

# Dance Department Handbook

**The dance department provides opportunities for the student to develop artistically, intellectually, physically, and spiritually. This is accomplished through the art of dance, and in adherence to the college's religious and liberal arts philosophies.**

**A journey of a thousand miles  
must begin with a single step.**

**- Chinese proverb**

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## **Dance Majors**

**Dance Performance and Choreography** requires specialized instruction in dance forms that include modern, jazz, tap, ballet, and sacred dance. A minor in business is highly recommended. This concentration prepares students for professional careers in dance or graduate school.

**Dance Education/Certification** prepares students to teach dance and explore creative thinking skills with students in kindergarten through twelfth grade. Students are certified through the Michigan Department of Education. At the end of freshman year, these students must meet with the Dance and Education Department chairs.

## **Dual Majors**

### **Dance and Psychology (dance therapy)**

A dual major in dance and psychology with an emphasis in dance therapy can prepare students for graduate training and a career in dance therapy. Dance movement therapists work in a wide variety of therapeutic, educational and clinical settings, assisting individuals in their emotional, psychological and physical development and well-being.

### **Dance and Engineering/Physics (dance science)**

A dual major in dance and engineering/physics can better prepare students for graduate school and a career in dance science. In graduate school, students can further analyze movement through scientific analysis. They learn about the biomechanical and physiological aspects of movement, and develop skills in injury prevention, care and rehabilitation.

### **Dance and Biology or Chemistry (dance medicine)**

A dual major in dance and biology or chemistry as an undergraduate can prepare students for graduate or medical school in order to pursue a career in dance medicine. Students specialize in orthopedic or neurological medicine or physical therapy and rehabilitation.

### **Dance and English or History (dance writing)**

A dual major in dance and English or history can prepare a student for a number of fields including dance criticism, dance history, dance anthropology or dance writing. Students can continue their education in graduate school or they can pursue a dance-related career by writing for a dance or art magazine, newspaper or publisher.

### **Dance and French\*\***

A dual major in dance and French prepares a student to dance and work in French speaking countries.

### **Additional Information**

All students interested in musical theatre must obtain this information from the Theatre Department.

**\*\*Students interested in majoring in Dance/French should contact Maxine DeBruyn in the Dance Department.**

***Freshmen interested in pursuing a major or dual major in dance should plan to attend ALL freshmen advising meetings.***

***Students interested in pursuing a major or dual major in dance should meet with the Chair prior to declaring their major.***

# COURSE OF STUDY

**SEE  
HOPE COLLEGE  
CATALOG  
FOR  
COURSE  
DESCRIPTIONS**

**The Dance program will be offering the following pilot courses:**

**DAN 295 Introduction to Dance Production I  
(fall 2009)**

**DAN 295 Introduction to Dance Production II  
(spring 2010)**

**The intentions of these three-credit courses are to develop on the technical theatre areas as needed to fulfill the dance production requirements.**

**The fall course will address lighting & sound design; the spring course will address costume design, stage make-up for dancers, stage management, with some consideration given to props, set, & front-of-house. Taking these courses will serve to substitute for the current theatre tech courses.**

## BACHELOR OF ARTS- DANCE PERFORMANCE CHOREOGRAPHY

A 58.5 credit hour degree program designed to provide pre-professional training for the student in performance, choreography and graduate study.

**Number of years required:** 4 years plus 1 May term  
For complete course descriptions see Hope College course catalog.  
**Hope College requirement:** 126 credits for graduation

<b><u>Dance Studies (History, Theory &amp; Related)</u>    38.5 credits</b>			
<u>Course Number &amp; Name</u>	<u>Credit</u>	<u>Course Number &amp; Name</u>	<u>Credit</u>
___201 Eurhythmics	.5	___316 Dance History Survey	3
___215 Stage Makeup	2	___320 20 <sup>th</sup> Century Dance History and Criticism	3
___221 Anatomical Kinesiology	3	___330 Accompaniment for Dance	2
___223 Lighting Design	3	___360 Dance Therapy	3
___224 Costume Design	3	___370 Laban Movement Analysis	2
___300 Improvisation I	1	___372 Labanotation	2
___301 Dance Repertory	2	___460 Skills & Prep for Dance Careers	2
___305 Composition I	2	___480 Composition II	3
___310 Creative Dance for Children	2		

<b><u>Performance (Technique)</u>    Minimum: 21 credits</b>			
<i>As guided by a dance advisor:</i>			
<u>Course Number &amp; Name</u>	<u>Credit</u>	<u>Course Number &amp; Name</u>	<u>Credit</u>
___114 Historical Social Dance* 2		___155 Tap III	1
___120 Modern I	1	___157 Tap IV	1
___122 Modern II	1	___160 Ballet Novice	1
___125 Modern III	1	___162 Ballet I	1
___127 Modern IV	1	___163 Ballet II	1
___140 Jazz I	1	___165 Ballet III	1
___142 Jazz II	1	___167 Ballet Pointe	1
___145 Jazz III	1	___170 Movement Fundamentals	1
___147 Jazz IV	1	___312 Dance Technique V	2
___150 Tap I	1	___410 Dance Technique VI	3
___152 Tap II	1		

*Courses 120-167 may be repeated for credit a maximum of 3 times or until advised by the instructor.*

**\*Required**

*Dance students do not receive credit for performances in: dANCEpROjECt, Faculty Concert, IDT, StrikeTime, Student Dance Concerts, or Sacred Dance.*

**Course Study****Performance/Choreography****General Studies (Core Curriculum) 57 credits**

*Dance majors must complete only 54 because dance courses fulfill the Performing and Fine Arts requirement.*

<u>Course Name</u>	<u>Credit</u>	<u>Course Name</u>	<u>Credit</u>
___ First Year Seminar	2	___ Arts (I and II)	6
___ Expository Writing	4	___ Cultural Heritage	8
___ Math & Natural Science	10	___ Second (Foreign) Language	4
___ Religious Studies	6	___ Health Dynamics/Laboratory	2
___ Social Sciences	6-8	___ Senior Seminar	3

*Students are strongly encouraged to enroll in Health Dynamics during freshman year; when enrolling, self-identify as a dance student.*

*Anatomical Kinesiology may count for 3 Natural Science credits, but a substitution must be applied for and granted by the Registrar. For further information on this option speak with an advisor in the Dance Department.*

**Electives (as many as necessary to achieve 126 credits total)**

<u>Course Number &amp; Name</u>	<u>Credit</u>
___ 110 Folk, Social & Swing	1
___ 315 Teaching of Dance	2
___ 350 Sacred Dance	1
___ 412 Improvisation II	1
___ 490**Independent Research	2-5
___ 495**Advanced Studies in Dance Composition	2-4

**\*\*See Chairperson**

# The Dance Curriculum

A suggested sequential outline for a dance major

## Performance/Choreography

### Fall

### Spring

Freshman:

JAZZ \*  
TAP\*  
BALLET\*

MODERN\*  
JAZZ\*  
BALLET\*

Sophomore:

MODERN\*  
114 HISTORICAL SOCIAL DANCE  
TAP\*  
201 EURHYTHMICS  
BALLET\*  
316 DANCE HISTORY SURVEY

JAZZ\*  
MODERN\*  
BALLET\*  
221 ANATOMICAL KINESIOLOGY

Junior:

MODERN\*  
BALLET\*  
223 LIGHTING DESIGN  
310 CREATIVE DANCE FOR CHILDREN  
320 20<sup>TH</sup> CENTURY DANCE HISTORY  
360 DANCE THERAPY  
412 IMPROVISATION II

110 FOLK, SOCIAL & SWING  
305 DANCE COMPOSITION I  
312 MODERN/JAZZ TECHNIQUE\*  
330 ACCOMPANIMENT FOR DANCE  
370 LABAN MOVEMENT ANALYSIS

Senior:

JAZZ \*  
224 COSTUME DESIGN  
480 COMPOSITION II  
495 ADVANCED STUDIES

301 DANCE REPERTORY  
312 JAZZ/MODERN TECHNIQUE\*  
460 SKILLS & PREP FOR DANCE CAREERS  
490 INDEPENDENT STUDY

+ One May Term, either junior or senior year, is required: **DAN 372 Labanotation**

+ The following may be taken as electives:

**DAN 350 Sacred Dance & KIN 307 Nutrition**

**\*ACCORDING TO TECHNICAL ABILITY**

**Note:** Students will progress/advance as their ability permits. Adjustments in sequence may occur to accommodate general education core requirements. All students interested in pursuing a dance major must fill out a major declaration form.

## **BACHELOR OF ARTS- DANCE/EDUCATION CERTIFICATION**

A 46.5 credit hour degree program which prepares the student to teach dance in the public schools. The program leads to K-12 certification: **32.5 credits in dance studies and performance, 4 credits in dance principles and methods, and 10 credits in student teaching.**

PLUS

57 credits from General Education program  
and  
Education Requirements

**Number of years required:** 4.5 years

For complete course descriptions see Hope College course catalog.

Please see Education Department website for further information on courses

[www.hope.edu/academic/education/requirements](http://www.hope.edu/academic/education/requirements)

### **Dance Studies (History, Theory & Related) 20.5 credits**

<u>Course Number &amp; Name</u>	<u>Credit</u>	<u>Course Number &amp; Name</u>	<u>Credit</u>
___201 Eurhythmics	.5	___320 20 <sup>th</sup> Century Dance History & Criticism	3
___221 Anatomical Kinesiology	3	___330 Accompaniment for Dance	2
___300 Improvisation I	1		
		<b>*Plus Dance Principles &amp; Methods:</b>	
___301 Dance Repertory	2	___310 Creative Dance for Children	2
___305 Composition I	2	___315 Teaching of Dance (K-12 with emphasis on 7-12)	2
___316 Dance History Survey	3		

\*Included under Dance Studies of NASD percentages.

### **Performance (Technique) Minimum: 16 credits**

*As guided by a dance advisor:*

<u>Course Number &amp; Name</u>	<u>Credit</u>	<u>Course Number &amp; Name</u>	<u>Credit</u>
___110 Folk, Social & Swing*	1	___155 Tap III	1
___120 Modern I	1	___157 Tap IV	1
___122 Modern II	1	___160 Ballet Novice	1
___125 Modern III	1	___162 Ballet I	1
___127 Modern IV	1	___163 Ballet II	1
___140 Jazz I	1	___165 Ballet III	1
___142 Jazz II	1	___167 Ballet Pointe	1
___145 Jazz III	1	___312 Dance Technique V	2
___147 Jazz IV	1		
___150 Tap I	1		
___152 Tap II	1		

*Courses 120-167 may be repeated for credit a maximum of 3 times or until advised by the instructor.*

*Dance students do not receive credit for performances in: dANCEpROjEct, Faculty Concert, IDT, StrikeTime, Student Dance Concerts, or Sacred Dance.*

**Educational (Theory, Methods, Practice Teaching) 31 or 35 credits**

**Secondary Teaching K-12 Endorsement:**

<u>Course Number &amp; Name</u>	<u>Credit</u>
___ 220/221 Educational Psychology	4
___ 225/226 Exceptional Child	4
___ 285 Secondary Education	3
___ 286 Field Placement	1
___ 360 Secondary Principles	4
___ 480 Student Teaching	10
___ 500 Perspectives in Education	3
TOTAL: 31 credits	

**Elementary Teaching K-12 Endorsement:**

<u>Course Number &amp; Name</u>	<u>Credit</u>
___ 220/221 Educational Psychology	4
___ 225/226 Exceptional Child	4
___ 280/281 Literacy I	4
___ 282/283 Literacy II	4
___ 310/311 Elementary Curriculum	6
___ 485 Student Teaching	10
___ 500 Perspectives in Education	3
TOTAL: 35 credits	

*The Michigan Department of Education requires a maximum of 32 credits in the major field of study. Hope College was granted permission for a .5 increase. Education courses including dance principles and methods are not included in the 32.5 credit major. Consult Education Department website for further information.*

**General Studies (Core Curriculum) 57 credits**

*Dance majors must complete only 54 because dance courses fulfill the Performing and Fine Arts requirement.*

<u>Course Name</u>	<u>Credit</u>	<u>Course Name</u>	<u>Credit</u>
___ First Year Seminar	2	___ Arts (I and II)	6
___ Expository Writing	4	___ Cultural Heritage	8
___ Math & Natural Science	10	___ Second (Foreign) Language	4
___ Religious Studies	6	___ Health Dynamics/Laboratory	2
___ Social Sciences	6-8	___ Senior Seminar	3

*Students are strongly encouraged to enroll in Health Dynamics during freshman year; when enrolling, self-identify as a dance student. Anatomical Kinesiology may count for 3 Natural Science credits, but a substitution must be applied for and granted by the Registrar. For further information on this option speak with an advisor in the Dance Department.*

**Electives (as many as necessary to achieve 138.5 credits total)**

<u>Course Number &amp; Name</u>	<u>Credit</u>
___ 114 Historical Social Dance	2
___ 170 Movement Fundamentals	1
___ 215 Stage Makeup	2
___ 223 Lighting Design	3
___ 224 Costume Design	3
___ 350 Sacred Dance	1
___ 370 Laban Movement Analysis	2
___ 380 Labanotation	2
___ 410 Dance Technique VI	3
___ 412 Improvisation II	1
___ 480 Composition II	3
___ 495** Advanced Studies in Dance	
Composition	1-2
___ KIN307 Nutrition	3

***\*Highly Recommended: KIN 307 Nutrition and DAN 295 Dance Production I***

***\*\*See Chairperson or Nicole Flinn***

# The Dance Curriculum

A suggested sequential outline for a dance major

## Dance/Education Certification

### Fall

### Spring

Freshman:

JAZZ \*  
TAP \*  
BALLET\*

MODERN \*  
JAZZ \*  
BALLET\*

Sophomore:

MODERN\*  
TAP\*  
201 EURHYTHMICS  
316 DANCE HISTORY SURVEY

JAZZ\*  
MODERN\*  
221 ANATOMICAL KINESIOLOGY  
300 IMPROVISATION I

Junior:

MODERN\*  
BALLET\*  
320 20<sup>TH</sup> CENTURY DANCE HISTORY

110 FOLK, SOCIAL & SWING  
301 DANCE REPERTORY  
305 COMPOSITION I  
312 MODERN/JAZZ TECHNIQUE\*  
315 TEACHING OF DANCE  
330 ACCOMPANIMENT FOR DANCE

Senior:

JAZZ \*  
TAP\*  
310 CREATIVE DANCE FOR CHILDREN

485 STUDENT TEACHING

**\*ACCORDING TO TECHNICAL ABILITY**

**The following is highly recommended – KIN 307 Nutrition & DAN 295 Dance Production I**

**Note:** Students will progress/advance as their ability permits. Adjustments in sequence may occur to accommodate general education core requirements. All students interested in pursuing a dance major must fill out a major declaration form.

## BACHELOR OF ARTS- DUAL MAJOR IN DANCE/PSYCHOLOGY

A 43.5 credit hour minimum preparatory program for dance therapy

A 32 credit hour minimum in psychology

**Number of years required:** 4 years plus 2 May terms

**Hope College requirement:** 126 credits for graduation

### Dance Studies (History, Theory & Related) 23.5 credits

<u>Course Number &amp; Name</u>	<u>Credit</u>	<u>Course Number &amp; Name</u>	<u>Credit</u>
___201 Eurhythmics	.5	___316 Dance History Survey	3
___221 Anatomical Kinesiology	3	___320 20 <sup>th</sup> Century Dance	
___300 Improvisation I	1	History & Criticism	3
___301 Dance Repertory	2	___360 Dance Therapy	3
___305 Composition I	2	___370 Laban Movement Analysis	2
___310 Creative Dance for Children	2	___372 Labanotation	2
		___460 Skills & Prep for Dance Career	2

### Performance (Technique) Minimum: 20 credits

*As guided by a dance advisor:*

<u>Course Number &amp; Name</u>	<u>Credit</u>	<u>Course Number &amp; Name</u>	<u>Credit</u>
___114 Historical Social Dance*	2	___155 Tap III	1
___120 Modern I	1	___157 Tap IV	1
___122 Modern II	1	___160 Ballet Novice	1
___125 Modern III	1	___162 Ballet I	1
___127 Modern IV	1	___163 Ballet II	1
___140 Jazz I	1	___165 Ballet III	1
___142 Jazz II	1	___167 Ballet Pointe	1
___145 Jazz III	1	___170 Movement Fundamentals	1
___147 Jazz IV	1	___312 Dance Technique V	2
___150 Tap I	1	___410 Dance Technique VI	3
___152 Tap II	1		

**\*Required**

*Courses 120-167 may be repeated for credit a maximum of 3 times or until advised by the instructor.*

### General Studies (Core Curriculum) 57 credits

*Dance majors must complete only 54 because dance courses fulfill the Performing and Fine Arts requirement.*

<u>Course Name</u>	<u>Credit</u>	<u>Course Name</u>	<u>Credit</u>
___First Year Seminar	2	___Arts (I and II)	6
___Expository Writing	4	___Cultural Heritage	8
___Math & Natural Science	10	___Second (Foreign) Language	4
___Religious Studies	6	___Health Dynamics/Laboratory	2
___Social Sciences	6-8	___Senior Seminar	3

*Students are strongly encouraged to enroll in Health Dynamics during freshman year; when enrolling, self-identify as a dance student. Anatomical Kinesiology may count for 3 Natural Science credits, but a substitution must be applied for and granted by the Registrar. For further information on this option speak with an advisor in the Dance Department.*

**Second Major: Psychology**

The psychology major is comprised of a minimum of 32 credit hours which are distributed across eight categories. These categories represent qualitatively different experiences and correspond to different goals and objective delineated in the Psychology Department Mission Statement. For further clarification, please meet with an advisor from the Psychology Department.

*\*Psychology Department determines students' course selections\**

**\*Please see the Hope College Course Catalog for Psychology class offerings and requirements.**

**Electives (as many as necessary to achieve 126 credits total)**

<u>Course Number &amp; Name</u>	<u>Credit</u>	<u>Course Number &amp; Name</u>	<u>Credit</u>
___ 110 Folk, Social & Swing	1	___ 412 Improvisation II	1
___ 215 Stage Makeup	2	___ 480 Dance Composition II	3
___ 223 Lighting Design	3	___ 490** Independent Research	1- 2
___ 224 Costume Design	3	___ 495** Advanced Studies in	
___ 315 Teaching of Dance	2	Dance Composition	1-3
___ 330 Accompaniment for Dance	2		
___ 350 Sacred Dance	1		

\*\*See Chairperson

# The Dance Curriculum

A suggested sequential outline for a dance major

## Dual Major in Dance and Psychology\*

### Fall

### Spring

Freshman:

JAZZ \*\*  
TAP\*\*  
BALLET\*\*

MODERN \*\*  
JAZZ\*\*  
BALLET\*\*

Sophomore:

114 HISTORICAL SOCIAL DANCE  
MODERN\*\*  
TAP\*\*  
201 EURHYTHMICS  
BALLET\*\*  
316 DANCE HISTORY SURVEY

JAZZ\*\*  
MODERN\*\*  
BALLET\*\*  
221 ANATOMICAL KINESIOLOGY  
300 IMPROVISATION I

Junior:

MODERN\*\*  
BALLET\*\*  
310 CREATIVE DANCE FOR CHILDREN  
320 20<sup>TH</sup> CENTURY DANCE HISTORY  
412 IMPROVISATION II

305 COMPOSITION I  
312 MODERN/JAZZ TECHNIQUE\*\*  
360 DANCE THERAPY  
370 LABAN MOVEMENT ANALYSIS

Senior:

JAZZ \*\*  
TAP\*\*  
INTERNSHIP AT HOSPITAL\*\*\*

301 DANCE REPERTORY  
410 JAZZ/MODERN TECHNIQUE  
460 SKILLS & PREP FOR DANCE CAREERS

\* A 43.5 CREDIT HOUR MINIMUM PREPARATORY PROGRAM

\*\* ACCORDING TO TECHNICAL ABILITY

\*\*\* NEED NOT BE TAKEN FOR CREDIT

**Note:** Students will progress/advance as their ability permits. Adjustments in sequence may occur to accommodate general education core requirements. All students interested in pursuing a dance major must fill out a major declaration form.

## BACHELOR OF ARTS - DUAL MAJOR IN DANCE/ENGINEERING

A 43.5 credit hour degree program designed to provide for the student interested in human engineering, dance-related field.

See Engineering Department for credit requirements.

**Number of years required:** 4 years plus 1 summer school or 9 semesters

For complete course descriptions see Hope College course catalog.

**Hope College requirement:** 126 credits for graduation

<b><u>Dance Studies (History, Theory &amp; Related)</u> 23.5 credits</b>			
<u>Course Number &amp; Name</u>	<u>Credit</u>	<u>Course Number &amp; Name</u>	<u>Credit</u>
___201 Eurhythmics	.5	___320 20 <sup>th</sup> Century Dance History & Criticism	3
___221 Anatomical Kinesiology	3	___370 Laban Movement Analysis	2
___300 Improvisation I	1	___372 Labanotation	2
___305 Composition I	2	___480 Composition II	3
___310 Creative Dance for Children	2	___490 **Independent Research	2
___316 Dance History Survey	3		

<b><u>Performance (Technique)</u> Minimum: 20 credits</b>			
<i>As guided by a dance advisor:</i>			
<u>Course Number &amp; Name</u>	<u>Credit</u>	<u>Course Number &amp; Name</u>	<u>Credit</u>
___120 Modern I	1	___155 Tap III	1
___122 Modern II	1	___157 Tap IV	1
___125 Modern III	1	___160 Ballet Novice	1
___127 Modern IV	1	___162 Ballet I	1
___140 Jazz I	1	___163 Ballet II	1
___142 Jazz II	1	___165 Ballet III	1
___145 Jazz III	1	___167 Ballet Pointe	1
___147 Jazz IV	1	___170 Movement Fundamentals	1
___150 Tap I	1	___312 Dance Technique V	2
___152 Tap II	1	___410 Dance Technique VI	3

*Courses 120-167 may be repeated for credit a maximum of 3 times or until advised by the instructor.*

**General Studies (Core Curriculum) 57 credits**

*Dance majors must complete only 54 because dance courses fulfill the Performing and Fine Arts requirement.*

<u>Course Name</u>	<u>Credit</u>	<u>Course Name</u>	<u>Credit</u>
___ First Year Seminar	2	___ Arts (I and II)	6
___ Expository Writing	4	___ Cultural Heritage	8
___ Math & Natural Science	10	___ Second (Foreign) Language	4
___ Religious Studies	6	___ Health Dynamics/Laboratory	2
___ Social Sciences	6-8	___ Senior Seminar	3

*Students are strongly encouraged to enroll in Health Dynamics during freshman year; when enrolling, self-identify as a dance student.*

*Anatomical Kinesiology may count for 3 Natural Science credits, but a substitution must be applied for and granted by the Registrar. For further information on this option speak with an advisor in the Dance Department.*

**Second Major: Engineering**

36 credit hours

In case of a dual major the physics and engineering courses required are those described for a BS in physics and engineering. The additional mathematics and science requirements shall be established by agreement between the student and the engineering department. A student interested in this field should meet with the director of the engineering program as soon as possible.

**\*Please see the Hope College Course Catalog for Engineering class offerings and requirements.**

**Electives (as many as necessary to achieve 126 credits total)**

<u>Course Number &amp; Name</u>	<u>Credit</u>	<u>Course Number &amp; Name</u>	<u>Credit</u>
___ 110 Folk, Social & Swing	1	___ 301 Dance Repertory	2
___ 114 Historical Social Dance	2	___ 360 Dance Therapy	3
___ 315 Teaching of Dance	2	___ 412 Improvisation II	1
___ 330 Accompaniment for Dance	2	___ 460 Skills & Prep for Dance	2
___ 350 Sacred Dance	1	___ Theatre Tech courses: Lighting Costume, Stage Make-Up**	2-3

\*\*See Chairperson

# The Dance Curriculum

A suggested sequential outline for a dance major

## Dual Major in Dance and Engineering

### Fall

### Spring

Freshman:

JAZZ\*\*  
TAP\*\*  
BALLET\*\*

MODERN\*\*  
JAZZ\*\*  
BALLET\*\*

Sophomore:

MODERN\*\*  
TAP\*\*  
201 EURHYTHMICS  
BALLET\*  
316 DANCE HISTORY SURVEY

JAZZ\*\*  
MODERN\*\*  
BALLET\*\*  
221 ANATOMICAL KINESIOLOGY  
300 IMPROVISATION I

Junior:

MODERN\*\*  
BALLET\*\*  
310 CREATIVE DANCE FOR CHILDREN  
320 20<sup>TH</sup> CENTURY DANCE HISTORY

305 COMPOSITION I  
312 MODERN/JAZZ TECHNIQUE\*\*  
330 ACCOMPANIMENT FOR DANCE  
370 LABAN MOVEMENT ANALYSIS

Senior:

JAZZ \*\*

490 INDEPENDENT STUDY\*  
\*Joint project in dance &  
engineering

+One May term, either junior or senior year, is required:

**372 Labanotation**

+The following may be taken as electives:

**410 Technique VI, 412 Improvisation II**

**495 Advanced Composition**

**\*\*ACCORDING TO TECHNICAL ABILITY**

**Note:** Students will progress/advance as their ability permits. Adjustments in sequence may occur to accommodate general education core requirements. All students interested in pursuing a dance major must fill out a major declaration form.

## BACHELOR OF ARTS—DUAL MAJOR IN DANCE/BIOLOGY

43.5 credit hour degree program designed for Pre-Medicine

36 credit hour minimum in biology

**Number of years required:** 4 years plus 1 summer school or 9 semesters

**Hope College requirement:** 126 credits for graduation

<b><u>Dance Studies (History, Theory &amp; Related)</u> 24.5 credits</b>			
<u>Course Number &amp; Name</u>	<u>Credit</u>	<u>Course Number &amp; Name</u>	<u>Credit</u>
___ 201 Eurhythmics	.5	___ 320 20 <sup>th</sup> Century Dance History & Criticism	3
___ 221 Anatomical Kinesiology	3	___ 360 Dance Therapy	3
___ 300 Improvisation I	1	___ 370 Laban Movement Analysis	2
___ 305 Composition I	2	___ 480 Composition II	3
___ 310 Creative Dance for Children	2	___ 490** Independent Research	2
___ 316 Dance History Survey	3	<b>**See Chairperson</b>	

<b><u>Performance (Technique)</u> Minimum: 20 credits</b>			
<i>As guided by a dance advisor:</i>			
<u>Course Number &amp; Name</u>	<u>Credit</u>	<u>Course Number &amp; Name</u>	<u>Credit</u>
___ 110 Folk, Social, & Swing*	1	___ 155 Tap III	1
___ 120 Modern I	1	___ 157 Tap IV	1
___ 122 Modern II	1	___ 160 Ballet Novice	1
___ 125 Modern III	1	___ 162 Ballet I	1
___ 127 Modern IV	1	___ 163 Ballet II	1
___ 140 Jazz I	1	___ 165 Ballet III	1
___ 142 Jazz II	1	___ 167 Ballet Pointe	1
___ 145 Jazz III	1	___ 170 Movement Fundamentals	1
___ 147 Jazz IV	1	___ 312 Dance Technique V	2
___ 150 Tap I	1	___ 410 Dance Technique VI	3
___ 152 Tap II	1		

*\*Courses 120-167 may be repeated for credit a maximum of 3 times or until advised by the instructor.*

**\*Required**

<b><u>General Studies (Core Curriculum)</u> 57 credits</b>			
<i>Dance majors must complete only 54 because dance courses fulfill the Performing and Fine Arts requirement.</i>			
<u>Course Name</u>	<u>Credit</u>	<u>Course Name</u>	<u>Credit</u>
___ First Year Seminar	2	___ Arts (I and II)	6
___ Expository Writing	4	___ Cultural Heritage	8
___ Math & Natural Science	10	___ Second (Foreign) Language	4
___ Religious Studies	6	___ Health Dynamics/Laboratory	2
___ Social Sciences	6-8	___ Senior Seminar	3

*Students are strongly encouraged to enroll in Health Dynamics during freshman year; when enrolling, self-identify as a dance student. Anatomical Kinesiology may count for 3 Natural Science credits, but a substitution must be applied for and granted by the Registrar. For further information on this option speak with an advisor in the Dance Department.*

**Second Major: Biology**

28 credit hours of biology must include the 4 required biology courses plus 1 semester of mathematics and 1 year of Chemistry.\*

**\*Biology Department determines students' course selections\***

**\*Please see the Hope College Course Catalog for Biology class offerings and requirements.**

**Electives (as many as necessary to achieve 126 credits total)**

<u>Course Number &amp; Name</u>	<u>Credit</u>	<u>Course Number &amp; Name</u>	<u>Credit</u>
___ 114 Historical Social Dance	2	___ 372 Labanotation	2
___ 215 Stage Makeup	2	___ 412 Improvisation II	1
___ 223 Lighting Design	3	___ 460 Skills & Prep for Dance	
___ 224 Costume Design	3	Careers	2
___ 301 Dance Repertory	2	___ 495** Advanced Studies in	
___ 315 Teaching of Dance	2	Dance Composition	1-3
___ 330 Accompaniment for Dance	2		
___ 350 Sacred Dance	1		

**\*\*See Chairperson**

# The Dance Curriculum

A suggested sequential outline for a dance major

## Dual Major in Dance and Biology\*

### Fall

### Spring

Freshman:

JAZZ\*\*  
TAP\*\*  
BALLET\*\*

MODERN\*\*  
JAZZ\*\*  
BALLET\*\*

Sophomore:

MODERN\*\*  
TAP\*\*  
201 EURHYTHMICS  
316 DANCE HISTORY SURVEY

JAZZ\*\*  
MODERN\*\*  
BALLET\*\*  
221 ANATOMICAL KINESIOLOGY  
300 IMPROVISATION I

Junior:

MODERN\*\*  
BALLET\*\*  
320 20<sup>TH</sup> CENTURY DANCE HISTORY  
412 IMPROVISATION II

110 FOLK, SOCIAL & SWING  
305 COMPOSITION I  
312 MODERN/JAZZ TECHNIQUE  
360 DANCE THERAPY  
370 LABAN MOVEMENT ANALYSIS

Senior:

JAZZ \*\*  
480 COMPOSITION II  
495 ADVANCED STUDIES

490 INDEPENDENT STUDY

**\*FOR PRE-MEDICINE**

**\*\*ACCORDING TO TECHNICAL ABILITY**

**Note: Students will progress/advance as their ability permits. Adjustments in sequence may occur to accommodate general education core requirements. All students interested in pursuing a dance major must fill out a major declaration form.**

## BACHELOR OF ARTS—DUAL MAJOR IN DANCE/CHEMISTRY

43.5 credit hour degree program designed for Pre-Medicine  
See Chemistry Department for credit requirements.

**Number of years required:** 4 years plus 1 summer school or 9 semesters  
**Hope College requirement:** 126 credits for graduation

### Dance Studies (History, Theory & Related) 24.5 credits

<u>Course Number &amp; Name</u>	<u>Credit</u>	<u>Course Number &amp; Name</u>	<u>Credit</u>
___201 Eurhythmics	.5	___320 20 <sup>th</sup> Century Dance	
___221 Anatomical Kinesiology	3	History & Criticism	3
___300 Improvisation I	1	___360 Dance Therapy	3
___305 Composition I	2	___370 Laban Movement Analysis	2
___310 Creative Dance for		___480 Composition II	3
Children	2	___490** Independent Research	2
___316 Dance History Survey	3		

\*\*See Chairperson

### Performance (Technique) Minimum: 20 credits

*As guided by a dance advisor:*

<u>Course Number &amp; Name</u>	<u>Credit</u>	<u>Course Number &amp; Name</u>	<u>Credit</u>
___110 Folk, Social, & Swing	1	___155 Tap III	1
___120 Modern I	1	___157 Tap IV	1
___122 Modern II	1	___160 Ballet Novice	1
___125 Modern III	1	___162 Ballet I	1
___127 Modern IV	1	___163 Ballet II	1
___140 Jazz I	1	___165 Ballet III	1
___142 Jazz II	1	___167 Ballet Pointe	1
___145 Jazz III	1	___170 Movement Fundamentals	1
___147 Jazz IV	1	___312 Dance Technique V	2
___150 Tap I	1	___410 Dance Technique VI	3
___152 Tap II	1		

*\*Courses 120-167 may be repeated for credit a maximum of 3 times or until advised by the instructor.*

### General Studies (Core Curriculum) 57 credits

*Dance majors must complete only 54 because dance courses fulfill the Performing and Fine Arts requirement.*

<u>Course Name</u>	<u>Credit</u>	<u>Course Name</u>	<u>Credit</u>
___First Year Seminar	2	___Arts (I and II)	6
___Expository Writing	4	___Cultural Heritage	8
___Math & Natural Science	10	___Second (Foreign) Language	4
___Religious Studies	6	___Health Dynamics	2
___Social Sciences	6-8	___Senior Seminar	3

*Students are strongly encouraged to enroll in Health Dynamics during freshman year; when enrolling, self-identify as a dance student. Anatomical Kinesiology may count for 3 Natural Science credits, but a substitution must be applied for and granted by the Registrar. For further information on this option speak with an advisor in the Dance Department.*

**Second Major: Chemistry**

25 credit minimum of science major chemistry courses, plus 2 semesters of physics with lab.

*Calculus I (Math 131 or Math 125 and Math 126) and II (Math 132)*

*Calculus based General Physics 121, 141, 122 and 142 are recommended for the BA degree and required for the BS degree, students seeking the BA degree may wish to consult their academic advisor to discuss if College Physics (105,107, 106 and 108) are appropriate for their program of study.*

**\*Chemistry Department determines students' course selections.\***

**\*Please see the Hope College Course Catalog for Chemistry class offerings and requirements.**

**Electives (as many as necessary to achieve 126 credits total)**

<u>Course Number &amp; Name</u>	<u>Credit</u>	<u>Course Number &amp; Name</u>	<u>Credit</u>
___ 114 Historical Social Dance	2	___ 372 Labanotation	2
___ 215 Stage Makeup	2	___ 412 Improvisation II	1
___ 223 Lighting Design	3	___ 460 Skills & Prep for Dance	
___ 224 Costume Design	3	Careers	2
___ 301 Dance Repertory	2	___ 495** Advanced Studies in	
___ 315 Teaching of Dance	2	Dance Composition	1-3
___ 330 Accompaniment for Dance	2		
___ 350 Sacred Dance	1		

**\*\*See Chairperson**

# The Dance Curriculum

A suggested sequential outline for a dance major

## Dual Major in Dance and CHEMISTRY\*

### Fall

### Spring

Freshman:

JAZZ\*\*  
TAP\*\*  
BALLET\*\*

MODERN\*\*  
JAZZ\*\*  
BALLET\*\*

Sophomore:

MODERN\*\*  
TAP\*\*  
201 EURHYTHMICS  
316 DANCE HISTORY SURVEY

JAZZ\*\*  
MODERN\*\*  
BALLET\*\*  
221 ANATOMICAL KINESIOLOGY  
300 IMPROVISATION I

Junior:

MODERN\*\*  
BALLET\*\*  
320 20<sup>TH</sup> CENTURY DANCE HISTORY  
412 IMPROVISATION II

110 FOLK, SOCIAL & SWING  
305 COMPOSITION I  
312 MODERN/JAZZ TECHNIQUE  
360 DANCE THERAPY  
370 LABAN MOVEMENT ANALYSIS

Senior:

JAZZ \*\*  
480 COMPOSITION II  
495 ADVANCED STUDIES

490 INDEPENDENT STUDY

**\*FOR PRE-MEDICINE**

**\*\*ACCORDING TO TECHNICAL ABILITY**

**Note:** Students will progress/advance as their ability permits. Adjustments in sequence may occur to accommodate general education core requirements. All students interested in pursuing a dance major must fill out a major declaration form.

## MINOR IN DANCE

A 22.5-23.5 credit minor with an equal balance of technique and theory. There is some flexibility depending on the students' goals for the minor.

Students in teacher education must see coursework requirements

[www.hope.edu/academic/education/requirements](http://www.hope.edu/academic/education/requirements)

For complete course descriptions see Hope College Course Catalog.

<b><u>Dance Studies (History, Theory &amp; Related) 11.5-12.5 credits</u></b>	
<u>Course Number &amp; Name</u>	<u>Credit</u>
___ 201 Eurhythmics	.5
___ 221 Anatomical Kinesiology	3
___ 300 Improvisation I	1
___ 305 Composition I	2
___ 316 Dance History Survey	3
<b>Plus the following to achieve 11.5 credits:</b>	
<u>Course Number &amp; Name</u>	<u>Credit</u>
___ 215 Stage Make-Up	2
___ 223 Lighting Design	3
___ 224 Costume Design	3
___ 301 Dance Repertory	2
___ 310 Creative Dance for Children	2
___ 412 Improvisation II	1

<b><u>Performance (Technique) Minimum: 11 credits</u></b>			
<i>As guided by a dance advisor:</i>			
<u>Course Number &amp; Name</u>	<u>Credit</u>	<u>Course Number &amp; Name</u>	<u>Credit</u>
___ 110 Folk, Social & Swing*	1		
___ 114 Historical Social Dance*	2	___ 155 Tap III	1
___ 120 Modern I	1	___ 157 Tap IV	1
___ 122 Modern II	1	___ 160 Ballet Novice	1
___ 125 Modern III	1	___ 162 Ballet I	1
___ 127 Modern IV	1	___ 163 Ballet II	1
___ 140 Jazz I	1	___ 165 Ballet III	1
___ 142 Jazz II	1	___ 167 Ballet Pointe	1
___ 145 Jazz III	1	___ 170 Movement Fundamentals	1
___ 147 Jazz IV	1	___ 312 Dance Technique V	2
___ 150 Tap I	1	___ 410 Dance Technique VI	3
___ 152 Tap II	1		
<b>*Required</b>			
<i>Courses 120-167 may be repeated for credit a maximum of 3 times or until advised by the instructor.</i>			
<i>Students are strongly encouraged to enroll in Health Dynamics during freshman year; when enrolling, self-identify as a dance student.</i>			
<i>Anatomical Kinesiology may count for 3 Natural Science credits, but a substitution must be applied for and granted by the Registrar's Office. For further information on this option speak with an advisor in the Dance Department.</i>			
<i>The minimum expectation is that the dance minor will participate in college dance activities for at least two semesters, including auditions for performances.</i>			
<i>Students in Teacher Education must meet all requirements of the Department of Education for Teacher Certification.</i>			

# **MINOR**

*(NON-TEACHING)*

**Must Include the Following Courses:**

**Performance/Technique = 11 credits\***

**\*Students must take a minimum of two credits in each dance form:**

**Modern**

**Jazz**

**Ballet**

**Tap**

**Folk-Social-Swing (required)**

**Historical Social Dance (required)**

**Dance Studies/Theory = 11.5 to 12.5 credits\***

**\*Students must take dance:**

**Eurhythmics**

**Anatomical Kinesiology**

**Improvisation I**

**Composition I**

**Dance History Survey**

**The dance minor consists of 22.5 to 23.5 credits with an equal balance of technique and theory. There is some flexibility depending on the students' goals for the minor.**

## Internships

Internships are available in the education, psychology, engineering, biology, and chemistry departments for students who are pursuing dual majors in those fields of study. Internships are offered year-round to interested students in a variety of areas, on or off-campus. They provide additional educational opportunities that further prepare students for industry or graduate school after completion of their undergraduate degrees.

### *The Arts Program in New York*

The Great Lakes Colleges Association (GLCA) provides rich opportunities in its New York Arts Semester for students seriously interested in dance performance and choreography. The program gives students ready access to a vast number of original works of art, to a variety of dramatic and musical events, and to special collections of research materials. Students participate, through apprenticeships or less formal means, in the milieu of the professional artist to better understand the intentions, the problems, and the means of the art of dance.

### *The Philadelphia Center Sponsored by the GLCA*

This program is designed to promote intellectual and professional development for students while living in the city and learning in an experience-based as well as traditional academic context. This program gives dance therapy students a chance to encounter an integrated work experience with educational, social, and professional development.

### *The Chicago Semester*

This program is for dance education majors in their final year. It allows students to teach dance in a public school where there is a full-time dance program. It fulfills their student teaching requirement in a way that allows them to teach dance and another subject area in the public schools.

**\*\*For further information on other domestic programs:**

**[www.hope.edu/student/careers/resources/domestic](http://www.hope.edu/student/careers/resources/domestic)**

### The French Semester\*

In addition to on-campus courses in Dance and French, students interested in a dual major should plan for a semester in Paris. This program is administered by the Institute for the International Education of Students (IES) in Paris and will prepare a student for a number of fields including dance choreography, criticism, history, anthropology, writing and/or working with an international dance company.

This French semester offers the following special features:

- Courses at the IES center in Paris and the Ecole de danse du Marais, one of the leading dance schools in Paris
- Housing in French homes
- Field trips

Students interested in this program should contact a French and a Dance professor early to be advised on the proper sequencing of courses. For additional information see [www.hope.edu/academic/language/french/majors](http://www.hope.edu/academic/language/french/majors)

### The Mexico Semester\*

This program partners with the Universidad Autonoma De Queretaro, where students pursue dance classes, continue their dance careers and experience Mexican culture. All classes are in Spanish. Students are advised to be fluent in Spanish before applying.

**\*For further information about International Study contact Maxine DeBruyn.**

# Performance and Choreography Opportunities

## Courses

Students have the opportunity to perform as well as to explore and develop choreographic skills, tools, and concepts in the following courses:

114 – Historical Social Dance

300 – Improvisation I

305 - Composition I

412 – Improvisation II

480 – Composition II

495 - Advanced Studies in Dance and/or Composition

## **Student Produced Dance Concerts (fall and spring semesters)**

Students are provided with the unique opportunity to further explore/develop choreographic and performing talents as well as production elements. This opportunity is open to the entire Hope College student population and especially encouraged and/or required for the dance minor and major.

The Dow Center dance studio and the Knickerbocker Theatre are secured each semester for presentation of original student choreography. The Dow Center dance studio concert will include all works. The Knickerbocker concert will include works selected by the adjudication process and that are proscenium space appropriate.

Students are responsible for creating their own work and for finding and casting their own dancers. They conceive and rehearse their own work, are responsible for costumes and may get the opportunity to design a simple light plot if and when applicable.

Students taking Composition I & II are responsible for creating a work in accordance with their class syllabus that will be integrated into the student dance concerts. There is some budgetary assistance possible for these works, if necessary and approved.

**Students may:      Choreograph (2) two pieces  
                                 OR  
                                 Dance (2) two pieces  
                                 OR  
                                 Choreograph (1) one piece and Dance (1) one piece  
                                 (Solos danced by their choreographer are considered (2) two  
                                 pieces)**

Students enrolled in Advanced Composition (DAN 495) and/or Composition I (DAN 305) and/or Composition II (DAN 480) may perform in **OR** choreograph in one piece outside of their course requirements.

A student enrolled in the (DAN 295) Introduction to Dance Production class will not perform in the student concert that same semester, but may choreograph with permission from the instructor.

The Dance Department faculty will facilitate multiple showings (2-3) and all pieces which have participated in the full adjudication process (3 showings) will be presented at the Dow Center Concert.

**Student pieces must be completed by third showing.**

All works performed will receive a final adjudication by guest adjudicators at the Dow Concert. Works selected by them will move to the Knickerbocker Theater for performance with technical and design support.

### **Student Dance Concert Adjudication Process**

Students will show their works in various stages of creation at (2-3) informal showings. The concert's faculty co-coordinators will adjudicate these showings. A panel of at least (3) guest adjudicators will critique the Dow Concert. These adjudicators will select the pieces for the Knickerbocker Theatre Concert and may consult with the dance department faculty on their decision.

Adjudicators will be looking for evidence of original thought including rigorous movement research and creative process and product along with other indicators of maturity and sophistication, as well as appropriate choices in the categories listed on the assessment sheet.

# FALL / SPRING STUDENT DANCE CONCERT CONTRACT

I, \_\_\_\_\_ have read the Student Dance Concert requirements / obligations and hereby will fulfill the requirements of the adjudication process / technical schedule / performance dates as stated.

Failure for the individual to comply and/or fulfill these commitments results in the substantial loss of time, talent and resources for others who have invested in the same work. Therefore, the student should be aware that note of such action will be recorded and will become a part of the department file.

Exceptional circumstances including injury and/or illness will be addressed on an individual basis.

X \_\_\_\_\_  
(Name of participating dancer/choreographer)

Date \_\_\_\_\_

**DOW STUDENT DANCE CONCERT ADJUDICATION**

**Choreographer:** \_\_\_\_\_ **Comp I / Comp II / Adv. Comp / Open**

**Adjudicator:** \_\_\_\_\_

**Title:** \_\_\_\_\_ **FR / SO / JR / SR**

<b>EFFECTIVE USE OF:</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>ADVANCED</b>	<b>COMMENTS</b>
Theme/Concept				
Dynamics/Energy				
Space				
Transitions				
Movement				
Rhythm/Music/Sound				
Costumes/Props				

**OVERALL INTEREST:**            **LOW / AVERAGE / HIGH**

**KNICKERBOCKER:**            **YES / NO**

## **Annual Faculty Dance Concert**

For the spring semester, the dance department faculty auditions, casts, and choreographs the annual faculty dance production. The faculty may create works in disciplines taught through the dance department (ballet, jazz, tap, and modern) and explore a range of ideas and inspirations that challenge the students.

Students audition either during the fall semester or at the beginning of the spring semester. They audition for any number of choreographers, and may or may not be selected to a maximum of two pieces, with the exception of freshmen who may be cast in only one piece. Those who cannot audition at the stated time may contact the choreographer to arrange an audition time, if possible. The final casting is a full faculty effort. There is no guarantee that one will be cast in a piece, regardless of one's year in school. Once casting is determined, rehearsal schedules are assigned. Rehearsal times are exclusive of scheduled class times. All cast members are expected to adhere to the final schedule. **This may require remaining on campus through the winter break period at the discretion of each faculty choreographer.**

The professionally run dance concert offers a great opportunity for learning about dance production and professional work ethics in the most visible and popular performance opportunity on campus. The production is enhanced by the talents of professional costume and lighting designers and staged at the Knickerbocker Theatre.

## **Sacred Dance**

Interested students may do special work under the guidance of the Sacred Dance Coordinator in creating and performing sacred dance in chapel and area churches.

## **StrikeTime**

Strike Time is a touring student dance company under the tutelage and direction of the department chair. The students involved develop a unique script and choreograph short works for the script in the various dance disciplines to provide K-6<sup>th</sup> grade children a learning experience and exposure to dance. The company provides students with an opportunity to learn about company dynamics and responsibilities, as well as a firsthand experience in teaching young children.

## **dANCEpROjEcT**

Directed by faculty member Steven Iannacone, dANCEpROjEcT (formerly known as Aerial Dance Theater), founded in 1986, is a resident company of Hope College. It is a repertory company that offers selected students the opportunity to work with recent graduates of the dance department and professionals. dANCEpROjEcT presents seasonal performances at the Knickerbocker Theater and in the surrounding communities.

## **IDT**

Co-directed by faculty members Rosanne Barton-DeVries and Amanda Smith-Heynen, IDT (formally known as InSync Dance Theatre), founded in 1997, is also a resident company of Hope College. It is a tap and jazz repertory company that features selected students, Hope graduates, and other professionals. IDT presents a seasonal performance at the Knickerbocker Theatre and small performances in the surrounding communities.

During one given year, students may only perform in either dANCEpROjECt or IDT. Non-students must make a commitment to one company, but may guest perform with the other.

## **Musical Theater**

The theater department offers other opportunities for performing in the genre of musical theater. Interested students are encouraged to audition for these productions and further expand their performance skills.

## Awards, Scholarships and Honor Societies

### Awards:

The *Florence Cavanaugh Award* is awarded to a dance major of senior status who excelled as a technician, performer, teacher, and choreographer while attending Hope College.

The *DeLong Senior Dance Award for Outstanding Achievement in Dance* is awarded to a deserving student who has demonstrated exceptional development as a dance artist and shows promise in the field of dance.

### Scholarships:

The *DeLong Family May and Summer Study* is reserved for a dance student who shows promise in dance. The DeLong Scholarship is awarded when a deserving student submits a letter of application to the dance office and addressed to the DeLong family. **Applications are due by May 15<sup>th</sup>**. For further information regarding the application process, see Chairperson.

The *Distinguished Artist's Award* is a scholarship that is awarded to a prospective Hope College dance major or minor who shows tremendous potential as a dancer and performer. The DAA is renewed yearly according to the following policies:

After the student completes his/her freshman year (and every year thereafter), a demonstrated GPA of 2.6 is required for renewal of the award.

A student must also have a record of continued participation in the arts. The department chairperson of the department which gave the award (or to which the student's award has been formally transferred) decides whether the student has fulfilled this participation requirement. In the dance program, that decision is based on the following departmental guideline:

Students must either major or minor in dance.

**Honor Societies:**

*Sigma Omicron* is an honorary dance society/fraternity open to all declared dance majors and minors attending Hope College who have achieved junior or senior status and who fulfill the academic and artistic criteria established by the organization. The basic purpose of the honor fraternity is to build a bond of common interest among young artists, to provide opportunities to explore new ideas and broaden creative horizons, to foster growth in the art form, and to expose dancers to other professionals outside of the Holland community.

**Additional Opportunities:**

The *Michigan Dance Council* provides dance students with the opportunity to perform their works at state meetings.

The *American College Dance Festival (ACDF)* is a four-day conference that is held at various colleges and universities in the Great Lakes region. Its focus is on performance and choreography. Hope College can send up to two adjudicated and one unadjudicated dance works to the festival. The faculty selects the student-choreographed pieces. All students are welcome to attend ACDF; it offers them the opportunity to display their choreography to a more diversified audience, to perform in or attend formal and informal concerts, and to take master classes. Such an experience helps to expand, explore, and share the creativity energies of multiple artists from other colleges and universities.

## **HOPE COLLEGE MISSION STATEMENT**

*The mission of Hope College is to educate students for lives of leadership and service in a global society through academic and co-curricular programs of recognized excellence in the liberal arts and in the context of the historic Christian faith.*

## **ARTS DIVISION MISSION STATEMENT**

*The Arts Division educates every student and the community in the transformational power of the arts.*

## **DANCE DEPARTMENT MISSION STATEMENT**

*The Dance Department provides opportunities for the student to develop artistically, intellectually, physically, and spiritually. This is accomplished through the art of dance, and in adherence to the college's religious and liberal arts philosophies.*

# Department Goals and Objectives

## Goal #1: History

To acquire an understanding of the role of dance in civilizations past and present.

**Objective #1:** Students will develop an understanding of dance in the past and present.

**Objective #2:** Students will develop and participate in dance forms of the past and present.

**Objective #3:** Students will acquire knowledge about various cultures through dance.

**Objective #4:** Students will be exposed to other art forms and cultures.

## Goal #2: Creativity

To develop creativity.

**Objective #1:** Students explore their own ideas and feelings, developing the ability to perceive with greater awareness when creating dances.

**Objective #2:** Students develop skills of perception and expression of movement.

**Objective #3:** Students apply their knowledge and engage in the process of forming and selecting their own ideas, concepts, and beliefs.

**Objective #4:** Students will use other arts as resources.

**Objective #5:** Students will interconnect arts, academics, and other areas of interest.

## Goal #3: Technique and Communication/Performance

To acquire verbal and nonverbal skills for communication through the experience of dance.

**Objective #1:** Students will explore and discover self as the primary instrument of dance; becoming aware of the body and its range and limitations.

**Objective #2:** The students will learn to take risks, to accept challenges, to express their feelings and ideas.

**Objective #3:** The students will receive guidance, criticism, assessment, and adjudication of their work.

**Objective #4:** Students develop skills, understanding and attitudes through dance to challenge the intellect

**Objective #5:** Students will broaden their social and spiritual awareness and capacities and trust their unique inventiveness.

**Objective #6:** Students will be informed of the opportunities to choreograph, demonstrate, audition, perform, and incorporate dance in the extended community.

#### **Goal #4: Criticism/Evaluation**

To be provided with the means for making informed choices through the experience of dance.

**Objective #1:** Students will develop abilities to bring aesthetic evaluation and appreciation to composition, choreography, performance, and related media.

**Objective #2:** Students will learn about interaction/feedback and seek to understand and regard the ideas and criticisms of others.

**Objective #3:** Students learn to assess, create, observe, and present their ideas.

**Objective #4:** Students learn to distinguish strengths and weaknesses in what they experience.

#### **Goal #5: Somatics/Dance Science**

To acquire an understanding of biomechanical and physiological aspects of movement.

**Objective #1:** Students will develop skills to make choices for a healthy lifestyle.

**Objective #2:** Students will explore biomechanical and physiological processes.

#### **Goal # 6: Recruitment**

To be recruited as a major or minor.

**Objective #1:** To be exposed to an innovative and adaptive curriculum in dance.

**Objective #2:** To develop as well-rounded dancers.

**Objective #3:** To have opportunities for off-campus experiences at the state, national, and international level.

## **Goal # 7: Infrastructure**

To provide facilities and resources to support a program of study in dance.

**Objective #1:** Students are provided with safe and appropriate facilities.

**Objective #2:** Provide students with well maintained, periodically updated theatre and performance spaces for instruction and performance.

**Objective#3:** Students provided with appropriate access to studios.

**Objective #4:** Students have access to instruction, programs, resources, and technical equipment for developing their artistic abilities.

## **Exit Outcomes (see Dance Department Student Profile sheet)**

### **Students will:**

Possess proficient knowledge and understanding of the structure, analysis and skilled execution of movement as a creative and expressive art form.

**(Goals 3, 4, and 5)**

Continue problem-solving skills for ongoing artistic development and communication. **(Goals 2, 3, and 5)**

Continue artistic, creative, technical and civic advancement through contributions within their vocational roles. **(Goals 1 and 3)**

Emphasize abilities and skills needed to build a proficient and aesthetic understanding of the structural, analytical, and technical elements of movement as a creative and expressive career. **(Goals 2, 3, 4, and 5)**

## ASSESSMENT

The dance department educates its students in all aspects of dance including performance, choreography, theory, and technique. The dance department models its curriculum after the *Artist Dance Matrix* (see page 42) by challenging dance students to create, perform and respond to their technique, composition, and theory courses.

Dance students of all proficiency levels are assessed in their technique classes followed by personal feedback from the dance instructor. Students are evaluated in each class throughout the course of the semester. In doing so, each student accumulates a personal dance portfolio including dance profiles in the areas of technique, repertory, improvisation, composition, and production. Students are also expected to improve their critical thinking and writing skills in their theory classes (see page 43).

Faculty members are responsible for following their students' progress in class by completing the appropriate assessment sheets. Dance students also learn how to evaluate their own progress in class by watching videos of class exercises and assessing their mastery of the technique on appropriate evaluation sheets. The purpose of this process is to help determine a dancer's strengths and weaknesses and to bring to the dancer's attention the areas that need the most concentration (see page 44).

During their junior and senior years, dance majors meet with the department chair and faculty to discuss their past and present accomplishments and future goals in the realm of dance. The purpose of the adjudication is to encourage the dance student to continue his or her progress in technique, theory, and choreography through positive means.

Graduating seniors receive a comprehensive student profile sheet that assesses their individual progress as a dancer in the areas of technique, repertory, improvisation, composition, and production over the full course of study at Hope College as part of their exit interview (see pages 45-46).

# ARTIST DANCE MATRIX

**Majors will further develop their artistic skills through:**

<b>CREATING</b>	<p>Student ability to:</p> <ul style="list-style-type: none"> <li>*Make original movement choices</li> <li>*Follow improvisational and compositional structures</li> <li>*Generate and select from alternatives</li> <li>*Explore and invent solutions to movement problems</li> <li>*Collaborate to achieve solutions</li> </ul>
<b>PERFORMING</b>	<p>Student ability to:</p> <ul style="list-style-type: none"> <li>*Accurately reproduce movement/spatial pattern, etc.</li> <li>*Focus</li> <li>*Maintain physical control</li> <li>*Recall movement</li> <li>*Communicate through movement (expression)</li> <li>*Integrate movement with music</li> </ul>
<b>RESPONDING (Perception/Analysis)</b>	<p>Student ability to:</p> <ul style="list-style-type: none"> <li>*Identify compositional elements</li> <li>*Probe</li> <li>*Reflect contexts (stylistic, cultural, social, historical, aesthetic)</li> <li>*Make informed critical judgments</li> </ul>
	<b>Dance Skills/Techniques (knowing how)</b>
	<b><u>Knowledge (knowing about)</u> (History – Aesthetics – Contexts)</b>

# Assessment Plan in Writing

## **Unit Objective**

Each dance student should be able to write across the curriculum.

## **Outcome Criteria**

Students will demonstrate effective use of language and diction, fluidity, clarity of expression, and appropriate organizational structure. (Examples: papers, Projects, journals, essay tests)

## **Assessment Measure**

Portfolio review: The dance faculty will make students aware of their strengths and weaknesses, and what they should work on next.

## **Feedback**

Students will know of their progress at the conclusion of each paper, project, journal, or essay tests.

**STUDENT DANCE ASSESSMENT**  
Junior & Senior Years

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

COLLEGE YEAR:      Junior      Senior

MAJOR: \_\_\_\_\_

MINOR: \_\_\_\_\_

**PRESENTATION:**

appropriate	inconsistent	inappropriate
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**BODY:**

alignment	articulation	use of energy	coordination	texture
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**TECHNIQUES/DISCIPLINE:**

advanced		proficient	basic
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**PHYSICAL POWER:**

evident	inconsistent	nonevident
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**WORK PATTERNS:**

reliable	inconsistent	problematic
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**PROCESS METHOD:**

reacts instinctively	receptive	processes gradually	unaware
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**LEARNING METHOD:**

learns quickly	learns with repetition	slow to incorporate
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**COMMITMENT/WORK HABITS:**

exceeds expectations	meets expectations	does not meet expectations
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**CREATIVITY:**

produces qualitatively	works in comfort zone	avoids exploration
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**COACHABILITY:**

produces correction immediately	takes coaching well	minimum response	resistant does it his/her way
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**MOTIVATION:**

clear	unclear
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## DANCE DEPARTMENT STUDENT PROFILE

Name \_\_\_\_\_

	Basic				Proficient			Advanced			
	1	2	3	4	5	6	7	8	9	10	
<b>A. TECHNIQUE ~ Goal #3 &amp; #5</b>											EXTERNAL
Alignment											
Clarity of Forms/Structures/Textures											
Transitions (Continuity of Phrasing)											
Physical Expressiveness/Dynamics											
Effective Use of Space (in Motion)											
Rhythm Clearly Demonstrated: Musicality/Phrasing											
<b>B. REPERTORY ~ Goals #1 &amp; #3</b>											EXTERNAL
Technical Approach (Movement Knowledge)											
Spacial Awareness (Ensemble)											
Captures Essence of Piece (Choreographer's Vision)											
Level of Movement Execution											
Execution of Conceptual Elements Consistent: Perf. & Proj.											
<b>C. IMPROVISATION ~ Goals #2 &amp; #3</b>											RESEARCH
Discovery: Taking Risks											
Willingness to Explore: Freedom											
Demonstrates Development of Concepts: Movement Research											
Solves Problems											
Executes Concepts: Doing											
<b>D. COMPOSITION ~ Goals #2, #3, &amp; #4</b>											INTERNAL
Understands Principles of Aesthetics: Theme, Structure, Unity											
Creates, Performs Techniques, Styles, & Elements of Dance											
Kinesthetic Literacy (Communication Through the Body)											
Creativity/Choreography/Completion (Worthy to Present)											
<b>E. PRODUCTION ~ Goals #2, #3, &amp; #4</b>											EXTERNAL
Styles/Detail: Performs Development of Material											
Expression of Pieces (Inside Source)											
Kinesthetic Literacy											
Technical Theatre Crafts (Costumes, Lights, Etc.)											
Collaboration with Other Artists											
<b>F. PEDAGOGY ~ Goals #1, #2, #3, #4, &amp; #5</b>											EXTERNAL
Preparation											
Methods											
Analysis											
Communication: Verbal											
Written											
Assessment (Incorporate)											

**COMMENTS:**

**\*Graduating seniors will be asked to write an essay/statement discussing their perspective on how their life experience in relationship to dance has evolved during their undergraduate years. This statement will be part of their exit interview. Essays are due the day before spring break.**

## **SENIOR DANCE MAJORS**

**ALL graduating senior dance majors will have an exit interview during finals week of their final term. In preparation for this exit interview, seniors are asked to write and submit a page essay discussing their perspective on how their life experience in relationship to dance has evolved during their undergraduate years. Some discussion of future direction is encouraged.**

**This essay is due the day before spring break.**

## Dance Department Procedures

*All students who are interested in dance should adhere to the procedures and guidelines as stated in this handbook.*

*The dance department chair and faculty are a good source of information and direction if you have a health concern. Feel free to meet with them. You may gain insight from their experience.*

**ABSENTEE PROCEDURE:** You are allowed two unexcused absences for classes that meet twice a week. For classes that meet only once a week or more than twice a week, there may be other restrictions or allowances. **Be aware that excessive absence from class can affect your grade. Refer to the syllabus given for each class and confer with your instructor whenever you are absent. Remember, it is the dancer's responsibility to address any work that was missed.** When you are not in class you have missed valuable information and training experience. Some instructors **may** allow make-up classes to cover absences. Do not allow absences to accumulate without approaching your instructor.

**DRESS CODE:** Refer to course syllabus for specific dress and equipment requirements. Any questions about proper attire should always be discussed with your instructor. **Preparation and presentation of your physical instrument are a dancer's responsibility and part of your training. Your appearance will also be part of your assessment and reflected in your grade.**

**HEALTH ISSUES:** Any current or chronic illness, injury, pain, or problem should be discussed with your instructor. You may seek help at the Health Clinic located in the Dow Center on the main floor. A certified physical therapist/athletic trainer conversant in the issues and needs of dancers is available on-site (at the Dow) once a week for consultation. A sign-up sheet is available in the Dow office. Further information about this opportunity is available by contacting the Dow/Dance office. Locker rooms, showers, swimming pool, and weight room are all available in the Dow for your health and training schedule. The Counseling Center located across campus in the DeWitt Center is another resource for other health issues such as nutritional care, eating concerns, stress, chronic or major injury, sexual and gender concerns, personal problems, drugs, etc. **Your privacy and confidentiality are always respected.**

Under specific conditions the Dance Department may invoke the "Health Based Summary Suspension" for health endangered students. For further information about general Hope College policies concerning health and related issues, see the Hope College Student Handbook.

The Dance Department encourages students in certain conditions of health (pregnancy, bulimia, anorexia, HIV positive, mono, etc.) who are under medical treatment or medication, to immediately notify the chair and faculty members about such existing and known conditions. Furthermore, the Dance Department encourages these students not to audition for concerts connected to or sponsored by the Dance Department. In order for us to promote and provide a safe and nurturing artistic environment and education to all students and their peers, it is of the utmost importance for students with existing and known health conditions to consider the risks involved to their condition and general health due to the intense physical demands of choreographic styles and movement. These students are encouraged to become involved in less physically demanding and equally significant roles of production, such as, but not limited to, assistant to the choreographer, stage manager, publicity assistant, assistant to the costume designer, etc...

## FACULTY

- Alicia Díaz –**  
**(diaz@hope.edu)**
- Jazz/Ballet Novice: Alicia holds an M.A. in Dance and Choreography for The Gallatin School of Individualized Studies at NYU, She has danced and presented her works both nationally and internationally. Along with her husband Matthew Thornton, she has founded *Agua Dulce Dance Theater*. She is also a Body Conditioning Instructor and a certified Thai Yoga Massage Therapist.
- Maxine DeBruyn –**  
**(debruyn@hope.edu)**
- Children’s Dance/Dance History: Maxine holds several positions in dance education associations, most notably as a President of the National Association of Schools of Dance, national chair of *Little Footsteps To Go* for the National Dance Association, and as the US representative for Dance and the Child International. In 2004 she received the Life Time Achievement Award in Dance Education from the Michigan Dance Council. She is also the director of the Sacred Dance Company.
- Linda Graham –**  
**(graham@hope.edu)**
- Ballet/Jazz/Historical Social Dance/Career Skills/ Accompaniment for Dance/Department Chair: Linda graduated from the National Academy of Arts, BFA in Theatre, MFA in Choreography/Performance from the University of Illinois. She is currently director of StrikeTime Dance Company (both affiliates of the Hope Dance Dept.) She has set works on the Joffrey Ballet, Dayton Contemporary Dance Company II and the Grand Rapids Ballet, among others. In addition to the USA, her choreography has been produced internationally. She choreographed the opening season of the Emmy Award winning children’s television program “C’mon Over.”
- Steven Iannacone –**  
**(iannacone@hope.edu)**
- Modern/Ballet/Improvisation: Steven is an international performer, choreographer, and teacher. He is a past professional dancer of Alwin Nikolais Dance Theater. He is the artistic director of dANCEpROjECT at Hope College.
- Matthew Thornton –**
- Modern/Capoeira: Matthew is a movement artist who has studied and trains across a diverse field of disciplines; dance, theatre, martial arts, and

**(thornton@hope.edu)**

mind-body work. He has traveled the world with the renowned modern dance company, *Pilobolus Dance Theater*. He performed with *Pilobolus* in the 79<sup>th</sup> Academy Awards Ceremony. He continues to perform both nationally and internationally.

**Nicole Flinn –**

**(flinn@hope.edu)**

Education: Nicole is a '97 Hope College graduate with a BA in Dance Education, Language Arts and Kinesiology and in '02 received her Masters in Education from Marygrove College. She created and implemented a high school dance program in Owosso Michigan, where she has taught dance for the last eight years. She is a current member of the Board of Directors for MAHPERD and received "Michigan Dance Educator of the Year" in 2006.

**Rosanne Barton-DeVries-**

**(devriesr@hope.edu)**

Tap: Rosanne founded Academy of Dance Arts, Inc., a multidiscipline curriculum based private school for serious minded students. She co-directs, choreographs and dances professionally with IDT. She has served the Moscow Ballet as their Grand Rapids rehearsal coordinator and director for the touring presentation of *The Great Russian Nutcracker*. She is pursuing a Master of Divinity degree at Western Theological Seminary.

**Amanda Smith-Heynen –**

**(smithheyne@hope.edu)**

Ballet: Amanda is a visiting instructor who teaches at schools in the greater Grand Rapids area. She has danced professionally with the Joffrey Ballet and Joffrey II, performing the lead in *Swan lake Pas de Trois* and *Beauty and the Beast*. She is co-director of IDT.

**Erik Alberg –**

**(alberg@hope.edu)**

Sound/Lighting Design: Erik works as the Technical Director for Events and Conferences at Hope College. He received his B.A. of Theatre at Hope College and his M.F.A. in technical production for the Professional Theatre Training Program at the University of Delaware. His design works have been seen or heard at The Pennsylvania Shakespeare Festival, University of Delaware, Boarshead Theatre Company, Heritage Theatre Company, Eisenhower Dance Company, City Theatre Company, and The Miniature Theatre of Chester.

**Linda Booker –**  
**(booker@hope.edu)**

Folk, Social & Swing Dance: Her passion for dance started when she was a child, shadowing her father who was a square dance caller. She earned her B.S. degree in Physical Education from Central Michigan University and obtained a Master's in Special Physical Education from Western Michigan. She teaches for the public school system as an Adaptive Physical Education teacher. She has taught Folk, Social and Swing Dance part-time at Hope College since 1985, and teaches recreationally throughout the community where she continues to further her depth in ballroom and ethnic dance.

**Angela Yetzke –**  
**(yetzke@hope.edu)**

Jazz/Modern: Angie is a freelance dancer, choreographer and educator and the co-founder/co-director of Dance In The Annex (DITA), an organization dedicated to growing modern dance in the greater Grand Rapids area. Angie has served on the adjunct faculties of Western MI University and Grand Valley State University and as guest faculty at the 2008 American College Dance Festival. Angie holds a Bachelor of Arts in Dance from Western MI University.

**2009-2010 Visiting Artists-**

Sharon Wong and Dorrell Martin, Richard Rivera, Tracy Kofford, Marcia Leventhal, Claire Porter, Odette Blum

## Facilities

### DOW STUDIOS\*

These four studios are located on the second floor of the Dow Center.

***Dow 207 – The Main Studio:*** The Dow main studio has a 3000 square foot (48' X 70') maple floor with Marley, permanent mirrors and barres, track lighting, and a sound system. This studio is primarily used for modern and ballet classes, rehearsals, informal presentations, as well as some theory courses. To reserve this space, please refer to the virtual system (EMS Campus). This studio is used for the “Dow Student Concerts.”

***Dow 208 – The Ballet Studio:*** The ballet studio has a 1700 square foot state-of-the-art floating floor with vinyl membrane, lighting and sound systems, permanent barres, mirrors, and air conditioning. Black-soled shoes are not allowed. To reserve this space, please refer to the virtual system (EMS Campus).

***Dow 210 – The Multipurpose Studio:*** This studio has an 1800 square foot (44' X 40') hardwood floor with Marley, lighting and sound systems, permanent barres, mirrors, and air conditioning. To reserve this space, please refer to the virtual system (EMS Campus).

***Dow 205 – Dance Studio:*** This small studio with sprung Marley flooring, barres and mirrors. For reservation, contact Dance Department chair.

### DURFEE HALL STUDIO

***Julianna Room – The Tap Studio:*** In the basement of Durfee Hall, the Julianna Room is a 1300 square foot (35' X 38') space with flooring, permanent barres, and mirrors. This studio is primarily used for tap classes as well as rehearsals. To reserve this space, please refer to the virtual system (EMS Campus).

### DEVOS FIELDHOUSE STUDIO

***DeVos Studio:*** This studio is located on the second floor of the DeVos Fieldhouse. It is 1575 square feet with hardwood flooring, permanent barres, mirrors, and air conditioning. To reserve this space, please refer to the virtual system (EMS Campus).

**\* Students must furnish their own stereo equipment for their personal rehearsals.**

## **STAGES:**

***Knickerbocker Theatre:*** Located on 8<sup>th</sup> Street, in downtown Holland, the Knickerbocker is a 36' X 23' stage with a maple floor, dressing rooms, and fully equipped technical facilities. Any footwear can be worn on stage. A Marley floor is laid for dance productions. The Knickerbocker has many uses for the dance department including student, faculty, and guest artist concerts, dANCEpROjECT, IDT, and resident companies performances, and repertory and production classes. Reserving this space for personal use is uncommon but not impossible. If you are interested in reserving this space confer with the Dance Department chair.

## **FACULTY OFFICES:**

**The offices of the dance faculty are located in the Dow Center's main office complex on the first floor.**

# HOPE COLLEGE DANCE DEPARTMENT 2009-2010

## CALENDAR OF DANCE EVENTS

September 24-25	GPS: Luna Negra
October 17	Michigan Dance Council Dance Day
October 29-31	dANCEpROjEcT (Knickerbocker Theatre @ 8:00 p.m.)
November 23-24	Dow Student Dance Concert (Dow Center, second floor)
December 4-5	Fall Student Dance Concert (Knickerbocker Theatre @ 8:00p.m.)
January 18-23	LehrerDance (performances: January 22 &23 ~ Knickerbocker 8pm)
March 5, 6 and 11-13	Dance 36 (Knickerbocker Theatre @ 8:00 p.m.)
April 9-10	IDT, Knickerbocker @ 8pm
April 19-20	Dow Student Dance Concert (Dow Center, second floor)
April 26-27	Spring Student Dance Concert (Knickerbocker Theatre @ 8:00 p.m.)