



## **Jazz Dance Class Description –**

Jazz dance has a very rich and varied history that begins on the shores of west Africa where communities would dance the “Juba”, traveled the horrors of the “Middle Passage”, and survived the atrocities of slavery in America. From there popular dances such as the “Cake Walk”, the “Charleston”, and “Lindy Hop”, evolved along with jazz music: jazz dance and jazz music go hand in hand. Eventually jazz dance found its way to the stage in Minstrel shows, Vaudeville, Broadway and the movie musical. Jazz is still changing and evolving today.

We will begin class with a warmup focusing on isolations, stretching and strength building exercises. After the warm up, the class will perform exercises (small combinations) across the floor. These exercises will consist of battements, turns, and leaps. The class will culminate with a long combination implementing the steps and the ideas developed in the warm up and across the floor sections of the class. Each day of the week, there will be a different focus in class: on Mondays we will concentrate on center floor work (adagio, pirouettes, battements etc.); Tuesday’s focus is across the floor; Wednesdays are jumps and leaps; Thursdays are conditioning (you will need sneakers we will be running); and Friday will focus on choreography. We will also have lecture days where we will explore the history of jazz dance, as well as the components of choreography (movement, space, and time), dance criticism, and kinesiology. Students will have at least one day advance knowledge of lectures days and will not be required to dress out for those classes.

## **Intermediate/Advanced Jazz Dance Course Goals/Objectives-**

By the end of the year, students will be able to:

- Evaluate and critique pieces of choreography using the skills they developed in dance criticism.
- Demonstrate a mastery of their kinesthetic awareness, coordination, and spatial awareness.
- Perform and execute advance jazz vocabulary such as multiple pirouettes (3 or more), switch leaps, and turns in second and/or fouetté turns.
- Gain height and stretch in their leaps and battements.
- Create and perform a 4-5 minute jazz piece.

## **Intermediate Course Goals/Objectives-**

By the end of the year, students will be able to:

- Evaluate and critique major works in jazz history.
- Demonstrate a deeper understanding of their kinesthetic awareness, coordination, and spatial awareness.
- Perform and execute intermediate jazz vocabulary such as double pirouettes, grande jete in 2<sup>nd</sup>, and barrel turns.

- Gain height and stretch in their leaps and battements.
- Create and perform a 3-4 minute jazz piece.

### **Beginning Jazz Course Objectives-**

By the end of the year, students will be able to:

- Identify major choreographers and works in jazz history.
- Demonstrate a basic understanding of their kinesthetic awareness, coordination, and spatial awareness.
- Execute basic jazz vocabulary such as lindy steps, pas de bouree, battements, pirouette and Charleston.
- Gain height and stretch in their leaps and battements.
- Create and perform in a group of 3-4 students a two-minute jazz piece.

### **Supplies/Dress Code-**

1. Proper Dress attire (see below)
2. Hair ties/bobby pins/clips to keep hair off and out of your face
3. Jazz shoes must be worn in the dance studio
4. **Deodorant**
5. Water bottle
6. Personal first aid needs (Band-Aids, etc.)

**NOTE THAT LARGE JEWELRY ITEMS MUST BE REMOVED BEFORE CLASS - FOR YOUR SAFETY.**

#### Boys

- Form-fitting white or black t-shirt
- Fitted black jazz pants/shorts
- dance belt (worn under clothes)

#### Girls

- Black leotard
- Pink tights
- Split Sole Jazz Shoes
- Fitted black jazz pants/shorts

### **Corrections-**

Dance is physical in nature and therefore corrections are physical in nature. If a dancer is uncomfortable with being touched, please see the instructor prior to class.

### **Assessment-**

#### **Participation- 40%**

A “daily class grade” will be given randomly each week. Some weeks it may be on Monday, Wednesday, and Friday; other weeks it may be Tuesday and Thursday, for example. The point of the randomness is that students are prepared all the time. A total of 100 points per day will be given on the days grades are assigned. The daily grade breakdown is as follows:

- Participation (20 points)
- Attitude (20 points)
- Focus 20 points)
- Dressing out in proper dance uniform with hair back (20 points)
- Arriving on time (20 points)

If you must sit out for a medical reason (and have a doctor's note), you will be required to observe and script class to receive some credit (using the proper form). Excessive absences/tardiness will negatively affect the student's grade, as it is a "participation class."

### **Dance Journals/Homework- 15%**

We will keep a dance journal through google classroom. Each week you will be given a short writing assignment asking you to reflect on what was covered over the course of the week. The assignment will be on Goggle Classroom on Friday and your responses will be due on Monday. Sporadically, you will also have homework assignments concentrating on dance terminology, anatomy and kinesiology. The homework will be given out and turned in on Google Classroom. If you turn in an assignment late you will lose 10% of your grade until it is turned in.

### **Group/Solo Projects- 15%-**

At the end of each semester, students will either work on a group or solo choreography project. The detail will be given out on Google Classroom.

### **Tests/Quizzes- 30%**

Students will be given both written and practical exams and quizzes. The practical exams will be given once a quarter. Students will be assessed on their dancing (musicality, technical execution of dance step, etc). A rubric will be given out prior to each exam so student will know what they will tested on, as well as how they will be graded. The practical exams will be videoed, for the students to see their movement and assess themselves.

Throughout the year, students will be given written tests/quizzes. These assessments will focus on vocabulary, dance history and criticism. The written assessments will feature multiple choice, matching, and short answer questions.

### **Cell Phone Policy-**

No cell phones in class what so ever. If a cell phone is seen out during class, the phone will be taken away for the remainder of the period. The second time I see a phone from the same student, the phone will stay with me for the remainder of the day. The third time a student is caught with their phone out, the phone will be given to school administration.

### **Dance Department Rules**

\* Be prompt\* Be polite \* Be prepared \* Be productive \* Be positive \* No food, drink, or gum is allowed in the dance studio.

### **Classroom Expectations-**

Learning any new skill set can be scary, however, with time and practice, one can master the new skill they are learning. The same is true in the dance studio. While learning new steps or choreography, you may feel or look silly at the start. This happens to everyone, so please do not be too hard on yourself. Also, if you notice a classmate struggling with the material we are learning, please be kind to your fellow students. At one point or another, we will all struggle (it is part of the learning experience). **It is essential that we have a space that is safe and fosters a positive learning environment.**

1. Be respectful to instructor and fellow classmates.
2. Please come to class prepared to dance: be on time, wear the proper attire, have a positive attitude, and be ready to move.
3. Please have hair pulled back in ponytail or bun, and no jewelry.
4. No food, drink, or gum in the studio, water is permitted.
5. No cell phones.

**Consequences-** If you are not able to follow these guidelines, the consequences are as followed:

1. Warning- The student will be warned and will be redirected back to the work at hand.
2. If the student continues breaking the expectations of the classroom, they will be asked to sit out of the remainder of class and will not receive and points for participation.
3. If the negative behavior is still a problem, they will be sent to the office and the parent/guardian will be contacted.

### **Performance Schedule:**

All dance students are **required** to be in the Spring Dance Concert on **March 5<sup>th</sup>, 6<sup>th</sup>, & 7<sup>th</sup>** at the National Hispanic Cultural Center (NHCC) from 6-9 pm on Thursday and Friday and from 1-3pm on Saturday; it is a part of your grade and you must be there for both performances. The tech/dress rehearsals are currently scheduled on **March 3<sup>rd</sup> & 4<sup>th</sup>** and will occur during the school day – 8:00am-3:30pm.

Check the PAPA Handbook for policy on absences prior to performance.

Ticket sales will begin in January 2020 and are available at the NHCC Box Office.

Ticket prices are TBA.

*Students are encouraged but not required to perform at outside functions.*

**Beginning, Intermediate, Advance Jazz Dance Courses and Dance for Musical Theatre**  
**Peter Bennett, MFA**  
**2017-2018**

**I have read and understand the Course Syllabus for the above course. I understand that my child is required for a grade to participate in the Student Dance Concert performances on March 5<sup>th</sup> & 6<sup>th</sup>, 2020 at the NHCC and will be present for the technical rehearsals on March 3<sup>rd</sup> & 4<sup>th</sup>.**

**Due: August 16<sup>th</sup>, 2019**

**Student Name** \_\_\_\_\_

**Parent/Guardian Name** \_\_\_\_\_

**Parent/Guardian Signature** \_\_\_\_\_

**Parent/Guardian Contact Information:**

**Email** \_\_\_\_\_

**Phone** \_\_\_\_\_

**Date** \_\_\_\_\_

**Please note that in addition to the course syllabus, you must complete the Dance Department Addendum and sign a liability waiver - FOR EACH TEACHER.**

**Please list any physical or medical conditions that your teacher might need to know about. Note that the teacher may ask for a doctor's release before the student is allowed to participate.**