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

Check the appropriate spaces.

\_\_\_\_\_ Eligibility for Math 101 is advisory for the target course.  
 \_\_\_\_\_ Eligibility for English 126 is advisory for the target course.  
 \_\_\_\_\_ Eligibility for English 125 is advisory for the target course.

*If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.*

### CONTENT REVIEW

### REQUISITES

No requisites