Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 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?

Kine 311 fits into the creative arts foundational component area because of the focus on dance appreciation, analysis of performance, audience etiquette, understanding of diverse cultural forms, and developing creative dance products. Students have an intimate experience with dance by participating in dance making, and dance appreciation by analyzing performances by professional and amateur performers. Students study foundations of creative dance, rhythms, International folk dance and square dance by participating in a variety of dance activities to develop appreciation and by preparing lessons to teach the content in each of these areas.

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 create two original works during the semester (both evaluated for creative thinking, and innovation). They analyze live dance performances using the framework of movement elements and aesthetic principles to evaluate dance performances. This ability is demonstrated through a written document which requires rich description of two different dances, an analysis of the movement elements shown and a connection to aesthetics. The ability to understand the cultural and historical context of dance and its various forms, is demonstrated by students planning for and teaching dances from other cultures. The teaching experiences in the class require them to synthesize information into a cogent plan which they execute. The teaching and plan are both evaluated as part of their teaching grade.

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

Students communicate through movement by creating works designed to demonstrate the interpretation and expression of ideas, themes or stories. Each choreographed work (2) is evaluated for creativity and visual aesthetics using a rubric. Students demonstrate the ability to communicate in writing through the analysis assignment in which they provide descriptions of two different dances delineating movement elements and analyzing the performances for aesthetic appeal. Finally students communicate orally by creating a square dance call and demonstrating it with music while their classmates dance it. Through the communication required in the class students develop an appreciation for the various forms of dance included in the course.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):
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Students have several opportunities to develop teamwork in the course. They work in pairs or small groups to create two different dances. This requires meeting in and outside of class and helping each other to create movement sequences to include in a complete work that meets the criteria of aesthetically pleasing. A supportive climate is necessary for the students to collaboratively produce a complete work made up of several sequences to which each member of the team must contribute. The works are evaluated by a rubric in which coordination with others is a component. Students are required to develop a lesson plan with a partner for teaching a folk dance to school aged children. In this assignment they must establish roles and responsibilities and then execute their plan for a grade. The plan and the teaching of it are both evaluated using a rubric. During the skills tests for Folk dance and square dance students are encouraged to help their classmates be successful by discussing criteria and reviewing the fundamentals required in their demonstration of skill. Students are tested in groups so they can help each other. The class climate is established to be supportive and not competitive.

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

Within this class students study folk dance from around the world. They research the country of origin and how specific dance styles and movements are connected to geography, the culture of the country and region. They develop a global perspective of historical context and how the development of dance in different regions of the world occurred. Additionally they must identify how dances from around the world are used to promote the understanding of the global community. During the semester students are required to attend a live performance and are provided guidelines for audience etiquette in a social setting. Students are evaluated on their understanding of this information in the personal response section of their dance analysis assignment, on exams and through class discussions.

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