

**Common Course Outline**  
**DANC 140**  
**Great Choreographers and Dancers**  
**3 Semester Hours**

**The Community College of Baltimore County**

**Description**

**Great Choreographers and Dancers**

Discusses the historical development of dance as a spectacle, drama and pure technique; studies dance as an expression of culture manifested by great choreographers and dancers from the sixteenth to the twentieth century.

Prerequisite: (RDNG 051 or LVR 1). Corequisite: (RDNG 052 or LVR 2)

**Overall Course Objectives**

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

1. Discuss the historical development of theatrical dance from the sixteenth to the twentieth century;
2. Trace the history of dance techniques and how their aesthetic and structure developed from the sixteenth to the twentieth century;
3. Identify the significant social and political factors that influenced the development of theatrical dance from the sixteenth to the twentieth century;
4. Explain dance as a record of man's cultural values throughout Western European history in contrast to that of Asiatic, tribal and ancient cultures;
5. Compare and contrast general trends that occur in dance throughout all historical periods;
6. Distinguish dance as an academic discipline that has a unique body of knowledge including a recorded history;
7. Accumulate resource materials for dance including lecture materials, audio/visual materials, bibliographies of texts and periodicals, field trips, performances;
8. Analyze and make value judgments about dance based on the aesthetic criteria for the Renaissance, Baroque, Romantic, Classical, and Contemporary periods;
9. Demonstrate verbal and written skills in communicating perceptions, analyses, descriptions and value judgments to others in an organized, interesting, informative and grammatically correct way;
10. Compare and contrast various choreographers' approaches to dance;
11. Evaluate a choreographer and dancer in terms of how the artist fits into the historical development of dance as defined as spectacle, drama, and pure technique;
12. Discuss their preferences for a style of dance and identify the value of other styles of dance;
13. Associate their knowledge of dance history to what they are learning in other disciplines;
14. Identify parallel developments in the fine arts while studying the historical developments of dance.

**Major Topics**

1. The Middle Ages (1100-1450) and the roots of Theatrical Dance in public spectacles, masks and minstrel shows
2. The Sixteenth Century: Mumming, masquerades, interludes and the emergence of Ballet in the European Royal Courts in contrast to Black dance in the Caribbean

3. The Seventeenth Century: European court extravaganzas and the ballet Master in contrast to dance on the American plantations
4. The Eighteenth Century: Dance moves from court to theatre and the emergence of Ballet stars in contrast to the dance of New Orleans
5. The Nineteenth Century: Russia as the new dance mecca, refined techniques, the Romantic influence, European dance falls into decadence, Isadora Duncan emerges, American minstrelsy and the Darktown Follies
6. The Twentieth Century: rebirth and redefinition of dance, America as the new dance mecca, revolutionary artists, and dance as a multi-cultural melting pot

### **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 class activities and collaborative work
2. Annotated bibliography
3. A minimum of five written assignments that include performance critiques and written responses to audio-visual material
4. Minimum of two written exams that include critical thinking, analysis and synthesis questions
5. Written research project, with an oral report, that utilizes texts, periodicals, audio-visual, and Internet resources

### **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.