

**College of San Mateo
Official Course Outline**

1. **COURSE ID:** DANC 116.2 **TITLE:** Waltz II

Semester Units/Hours: 0.5 - 1.0 units; a minimum of 24.0 lab hours/semester; a maximum of 48.0 lab hours/semester

Method of Grading: Grade Option (Letter Grade or P/NP)

2. **COURSE DESIGNATION:**

Degree Credit

Transfer credit: CSU

AA/AS Degree Requirements:

CSM - GENERAL EDUCATION REQUIREMENTS: E4: Physical Education

CSU GE:

CSU GE Area E: LIFELONG LEARNING AND SELF-DEVELOPMENT: E2

3. **COURSE DESCRIPTIONS:**

Catalog Description:

This in-depth course looks at the Waltz in its many forms throughout its 200 year history. A rotating dance that has changed many times, we will study the intermediate level of Slow, Fast, Rotary and Viennese forms of this dance. No partner required.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Execute the intermediate level of several variations in each Waltz style.
2. Work as a team successfully with a range of partners, leading or following at an intermediate level.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

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

At an intermediate level:

1. Execute the intermediate level of several variations in each Waltz style.
2. Work as a team successfully with a range of partners, leading or following.
3. Produce dancers who are competent and confident waltzing in social settings.
4. Foster understanding by dancing with others, regardless of age, ethnicity, gender, or ability.

6. **COURSE CONTENT:**

Lab Content:

At an Intermediate Level:

Introduce Intermediate Level Cross Step Waltz

Go over syllabus

Introduce Partnering Exercises for Waltz

Continue Cross Step Waltz / Introduce Intermediate Level American Box Waltz

History of the Waltz

Review All Waltz, Start Spanish Waltz

How to practice between classes

Review All Waltzes

Discuss intuitive leading/following

Continue All Waltzes, Introduce Intermediate Level Hesitation Waltz

How to be someone people want to dance with

Continue All Waltzes, Teach Texas Waltz

Review All, Prepare For Mid-term

Partnering hints

Halfway Point - Dance Everything So Far
What have you learned so far?

Introduce Intermediate Level Rotary Waltz
Discuss possible dance shoe options

Exercises for Partnering Rotary Waltz
Discuss performing in end of semester show

Rotary Waltz Variations
Registration is open: discuss other dance offerings at CSM and district wide

Reverse Rotary Waltz
Ear training: which Waltz is done to this music?

Mazurka Waltz
Discuss final dance

Review and TBA

Review All – Small groups demonstrate each style; videotape to show progress
Discuss dance etiquette

Final Dance

TBA Hours Content:

N/A

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Lab
- C. Activity
- D. Critique
- E. Directed Study
- F. Discussion
- G. Individualized Instruction
- H. Observation and Demonstration
- I. Other (Specify): At an intermediate level: Lecture: Instructor will give short talks on the history of the Waltz and its development. Lab: Ear training - play examples of different types of Waltz music that accompany each style. Critique: feedback will be given to the class as a whole constantly, and to individuals when needed. Directed Study: Outside of class - students are encouraged to attend various social dance events (lists available in class) and practice sessions at CSM. Activity: utilize intermediate level in-class exercises to improve frame, leading/following, and rhythmic skill. Discussion: Leads and Follows are taught how to communicate with each other to resolve problems or find solutions. Individualized instruction: one-to-one help is given to those who need or ask for it. Observation/Demonstration: demonstrate each move physically while describing it verbally; observe as they repeat the move. Other: handouts will be provided for study outside of class.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Written quizzes asking which Waltz is done to different music forms, or analyzing a classmate's ability to lead, follow, or execute Waltz steps.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work

- D. Final Class Performance
- E. Lab Activities
- F. Quizzes
- G. Class Participation: showing up to demonstrate learning counts towards final grade; attendance will be taken at each class. Class Performance: students will perform each Waltz style, demonstrating proper footwork and leading/following techniques at an intermediate level during a Mid-term Review; evaluation of progress made by instructor. Class Work: short "On Your Feet" quizzes to see if material has been retained. Final Class Performance: during last class, perform each Waltz style learned, with a different partner for each; demonstration of willingness and positive attitude. Lab Activities: assign a problem to each waltz couple, with a time limit to solve. Quizzes: written quizzes asking which Waltz is done to different music forms, or analyzing a classmate's ability to lead/follow, or do basic steps.

10. **REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Powers, R., & Enge, N.. *Waltzing: A Manual for Dancing and Living*, ed. Redowa Press, 2013

Other:

- A. Instructor-generated handouts will be provided for study outside of class

Origination Date: February 2013

Curriculum Committee Approval Date: November 2013

Effective Term: Fall 2014

Course Originator: Joan Walton