



**UNIVERSITY OF CALGARY**  
**FACULTY OF ARTS**  
**SCHOOL OF CREATIVE AND PERFORMING ARTS**  
**Course Number and Title: *DNCE 311/411 Elementary and Intermediate Study of Jazz Dance Technique***  
**Session: *Fall 2021***

Instructor Office Email Office Hours	Michèle Moss CHD 527 <a href="mailto:mmoss@ucalgary.ca">mmoss@ucalgary.ca</a> By appointment only In-person or via Zoom
Day(s),time(s) and location of Class	MWF In-Person studio, 10-11:50 AM KNES A163 Studio
Learning resources: required readings, textbooks and materials	<p>Attendance at a jazz event is required- live or virtual- ticket price TBA</p> <p>Theatrical concert performance option</p> <p>Jazz shoes required – soft jazz shoes or a jazz sneaker, non-marking</p> <p>Required to have access to a personal music listening device with headphones</p> <p>Other online resources TBA no cost</p> <p>i.e UCalgary Media Library- <a href="https://video-alexanderstreet-com.ezproxy.lib.ucalgary.ca/channel/dance-online-dance-in-video">https://video-alexanderstreet-com.ezproxy.lib.ucalgary.ca/channel/dance-online-dance-in-video</a></p> <p>YouTube and websites such as <i>Apollo Theater</i></p> <p><a href="https://www.apollotheater.org/about/history/">https://www.apollotheater.org/about/history/</a></p> <p>or Jacob’s Pillow and Jazz at Lincoln Center</p>
Learning Technologies and Requirements	<p>There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).</p> <p>In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:</p> <ul style="list-style-type: none"> <li>• A computer with a supported operating system, as well as the latest security, and malware updates;</li> <li>• A current and updated web browser;</li> <li>• Webcam (built-in or external);</li> <li>• Microphone and speaker (built-in or external) or headset with microphone;</li> <li>• Current antivirus and/or firewall software enabled;</li> <li>• Broadband internet connection.</li> </ul> <p>Most current laptops will have a built-in webcam, speaker and microphone.</p>

Prerequisites	Audition for non-majors in week one
Course description	<p>DNCE 311 Elementary study of the techniques of jazz dance DNCE 411 Intermediate study of the techniques of jazz dance</p> <p>This studio technique course will reveal jazz dance aesthetics, characteristics and essences and require the student to dance with a high level of proficiency. The content will include historical vocabulary as well as reference the continuing evolution of the jazz continuum.</p> <p>The material will range from authentic/vernacular to modern-jazz, Latin-jazz and Afro-jazz to contemporary jazz. My understanding of jazz begins with African dance and music, as well as African diaspora references and includes tap, swing and social dance stylings. Improvisation, a cornerstone of jazz music and dance, will be highlighted. Innovative jazz dance futures will be explored referencing the evolution of jazz music and the mixing of urban dance traditions; these contemporary expressions that reference history of the form and yet move and allow for the evolution of the idiom.</p> <p>An understanding of the historical context of jazz and its development over time will be emphasized. This somatic historicity will be explored through music studies, skill development and creative expression; these are central to a roots-based jazz experience. Students will be asked to harness and synthesize all physical and creative resources to engage with the material and create a personal, inquiry-based dynamic studio experience. Students will be required to orient themselves to the topic by participating in jazz music and dance concerts.</p>
Course learning outcomes	<p>By the completion of this course, successful students will be able to:</p> <ol style="list-style-type: none"> <li>1. express the dynamic connection between jazz music and jazz dancing- develop an appreciation of the complex, intricate and unique connection between jazz dance and jazz music by using a sophisticated rhythm-based approach. It will be necessary to memorize and perform set movement vocabulary as well as engage in improvisation</li> <li>2. develop an understanding and appreciation of dance in general and its function for the human spirit and community life, past and present</li> <li>3. display an understanding of the nature of daily embodied practice and the need for rigorous engagement. Make evident their curiosity, leadership, self-motivation, and commitment to the moment. Growth and development will be evident in the course work by the ability to maintain awareness and an ability to self-assess physical habits while moving their own practice towards greater expressiveness and skill development</li> <li>4. demonstrate an advanced elementary level of understanding of jazz dance technique, specifically: individual creativity, body balance between strength and suppleness, quality differentiation, mental focus/skills, music appreciation, and sites of initiation. Both rhythmic appreciation and clarity will be necessary and evidenced by groove appreciation and phrase execution</li> <li>5. demonstrate a unique and individualistic expression within the scope of the form. Deep exploration of era-specific style and personal style that is distinctive and indicative of jazz dance by embodying the rich history and diverse traditions of</li> </ol>

	<p>jazz dance, and jazz music. Appreciation will be evident through the performance of set vocabulary and improvisational structures</p> <p>6. demonstrate an improved strength of body, coordination, and ability to execute all parts of class with the necessary diverse style and some accuracy</p> <p>7. identify different styles of jazz music, various song/tune structures, music terminology, phrase counting, subdivision of time, performance versatility, musicality and rhythmic sensibility will be addressed through exposure to aural examples, jazz-specific improvisational structures and music listening guides</p> <p>8. understand their own learning styles, be able to work cooperatively, assist in the task of creation, engage in reflection, peer feedback and self-teaching</p> <p>9. observe and articulate responses to dance performances through in-class discussions and written assignments at an advanced level.</p>
Course schedule	<p>Weekly embodied research into the nature of jazz through traditional and non-traditional morning technique class and institution of a home practice and journaling process. Body conditioning and awareness is an important part of style execution. The class builds weekly and requires the student to synthesize all their dance learning to date and develop an appreciation for how jazz is a distinct practice. Owing to the experiential nature of this course, classes are equivalent to assignments. Students are also expected to engage in expression of their understanding of jazz dance through written assignments and in-class discussions; with a compare/contrast- approach students will reference other dance styles and various jazz era styles. The course progress will reflect the importance of periodization and importance of rest and recovery.</p> <p>Class will include pre-warm-up regimes, roots-based/vernacular jazz exercises for warm-up, modern jazz centre warm-ups, across the floor practice (with physical distancing), creation/compositional exercises and considerable improvisational practice. Reflection will be an important part of every class.</p> <p>No classes during mid-term break- November 6-12, 2021</p>
Assessment components	<p>Attendance, commitment, and participation in all aspects of the course are fundamental to your progress and artistic growth. Absences and chronic lateness are unacceptable. Please refer to the Undergraduate Calendar E.3 Attendance for details.</p> <p>Both experiential and embodied learning require special attention to the moment; good physical health, mental health and emotional readiness for class should be attended to. You are expected to work diligently both in and outside of class. This is imperative to your artistic and cognitive growth as an artist. You will be expected to retain the material, analyze your performance as a student and improve weekly on your abilities. A discernable, genuine effort should be demonstrated with every class. You will be guided during studio classes as to what jazz dancing essences are and be expected to find ways to embody these characteristics. Imperative to this rhythm -generated/roots approach to jazz is development of your own personal expression, understanding of social justice and appreciation of black social dance culture. Do feel free to contact me about any course content/material or aspects of the teaching-learning process that need further clarification or negotiation. We will find ways to manage COVID-19 through</p>

communication and up to date assessment and management of the studio experience. For example, two important notes 1) midterm assessment interviews will be undertaken with consideration for safety-either online or physically distance in-person. Interview schedule will be presented prior to midterm.

Please take great care to do a daily self-assessment and proceed with necessary protocol if you have been in touch with a case of COVI-19 and you have not been immunized or only partially immunized. When considering your wellness, you may wish to reference AHS Online Assessment Tool.

Assignment 1: Attendance and Participation 40%

Assessment is on-going

Taking class is not a passive process. Taking technique class goes beyond showing up, there must be evidence of deep consideration. Evidence of both in-studio effort and a robust home practice beyond weekly studio meetings or asynchronous classes should be clear and obvious. It is expected that you will deeply consider the nature of jazz by moving from the inside out. Bring mind and body to the process as well as informal and formal research to expand your knowledge by searching out images of the dancing jazz body. This may be found in films and videos reflecting styles related to blues and jazz such as Latin styles, West African roots and diaspora traditions as well as other contemporary urban styles. Weekly discussion topics and short embodied *riffs and licks* or visuals will be posted to D2L as 'News Items' and guidance will be provided during studio classes.

It is highly recommended that you also engage in a reflexive practice and keep a class journal. Please your journal to weekly classes and the elective midterm interview.

Do refer to your journal when reflecting on new insights and research questions. As well, this document could assist with the self-evaluation process. A class journal can be used to document exercises, music selections, artist profiles, community resources and most importantly, your musings related to the quality of your work, change, progress and development. A home practice of listening to jazz music will be expected. Do be an active learner and continuously monitor your progress, development, and embodiment of class material.

During COVID it is imperative that you engage in considerable self-care and appreciation for the circumstances by being a sensitive and thoughtful participant relative to your peers and the health and safety protocols. Please do take stock daily of your health state to avoid the spread of COVID.

**As mentioned in "course schedule" classes are considered equivalent to assignments; please see comments below on missed classes. One note, if you show up late for class three times, this will be counted as a full absence. Please refer to the Undergraduate Calendar E.3 Attendance for details.**

Assignment 2: Skill Development 30%

Assessment is on-going

Your change, progress, and development- over the course of the term- should be evident. You may need to express verbally what growth you may log and is not altogether evident. An appreciation for the idiom should be made apparent and manifest throughout each week and the duration of the course.

Responsive to instructor feedback and distinct change and development should be plain. The course material is distinct and expectations for style development, personal expressivity, choreographic interpretation, accurate performance of movement phrases, new co-ordinations, and bold improvisation practices with idiom specific artistry, befitting an elementary/intermediate level dancer, should be clearly recognizable.

**Students will be assessed on an ongoing basis in class and they will also be videotaped periodically for the purposes of assessing technical, style and skill development.**

Assignment 3: Midterm Jazz History Project (with movement aspect)

Assessment Method: Rubric will be provided on D2L for oral group jazz presentations

Description: A short oral presentation based on textual research, visuals/video viewing (such as Ken Burns Jazz series) and reference to other research materials. The project should reveal the nature of jazz dance or music, analysis of a performance or luminaries of the idiom. You may choose to reference a website or reveal details of specific eras such as swing dance, Bebop music and dance, various approaches or related urban dance forms that are part of the *jazz dance tree*.

(<https://secretsofsolo.com/2020/08/vernacular-authentic-or-modern-what-is-jazz-dance/>)

The unique language of the form will be expected- such as reference to- and unpacking of- essential embodied essences as *grounded-ness, isolations, polyrhythms and polycentrism, call and response, syncopation*, and labels such as *vintage, vernacular, authentic, roots-based, traditional or social*. 800-word document will accompany the 20-minute oral project, highlighting glossary of terms and definitions. These documents will then be posted to D2L.

Weight: 20%

Due Date: After Midterm Break-week Nov. 14

A detailed schedule will be made available on D2L, and projects will be presented in-person unless circumstances require us to move to online.

Final Movement Project: culminating IMPROVISED/DEvised dance solo project. Using an article in a periodical/journal or chapter in a book as inspiration for an embodiment of ideas, new vocabulary or aspect of cultural history. This embodiment of jazz dance (then, now and yet to come) will be improvised and guided by what you are interested. What is your short story or the material of your haiku? -now embody it.

The nudge you find may be in a poem by Langston Hughes, a photograph of a major venue or a specific dancer. You may be inspired a podcast, a film theme, an entire album, the emotional performance if artist. It might be the general spirit of 40's jazz dance or a glance into the future of jazz dance. You might recite lyrics from a vocal jazz classic/jazz standard. The details of this experience will be unpacked during in-studio discussions. This project should be expressed with

	<p>innovative flare, a playful spirit and language. The embodied aspect will be presented on the stage.  Weight: 10%  Due Date: On the UT stage Nov. 25 in Why Dance Fo(u)r...Or in studio last week of classes</p>												
<p>Assessment expectations</p>	<p><u>Guidelines for Submitting Assignments:</u>  Papers should be formatted with 1-inch margins, 12-point font, double-spaced, using Times New Roman font.</p> <p><u>Missed or Late Assignments:</u>  No credit or 10 points deducted per day late</p> <p><u>Attendance and Participation Expectations:</u>  Please refer to the Undergraduate Calendar E.3 Attendance for details.</p> <p><u>Expectations for Writing:</u>  Writing skills are important to academic study across all disciplines. Consequently, instructors may use their assessment of writing quality as a factor in the evaluation of student work. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.</p> <p><b>FOR GRADED DANCE STUDIO COURSES</b></p> <ul style="list-style-type: none"> <li>• A significant part of your grade is based on participation. Participation means not only showing up for class, but also attending to the material at hand with effort and engagement.</li> <li>• With regard to participation, classes are considered equivalent to assignments. Thus, more than <u>3</u> absences per term will have an adverse effect on your final grade.</li> <li>• If you miss more than one week of classes, your final grade will begin to drop by as much as 10% per missed class.</li> <li>• If you miss more than two weeks of classes, you have the potential to fail the course.</li> <li>• If you show up late for or leave early from class, this will be counted as half an absence.</li> <li>• If for some reason you are feeling unwell during class time (unless it is due to COVID-19 symptoms), a substitute form of participation may be arranged; however, <i>you may not obtain this privilege more than once</i> and you will receive half an absence.</li> <li>• For studio courses, if you opt out of full participation and choose to sit for a portion of the class, this will be counted as non-participation and will be marked as half an absence.</li> </ul> <p>Students are responsible for any and all material missed during an absence. <b>In the event of a COVID-19 diagnosis and/or required isolation, arrangements for remote access to missed material will be made.</b></p>												
<p>Grading scale</p>	<p>FOR DANCE COURSES:</p> <ul style="list-style-type: none"> <li>• The following numerical rubric will be applied:</li> </ul> <table border="0"> <tr> <td>A+ 97.6-100</td> <td>A 92.6-97.5</td> <td>A- 90-92.5</td> </tr> <tr> <td>B+ 87.6-89.9</td> <td>B 82.6-87.5</td> <td>B- 80-82.5</td> </tr> <tr> <td>C+ 77.6- 79.9</td> <td>C 72.6-77.5</td> <td>C- 70-72.5</td> </tr> <tr> <td>D+ 67.6-69.9</td> <td>D 62.6-67.5</td> <td>F 0-62.5</td> </tr> </table>	A+ 97.6-100	A 92.6-97.5	A- 90-92.5	B+ 87.6-89.9	B 82.6-87.5	B- 80-82.5	C+ 77.6- 79.9	C 72.6-77.5	C- 70-72.5	D+ 67.6-69.9	D 62.6-67.5	F 0-62.5
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D+ 67.6-69.9	D 62.6-67.5	F 0-62.5											

	<p>For the course as a whole, letter grades should be understood as follows, as outlined in section F.1.Grading System and Transcripts of the Calendar: <a href="https://www.ucalgary.ca/pubs/calendar/current/f-1.html">https://www.ucalgary.ca/pubs/calendar/current/f-1.html</a>.</p> <ul style="list-style-type: none"> <li>• A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations.</li> <li>• The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy.</li> </ul>
<p>Guidelines for Zoom Sessions</p>	<p>Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.</p> <p>To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.</p> <p>The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the <a href="#">Code of Conduct</a>). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g <a href="#">Student Non-Academic Misconduct Policy</a>). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <a href="https://elearn.ucalgary.ca/guidelines-for-zoom/">https://elearn.ucalgary.ca/guidelines-for-zoom/</a>.</p> <p>If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).</p> <p>The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.</p>
<p>Academic Accommodation</p>	<p>It is the student’s responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <a href="https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations">https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations</a>.</p> <p>Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf</a>).</p> <p>Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a Protected Ground other than Disability should communicate this need in writing to their Instructor.</p>

	SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <a href="http://www.ucalgary.ca/access/">www.ucalgary.ca/access/</a> .
Academic integrity, plagiarism	<p>Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.</p> <p>For information on the Student Academic Misconduct Policy and Procedure please visit: <a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf</a> and <a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Procedure.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Procedure.pdf</a>. Additional information is available on the Academic Integrity Website at <a href="https://ucalgary.ca/student-services/student-success/learning/academic-integrity">https://ucalgary.ca/student-services/student-success/learning/academic-integrity</a>.</p>
Internet and electronic communication device	The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be found at <a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf</a> .
Intellectual Property	Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.
Copyright	All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ( <a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf</a> ) and requirements of the copyright act ( <a href="https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html">https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html</a> ) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <a href="https://www.ucalgary.ca/pubs/calendar/current/k.html">https://www.ucalgary.ca/pubs/calendar/current/k.html</a> .
Freedom of Information and Protection of Privacy	Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.
Student Support	Please visit this link for important information on UCalgary's student wellness and safety resources: <a href="https://www.ucalgary.ca/registrar/registration/course-outlines">https://www.ucalgary.ca/registrar/registration/course-outlines</a>