1. This request is submitted by (department name): General Academics

2. Course prefix and number: KINE 210

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Dance Appreciation: The Art of Movement

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - ☐ Communication
   - ☐ Mathematics
   - ☐ Life and Physical Sciences
   - ☐ Language, Philosophy and Culture
   - ☑ Creative Arts
   - ☐ American History
   - ☐ Government/Political Science
   - ☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - ☐ Yes
   - ☑ No

8. How frequently will the class be offered? Every fall and spring semesters

9. Number of class sections per semester: 1

10. Number of students per semester: 30

11. Historic annual enrollment for the last three years: Click here to enter text. Click here to enter text. Click here to enter text.

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: [Signature]
    Course Instructor: [Signature] Oct 21, 2014 Date

14. Approvals:
    Department Head: [Signature] 10-21-2014 Date

15. College Dean/Designee: [Signature] 10-24-14 Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2015 Core Curriculum

Foundational Component Area: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

Dance Appreciation: The Art of Movement
This course focuses on an appreciation and analysis of basic and creative movement. By the end of the course, the student will develop an awareness of personal space and group space while manipulating the basic elements of dance. An appreciation of various genre, artists, techniques, and styles will be fostered through research and discovery. The students will be able to create and objectively critique movement. They also will be able to have informed opinions and knowledgeable discussions about dance.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students will interpret and synthesize the elements of dance: space, time, and energy to create movement sequences. They will compare and contrast the variations within each element and write a report comparing their creative piece with the work of a Modern Dance pioneer and also the work of an artist from the Post-Modern era. They will work in groups and write oral presentations for class discussion.

The assessment of the reports will include:

*Historical context (including names, dates, techniques, and styles).
*Reasoning behind their choice of artists; favorable technique, style.
*Critique the artist’s impact on society and dance during their respective era.
*A description of the elements of the students’ creation as compared to the historical artist’s choreographic choices.
*Include theoretical staging, costuming, and accompaniment choices of the students’ work and that used by the historical artists.

The assessment of the creative piece will include:

*Completion of the piece.
*Significant contribution to the creation of the piece.
*Personally took part in the oral discussion with the rest of the class.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2015 Core Curriculum

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students will choose a dance genre and write a report on a well-known piece, to include its intended communication/interpretation between the dancer/choreographer and the audience.

The assessment of the reports will include:

* Historical context (including dates, performing artists, genre, styles)
* The student’s logic/reasoning for choosing the historic piece, artist, genre
* An objective critique of the piece
* Interpretation of the choreographer’s meaning and message
* Describe and assimilate the audiences active role as a participant is the performance; developing a communication between artist and audience
* Oral presentation with class discussion and visual clip of artists’ work

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

Students will work in couples in groupings of 6 or 8 in order to obtain the shared purpose of completing a ballroom dance sequence and prepare an oral report on the historical background of the ballroom step chosen. Through the use of teamwork, the students are encouraged to contribute constructively and work cooperatively while creating a group composition.

The assessment of the reports will include:

* Historical context (including country of origin of the step, dates, the evolution of the step).
* Personally answer at least one question about the step, rehearsal process, or piece during the group presentation.

The assessment of the ballroom dance sequence will include:

* Completion of the piece incorporating at least 6 variations of the basic step.
* Significant personal contribution to the creation of the piece.
* Design an entrance and exit to and from the dance space for each couple.
* Each student will respect others, accepting successes and performance limitations of each participant in the group.
* Demonstrate a rehearsed and well-planned piece.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students will gain intercultural knowledge and sensitivity by participating in traditional/ritualistic global dance styles. They will increase their civic responsibility by researching a particular culture (possibly their own) and sharing their findings and showing a visual clip of a folk dance relevant to that culture to the rest of the class. They will work in groups of 2 and collect information to report/discuss with the class.

The assessment of the report/class discussion:

* Historical context (country of origin of the dance, dates, accompaniment, intended participants).
* Include the ritualistic purpose, intent, social event portrayed.
* The evolution of the dance.
* The impact of the dance on the culture.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2015 Core Curriculum

* Describe typical costuming associated with the dance.

The assessment of the student presentation:

* Significant personal contribution to the collaborative research of the culture studied by the group to present to the class.
* Impart the cultural significance of the dance.
* Each student should take an active role in the oral discussion/presentation of visual clip of cultural piece.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.