



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Dance 163
Descriptive Title: Beginning Belly Dancing
Course Disciplines: Dance
Division: Fine Arts

Catalog Description:

This course provides an overview of several styles of Belly Dance Including Egyptian, Turkish, Lebanese, American Cabaret, American Tribal Style and Fusion. The study of music, art, costumes, and regional customs of each style is also a component of this class.

Conditions of Enrollment:

None

Course Length:	<input checked="" type="checkbox"/> Full Term	Other (Specify number of weeks):
Hours Lecture:	0 hours per week	TBA
Hours Laboratory:	3.00	TBA
Course Units:	1.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X **Effective Date:**
Transfer UC: Pending **Effective Date:**

General Education:

El Camino College: 5 – Health and Physical Education

CSU GE:

IGETC:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Movement Sequences: Upon successful completion of this course, the student will be able to demonstrate movement sequences of the various forms of the Belly Dance vocabulary.
2. Theatrical Codifications: Upon successful completion of this course, the student will be able to differentiate between and exhibit various theatrical codifications of Belly Dance.
3. Customs of World Dance: Upon successful completion of this course, the student will be able to identify and differentiate various music, art, costumes and regional customs of Belly Dance from a cultural perspective.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Compare and contrast the history, geography, music, costumes, and regional customs of Belly Dance styles and forms from different parts of the world in their cultural context.
 - Oral exams
2. Differentiate the perception of the body in different Belly Dance traditions.
 - Performance exams
3. Discuss the place and function of Belly dance in different societies.
 - Oral exams
4. Create and implement dance skills and movement principles of a particular Belly Dance style or form.
 - Performance exams
5. Analyze the relationship of a particular style or form of Belly Dance to the region of its origin.
 - Essay exams
6. Develop and integrate movement experiences into individual kinesthetic awareness.
 - Performance exams
7. Explain the relationship of Belly dance to the people of a specific region.
 - Oral exams

III. OUTLINE OF SUBJECT MATTER (Topics should be detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topics
Lab	9	I	A. Belly Dance terminology and cultural elements of selected regions.
Lab	9	II	A. Basic Movements specific to Belly Dance B. Six Key Points 1. Legs together 2. Knees slightly bent 3. Pelvis tucked 4. Chest lifted 5. Shoulders down 6. Head neutral
Lab	12	III	A. Practice development of specific belly dances and codified steps and choreographic structures B. Theatricalization of Belly Dance in American Cabaret, Tribal Fusion, and Gothic Fusion
Lab	12	IV	A. Demonstration of the technical execution and performance artistry of Belly Dance
Lab	9	V	A. Practice of technical spotting, undulations, belly rolls, flutters and hip drops
Lab	3	VI	A. Evaluation of the choreographic process of belly dance performances
Total Lecture Hours		0	
Total Laboratory Hours		54	
Total Hours		54	

IV. PRIMARY METHODS OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION

Skills demonstrations

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION

In a group formation, perform a series of flutters and undulations, while traveling in a semi-circle pattern

C. COLLEGE LEVEL CRITICAL THINKING ASSIGNMENTS

1. In a three-to-four page essay, compare and contrast Tribal Fusion Blend and Gothic Fusion Belly Dance in terms of their functionality of movement.
2. Attend or view a pre-approved belly-dance concert. Analyze the performance and identify the different belly dance styles presented. In a two-to-three page paper, cite examples of specific harmonious dance movements as well as their function in the performance.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS

- Class Performance
- Oral Exams
- Performance Exams
- Written Homework

V. INSTRUCTIONAL METHODS

- Lecture
- Group Activities
- Lab
- Discussion
- Multimedia presentations
- Demonstration

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instructional delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

- Study
- Skill practice
- Required reading
- Written work (such as essay/composition/report/analysis/research)
- Journal (done on a continuing basis throughout the semester)

Estimated Study Hours Per Week:

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

No text required.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

Appropriate shoes and attire

VIII. CONDITIONS OF ENROLLMENT

A. Requisite/s (Course and Non-Course Prerequisite/s and Corequisite/s). Add rows as needed.

Requisites	Category and Justification

B. Requisite Skills - Match skills from prerequisite course/s or non-course prerequisites without which a student would be “highly unlikely to succeed.”

Requisite Skills – Matching

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification

D. Recommended Skills. Match skills from recommended courses or non-course prerequisite that would “enhance a students’ ability to succeed in the courses”.

Recommended Skills – Matching

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by: Elizabeth Adamis Fall 2019

BOARD APPROVAL DATE: 01/21/2020

LAST BOARD APPROVAL DATE: