

SPORT SCIENCE & MANAGEMENT
SS5305 INTRODUCTION TO DANCES OF AMERICAN ORIGIN

Academic Year	2024-25	Semester	1
Course Coordinator			
Course Code	SS5305		
Course Title	Introduction to Dances of American Origin		
Pre-requisites	-		
No of AUs	3		
Contact Hours	39		

Course Aims

The course is designed to introduce you to some dances of American origin. Namely modern dance, contemporary dance and modern jazz dance. It introduces you to various basic techniques of these dance genres, along with their historical evolutions. It also emphasises dance safety principles while developing body and space awareness, musicality, performance, creativity, teamwork, and professionalism.

Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. understand and appreciate American dance history.
2. demonstrate basic movement elements in dance and improve body awareness and control in performing dance.
3. demonstrate safe dance techniques and improve musicality, dynamics and expression through dance.
4. apply and demonstrate critical and creative thinking skills in dance.
5. demonstrate the ability to work in teams to create and perform dance routines.

Course Content

The following topics will be covered:

1. Theory
 - Basic dance science
 - Historical overview of American dance history
2. Practical
 - Warm up
 - Centre and travelling phrases
 - Improvisation
 - Choreography

NTU Competencies & Graduate Attributes

NTU Competencies

Character	√
Competence	√
Cognitive agility	√

NTU Graduate Attributes

Graduate Attributes	Level (i.e., basic, intermediate, advanced)
1. Adaptability	Intermediate
2. Building Inclusivity	Basic
3. Collaboration	Advanced
4. Decision Making	Basic
5. Critical Thinking	Basic

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Weighting	Team/ Individual	Assessment Rubrics
1. Practical Assessment	2, 3, 4, 5	60%	Individual/ Team	Appendix 1 (Skills)
2. Theory Assessment	1, 2, 3	30%	Individual	Appendix 2 (Presentation)
3. Participation	2, 3, 4, 5	10%	Individual	Appendix 3
Total		100%		

Formative Feedback

Feedback for learning will be verbally provided during each practical session, where you have the opportunity to learn the techniques and apply them in routines with music accompaniment.

During the completion of the Practical (Group Dance Presentation), you will be provided with verbal feedback as a group pertaining to your assessed presentation.

Throughout the course, you will have the opportunity to use recording devices to help record your fellow classmates demonstrating set exercises, phrases, and dances. These should not be posted to public websites and are for the purpose of demonstration and learning only. During the learning process, you will receive verbal feedback on the techniques and mistakes in observation and analysis. Suggestions for improvement will be provided.

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Direct Instruction	This approach includes lectures and teacher-led demonstrations. The

	teacher gives you the knowledge and information you need to achieve the learning outcomes.
Inquiry-Based Learning	This approach focuses on moving you beyond general curiosity into critical thinking and understanding. It encourages you to explore and question norms. The role of the teacher is to guide and facilitate discussion in Socratic circles.
Cooperative Learning	This approach compels you to move out of your comfort zone and engage with your peers. You are responsible for their own learning and development and that of your community. Instructional tasks provide platforms for teamwork and cooperation.
Online Learning	Time will be given for learning from online materials as a part of the flip teaching approach. These materials will support key concepts covered in lectures and laboratories.

Reading and References

NIE Research and Publications

Nil

Other Readings and References

1. YouTube videos of steps, <https://www.youtube.com/playlist?list=PLF6166F725D8AA1DE>
2. Guarino, L., & Oliver, W. (2014). Jazz Dance. Florida: University Press of Florida.
3. International Association for Dance Medicine for Science, Sefovie, N, & Critchfield, B. (2010). First Aid for Dancers. Retrieved from www.DanceMedicine.org.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and laboratory - punctually and, submit all scheduled assignments and take tests by due dates. You are not allowed to swap laboratory groups without express permission from the course coordinator. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions they have missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick, supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

(4) Attire and safety

You are strongly encouraged to wear proper sports shoes (preferably court shoes instead of running shoes that support your ankle and multi-direction change). No sandals or general going-out shoes are allowed. Wear comfortable sports apparel for lessons. Please remove jewellery such as necklaces, earrings, rings, etc. and trim your nails. Bring a set of dry clothes to change into after the class. Bring along a water bottle for hydration purposes.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognise your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [NTU Student Academic Integrity Policy and Procedures link](#) in the Student Portal for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Special note: Generative AI tools will be allowed to the extent stipulated for each assignment in the assignment instructions, and any such use must be duly referenced or disclosed.

Course Instructors

Instructor	Office Location	Phone	Email
TBA			

Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	<ul style="list-style-type: none">Basic dance scienceModern dance	1, 2, 3	<ul style="list-style-type: none">Lecture Slides/ Theory andPractical
2	<ul style="list-style-type: none">Basic dance scienceModern dance	1, 2, 3	<ul style="list-style-type: none">Lecture Slides/ Theory andPractical

			<ul style="list-style-type: none"> International Association for Dance Medicine for Science, Sefovie, N, & Critchfield, B. (2010). First Aid for Dancers. Retrieved from www.DanceMedicine.org
3	<ul style="list-style-type: none"> Overview of American dance history Modern dance 	1, 2, 3, 4	<ul style="list-style-type: none"> Lecture Slides/ Theory and Practical Guarino, L., & Oliver, W. (2014). Jazz Dance. Florida: University Press of Florida.
4	<ul style="list-style-type: none"> Overview of American dance history Modern Jazz dance 	1, 2, 3, 4	<ul style="list-style-type: none"> Lecture Slides/ Theory and Practical
5	<ul style="list-style-type: none"> Overview of American dance history Modern Jazz dance 	1, 2, 3, 4	<ul style="list-style-type: none"> Lecture/Blended
6	<ul style="list-style-type: none"> Overview of American dance history Modern Jazz dance 	1, 2, 3, 4	<ul style="list-style-type: none"> Lecture Slides/ Theory and Practical
7	<ul style="list-style-type: none"> Overview of American dance history Contemporary dance 	1, 2, 3, 4	<ul style="list-style-type: none"> Lecture Slides/ Theory and Practical
Recess Week			
8	<ul style="list-style-type: none"> Contemporary dance 	1, 2, 3	<ul style="list-style-type: none"> Practical
9	<ul style="list-style-type: none"> Contemporary dance 	1, 2, 3	<ul style="list-style-type: none"> Practical
10	<ul style="list-style-type: none"> Choreography Tools 	1, 2, 3, 4, 5	<ul style="list-style-type: none"> Lecture
11	<ul style="list-style-type: none"> Choreography Tools 	1, 4, 5	<ul style="list-style-type: none"> Blended Learning
12	<ul style="list-style-type: none"> Improvisation Practical Assessment Review 	1, 3, 4, 5	<ul style="list-style-type: none"> Inquiry-Based Learning
13	<ul style="list-style-type: none"> Practical Assessment 	1, 3, 4, 5	

Appendix 1: Practical (Skills) Assessment (60%).

The total marks obtained out of 100 marks using this rubric will be converted to 60% for the practical assessment component.

Criterion	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<u>Individual</u> Technique (30%)	Demonstrates a profound understanding of techniques and is able to execute techniques with clear and concise movements, with a good range of dynamic energies. Demonstrate an excellent understanding of dance style.	Demonstrates a good understanding of techniques and is able to execute techniques with control and an appropriate range of dynamics energies. Demonstrate a good understanding of dance style.	Demonstrates some understanding of techniques and is able to execute techniques with sufficient control and little range of dynamic energies. Demonstrate some understanding of dance style.	Demonstrates little understanding of techniques and movements, lacks clarity and are performed with little control. Has yet to attain proficiency in dance style.	Demonstrates no understanding of techniques, and movement is sloppy and undefined. Showed a lack of controlled body movement.
<u>Individual</u> Musicality (20%)	Dances with highly developed rapport between physicality and musicality with sensitive demonstration of musical style and internal rhythmic qualities.	Demonstrates a strong understanding of tempo, beat and internal rhythmic qualities of the various musical styles. Displays precision in muscle control in relation to music.	Demonstrates a developing understanding of tempo, beat and internal rhythmic qualities of the various musical styles. Attempts to dance in relation to music.	Struggles to understand tempo, beat and internal rhythmic qualities of the various musical styles. Struggles to dance to music.	Lacking an understanding of tempo, beat and internal rhythmic qualities of the various musical styles. Made little to no attempt at dancing to music.
<u>Individual</u> Showmanship and Stage Presence (20%)	Integrates a highly heightened sense of presence and	Integrates an appropriate sense of presence and projection	Attempts to project with sufficient physical ability to engage with	Little attempt to project with little physical ability to engage with	Little to no attempt to project with little physical ability to engage with

	projection with the physical ability to engage with the audience. Performs with a very clear intention and strong visual focus, energy and carriage.	with some physical ability to engage with the audience. Performs with a clear intention and good visual focus, energy and carriage.	the audience. Performs with a clear intention.	the audience. Performs without a clear intention.	the audience. Performs without a clear intention.
<u>Group</u> Choreography and Creativity (30%)	Creative choreography with smooth transitions while staying true to the characterisation of the dance. Excellent presentation and very well-rehearsed.	Good choreography with some transitions. Characterisation of the dance is somewhat evident. Good presentation and sufficiently rehearsed.	Satisfactory choreography with minimal transitions. Characterisation of the dance is not always evident. Fair presentation, with some members looking uncertain.	Poor choreography with poor transitions. Characterisation of dance is not evident. Presentation is weak and poorly rehearsed.	Abysmal choreography with no transitions. No characterisation of dance. Presentation is atrocious and suggests no hint of rehearsing.

Appendix 2: Theory (Presentation) Assessment (30%)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Quality of presentation (25%)	Information provided clearly answers the question set out. Presentation is clear and the flow is coherent and logical. Pace is appropriate.	Information mostly answers the question set. Presentation is mostly clear and the flow generally coherent and logical.	There are weaknesses or absences in the information provided, and the flow of presentation is unclear at times.	Much of the information provided does not answer the question, and the flow is difficult to understand.	Little relevant information and unclear flow.
Demonstration of material (40%)	Able to clearly demonstrate and thoroughly explain the information required. Able to answer questions in a poised and articulate manner with a high level of confidence.	Good demonstration and explanation of the information required. Able to answer most of the questions clearly and with confidence.	Clear but basic demonstration and explanation of the information required. Able to answer some of the questions clearly but lacks confidence at times.	Poor demonstration and weak explanation of the information required. Has difficulty answering questions and lacks confidence.	Unable to demonstrate or explain the information required. Unable to answer questions.
Use of technology (10%)	Uses relevant technology very well to supplement and enhance the quality of presentation.	Good use of technology to improve the presentation.	Some use of technology to help improve the presentation.	Little use of relevant technology in the presentation.	No clear use of technology in the presentation.
Communication and teamwork* (25%)	Communication is very clear and easy to understand. All members of the team make active contributions.	Communication is clear and easy to understand most of the time. Most members of the team make good contributions.	Communication is unclear at times. Varied contributions of different team members.	Communication is unclear and there and difficult to understand. Most contributions provided by a single team member.	Communication is unclear and not possible to understand. No team member makes an active contribution.

*All individuals within the group are expected to contribute to work involved in the planning, data collection and output. An individual's score may vary from that of the team based on feedback and observations in this area.

The total marks obtained out of 100 marks using this rubric will be converted to 30% for the theory (presentation) assessment component.

Appendix 3: Participation (10%)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Class Participation	Participates actively in class, demonstrating a deep understanding of the content.	Participates actively in class, demonstrating a good understanding of the content.	There is some participation during class, demonstrating an adequate understanding of the content.	There is little participation in class.	There is an absence of any participation in class.