

## **Rhythm in Sound and Movement – DANC 203 – sections 1 and 2 – Fall 2013 Syllabus**

Marymount Manhattan College Department of Dance

Monday & Wednesday Nugent 459, 8:30-9:50 section 1, 10-11:20 section 2

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This course is a workshop integrating musical concepts – primarily rhythmic – with the development of dance skills. Beat, tempo, meter, accent and phrase structure will be analyzed and applied through movement, both improvised and choreographed. The dancers will accompany movement utilizing both percussion and voice.

### Learning Goals for DANC 203

The student will:

Accurately use musical notation to: perform and/or create multiple-part rhythms in sound and movement; analyze and create the rhythmic outlines of movement phrases; follow a musical score.

Aurally identify simple and compound meters of pieces of music. Correctly employ time signatures in notational activities. Create and perform movement phrases with clear metrical profiles or clear relationships to metrical structures.

Analyze the rhythmic elements of a dance performance to music or silence. Vary rhythmic elements of a movement phrase in order to change its “meanings.”

Create, and accurately and musically perform, movement phrases in rhythmic counterpoint to recorded music and/or to sound “sung” as you dance. Include elements of counterpoint between different (moving) parts of the body.

Improvise rhythmically in sound and movement. Develop rhythmic ideas over time to form a composition in sound or movement. Identify common forms of rhythmic variation and development in sound and in movement.

Identify rhythmic features in a variety of music and describe and analyze their relationships, including ones characteristic of style or period.

### Evaluation Criteria for the Learning Goals

#### *Class attendance and participation*

Participation means taking part fully in the movement and sound exercises and exploring the limits of the possibilities available to you in producing sound and movement within the context of the instructions. Missing class and being late to class has a negative impact on your grade.

*Assignments*

There are homework assignments due almost every class meeting:

(1) **Reading and writing rhythmic notation** requires practice and so a short score and short audio recording are assigned each class meeting. You should notate the rhythm presented on the recording on a small sheet of paper for turning in, and should figure out how perform (using body percussion or voice) the rhythm notated on the score so that you are prepared to present it on your own in class. The pdf files of the scores and mp3 files of the audio recordings will be added to the class Blackboard site as the semester progresses.

(2) An important strategy of this course is to relate music to dance in numerous ways. One way is to view **videos of dance (and music)** and discuss the aspects of rhythm (and a few other items) displayed. Online videos are assigned for viewing most weekends and will be discussed Monday mornings in class. Pay attention to how the music relates to what is being studied in the course and how the dance relates to the music. The URLs of the videos are listed in the schedule of class meetings at the end of this syllabus and on the class Blackboard site.

You should pay attention to the material, not doing something else at the same time, and you will want to take notes so that you can refer to them when we discuss the material in class, as well as so that you can refer back to them later in the semester. They do not need to be in full sentences or in paragraph form—they are, after all, just notes that indicate ideas you had, details you noticed, or musical notation you figured out.

(3) You daily experience moving to music in technique class and one day you may wish to teach such classes. On Wednesday mornings we will briefly examine what **technique exercises** require from music. Four students selected on a rotating schedule are required to pick an exercise from one of their technique classes and teach it to this class each week. The class will perform the exercise to music and discuss the salient musical issues.

(4) It is in **choreographing** that you have the most leeway in making choices about working with rhythm and other aspects of music. On Monday mornings we will briefly examine what the range of those choices includes. Four students selected on a rotating schedule are required to choose a track from a short list of choices on Spotify and choreograph movement to it. The pieces will be presented to the class on Monday mornings and the use of music will be discussed. Solos performed by the choreographer will probably be the most common presentation, but you are encouraged to choreograph on each other and on other students and to try making duets, trios or dances for larger groups. The pieces of music you may choose from will generally be at most a minute in duration and will be listed on the class Blackboard site. The choreography/composition assignments may take some time; do not wait to the last minute to do them!

*Regarding the rotating schedule of students presenting technique class exercises and choreography:*

The first day of class students will be assigned a number from 1 to 20 based simply on alphabetical order of last names. You can check either the handy 1-page Schedule Summary below or the more detailed Schedule of Class Meetings at the end of this syllabus to see when you are scheduled to present. For instance, student #1 is scheduled to present choreography on Monday, September 9, and Monday, October 21, and to teach a class exercise on Wednesday, September 25, and Wednesday, November 6. **YOU MAY TRADE A DATE WITH ANOTHER STUDENT BUT MUST RECEIVE APPROVAL FIRST!**

### *Quizzes and Final*

The final covers music notation and the ideas about music, rhythm and dance discussed in class. It includes written and oral components. The written component consists primarily of multiple choice, matching, true/false, and short answers, but also includes audio examples of rhythms for students to notate, and recordings and scores for students to follow. The oral component is a short individual meeting with the instructor at which the student demonstrates notation reading by performing rhythms from a score. A few short quizzes throughout the semester prepare the students for the encounter with the final exam.

### Grade

#### *% Activity*

- 30 Class participation (including video discussion)
- 12 Notation homework
- 6 Technique class exercises
- 12 Choreography
- 15 Quizzes
- 25 Final (individual and written)

### Academic integrity

Each student in this course is expected to abide by the Marymount Manhattan College Academic Honesty Policy (<http://www.mmm.edu/study/academicpolicies/mmccademichonestypolicy.pdf>). Any work submitted by a student for academic credit will be the student's own work.

### Attendance policy

The department has a unified policy on class attendance to which all faculty members adhere.

If students must be absent for a period of time for medical or personal reasons, they should talk with the instructor and be prepared to provide appropriate documentation if necessary.

After two unexcused class absences a student's grade goes down by one level for each additional absence (i.e. a "B+" becomes a "B").

Classes start at 8:30 and 10 a.m. Do not be late. Arriving late twice constitutes one absence. Arrival after 8:45 or 10:15 is counted as an absence.

It is in your best interest to attend class regularly and punctually and, if you must miss class, contact your instructor as soon as possible.

Accommodations for students with disabilities

Students with disabilities who require reasonable accommodations or academic adjustments for this course must either enroll in the Program for Academic Access or register with the Office of Disabilities. For any accommodation, the instructor must be presented with either a letter from the Director of the Program for Academic Access or an Accommodations Card from the Office of Disabilities during the first week of classes.

Materials

Bring some sort of notebook for taking notes. Although there will be handouts, much that is discussed is not written down—it is up to you to jot down what you think is important, what new ideas you've heard or had yourself, and anything else that you want to refer back to at a later point. Sometimes the discussion and/or ideas will occur during a movement exercise when you don't have the notebook handy; in that case you will want to update your notebook as soon as possible, probably right after class. Taking good notes is one of the best skills you can learn, because many details aren't printed anywhere, and your memory will fade.

Come to class ready to move. Movement exercises will be barefoot.

Schedule Summary

wk 1	Wed Sep 4:	course introduction			
wk 2	Mon Sep 9:	choreo. 1-4	rec. 1	score A	
	Wed Sep 11:	exer. 11-14	rec. 2	score B	
wk 3	Mon Sep 16:	choreo. 5-8	rec. 3	score C	
	Wed Sep 18:	exer. 15-18	rec. 4	score D	
wk 4	Mon Sep 23:	choreo. 9-12	rec. 5	score E	
	Wed Sep 25:	exer. 19-20, 1-2	rec. 6	score F	
wk 5	Mon Sep 30:	choreo. 13-16	rec. 7	score G	
	Wed Oct 2:	exer. 3-6	rec. 8	score H	
wk 6	Mon Oct 7:	choreo. 17-20	rec. 9	score I	
	Wed Oct 9:	exer. 7-10	rec. 10	score J	
wk 7	Mon Oct 14:	COLLEGE CLOSED – COLUMBUS DAY			
	Wed Oct 16:	exer. 11-14	rec. 11	score K	
wk 8	Mon Oct 21:	choreo. 1-4	rec. 12	score L	<i>(modern, jazz midterm week)</i>
	Wed Oct 23:	exer. 15-18	rec. 13	score M	<i>(modern, jazz midterm week)</i>

wk 9	Mon Oct 28:	choreo. 5-8	rec. 14	score N	<i>(ballet, tap midterm week)</i>
	Wed Oct 30:	NO CLASSES – SN/JR ADVISEMENT			<i>(ballet, tap midterm week)</i>
wk 10	Mon Nov 4:	choreo. 9-12	rec. 15	score O	
	Wed Nov 6:	exer. 19-20, 1-2	rec. 16	score P	
wk 11	Mon Nov 11:	quiz			<i>(dancers at work tech week, evenings)</i>
	Wed Nov 13:	exer. 3-6	rec. 17	score Q	<i>(dancers at work tech week, evenings)</i>
					<b><i>(Nov 15-16, Dancers at Work Performance Weekend)</i></b>
wk 12	Mon Nov 18:	choreo. 13-16	rec. 18	score R	<i>(dancers at work tech week, evenings)</i>
	Wed Nov 20:	exer. 7-10	rec. 19	score S	<i>(dancers at work tech week, evenings)</i>
					<b><i>(Nov 22-23, Dancers at Work Performance Weekend)</i></b>
wk 13	Mon Nov 25:	choreo. 17-20	rec. 20	score T	
	Wed Nov 27:	COLLEGE CLOSED – THANKSGIVING BREAK			
wk 14	Mon Dec 2:		rec. 21	score U	
	Wed Dec 4:		rec. 22	score V	
					<b><i>(Dec 6-8, Fall Repertoire Tech Weekend)</i></b>
wk 15	Mon Dec 9:		rec. 23	score W	
	Wed Dec 11:		rec. 24	score X	
					<b><i>(Dec 12-14, Fall Repertoire Performance Weekend)</i></b>
wk 16	Mon Dec 16:	performance final			
	Wed Dec 18:	written final			
	Thu Dec 19:	<b>MAKE-UP DAY IF NEEDED</b>			

### Schedule of class topics

- Week 1 – **September 4** – Counting, Beat Division, and Basic Notation
- Week 2 – **September 9 & 11** – 4/4 Time, Temporal Hierarchy, Making Noise
- Week 3 – **September 16 & 18** – Syncopation, Dots, Ties
- Week 4 – **September 23 & 25** – Phrasing, and More Meters
- Week 5 – **September 30 & October 2** – Compound meter and rests
- Week 6 – **October 7 & 9** – Sixteenth notes, pitch and score reading
- Week 7 – **October 16** – Working with a score
- Week 8 – **October 21 & 23** – Score markings, piano music, odd meters, sectional forms.
- Week 9 – **October 28** – Reading a string quartet score
- Week 10 – **November 4 & 6** – TBA and review
- Week 11 – **November 11 & 13** – Quiz, variation forms, polyrhythm and polymeter
- Week 12 – **November 18 & 20** – Breath rhythm
- Week 13 – **November 25** – Topics TBA
- Week 14 – **December 2 & 4** – Timbre and non-western musics
- Week 15 – **December 9 & 11** – Review
- Week 16 – **December 16 & 18** – Exams