Bemidji State University

PHED 1608: Skills for Life: International Style Ballroom Dance

A. COURSE DESCRIPTION

Credits: 1
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

An activity course that examines and applies the fundamentals and skills of classic international style ballroom dance. The steps taught are from the Dance Vision International Dance Association (DVIDA) International Bronze syllabus. [BSU Focus: Performance and Participation]

B. COURSE EFFECTIVE DATES: 05/13/2009 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Fundamentals and skills of classic international style ballroom dances: Fox Trot, Waltz, Tango, Viennese Waltz, Quickstep, Cha Cha, Samba, Rumba, Paso Doble, and Jive

D. LEARNING OUTCOMES (General)

1. understand the basic history of all dances taught in class.
2. understand the basics of dance floor etiquette.
3. understand the differing leader and follower responsibilities.
4. demonstrate his/her ability to perform selected Standard Dances.
5. demonstrate his/her ability to perform selected Latin Dances.
6. demonstrate knowledge of the first level of Bronze basic steps and selected variations for up to ten dances: Fox Trot, Waltz, Tango, Viennese Waltz, Quickstep, Cha Cha, Samba, Rumba, Paso Doble, and Jive.
7. assess his/her own individual step pattern daily based on information learned in class.
8. collaborate with other students to assess their dance steps on a daily basis.
9. demonstrate proper (a) frame; (b) lead and follow skills; (c) rise and fall; (d) sway; (e) foot positions; (f) proper turn, and (g) rhythm patterns and music awareness.
10. understand appropriate music selections for each dance.
11. develop an understanding and an appreciation for the dance experience.
12. demonstrate safe behavior in the skill target setting and the elements of effective skill execution.
13. demonstrate knowledge and experience the benefits of course’s Skill for Life as a lifetime skill/physical activity.
14. use their newly acquired knowledge to work collaboratively with an assigned class partner and/or to give quality of performance feedback.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None
F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted