

Common Course Outline

DANC 142

Music for Dance

3 Semester Hours

The Community College of Baltimore County

Description

Music for Dance

Provides basic instruction for the dancer and accompanist in reading musical scores and accompanying movement patterns with various instruments; analyzes scores for their suitability for dance, provides consideration to communication of dance/ musical phrasing, covers dynamics between dancer and accompanist, and provides opportunity for student composition.

Prerequisite: DANC 114 (conc.), or DANC 120 (conc.), and DANC 135 (conc.), or consent of the Dance Coordinator.

Overall Course Objectives

Upon successful completion of the course, the student will be able to:

1. Accurately repeat rhythmic sequences by clapping;
2. Accurately write rhythmic dictation;
3. Read a rhythmic score and clap or drum it;
4. Create a movement sequence with self-accompaniment using a variety of vocal sounds and body percussion;
5. Invent and play a percussion instrument;
6. Identify the components of musical dynamics;
7. Identify the commonalities between dance and music;
8. Adapt a movement sequence to a variety of musical accompaniments;
9. Identify by listening and demonstrate in movement pulsed and non-pulsed timing;
10. Compare the metric organization and tempo of several pieces of music;
11. Devise a rhythmic pattern using syncopation and rests;
12. Identify variations in pitch, tone color and instrumentation;
13. Identify consonance and dissonance;
14. Compare and contrast music based on whole-tone and pentatonic scales;
15. Draw a simple melodic contour after listening to a piece of music;
16. Create a simple melodic contour and pick it out on a melodic instrument;
17. Follow a musical score while listening to it and identify the significant musical features;
18. Identify musical and dance phrases and their variations by listening and viewing;
19. Analyze the structure of a musical score;
20. Compare the expressive potential of music visualization through dance and music that contrasts the dance;
21. Use a variety of library resources to search for music;
22. Discuss the basic considerations of the copyright laws.

Major Topics

1. Theory and practice of the elements of rhythm including: pulse, meter, time signature, tempo, accent, rests and sustains, phrasing, polyrhythms, filling in, dynamics, articulation
2. Theory and practice of melodic elements including: pitch, scales, chords, harmony, melody, base line, ornamentation, consonance and dissonance
3. Tone color and instrumentation
4. Score reading
5. Listening skills
6. Musical forms
7. Developing musical ideas
8. Relating dance to music
9. Modern music and sound
10. Changing definitions of performance and music
11. Copyright laws and the implications for dancers and musicians

Course Requirements

Specific assignments and procedures for evaluating student performance in this course will be described in the individual class syllabus, but will include the following:

1. Attendance and active participation in all class activities, collaborative work and discussion
2. Weekly practical or written quizzes
3. Weekly assignments
4. Minimum of two written exams (mid-term and final)
5. Minimum of two practical evaluations for accompanying
6. Written research project that includes library research, score reading, listening and an oral presentation

Other Course Information

The Community College of Baltimore County is committed to providing a high-quality learning experience that results in growth in knowledge, attitudes, and skills necessary to function successfully as a transfer student, in a career and as a citizen. To accomplish this goal, we maintain high academic standards and expect students to accept responsibility for their individual growth by attending classes, completing all homework and other assignments, participating in class activities and preparing for tests.

We take seriously our responsibility to maintain high-quality programs and will periodically ask you to participate in assessment activities to determine whether our students are attaining the knowledge, attitudes and skills appropriate to various courses and programs. The assessment activities may take many different forms such as surveys, standardized or faculty-developed tests, discussion groups or portfolio evaluations. We ask that you take these activities seriously so that we can obtain valid data to use for the continuous improvement of CCBC's courses and programs.