

# DANC R110A: MEXICAN FOLKLORICO DANCE I

**Originator**

msanchez

**Co-Contributor(s)**
**Name(s)**

Edwards, Amy (aedwards)

**College**

Oxnard College

**Discipline (CB01A)**

DANC - Dance

**Course Number (CB01B)**

R110A

**Course Title (CB02)**

Mexican Folklorico Dance I

**Banner/Short Title**

Mexican Folklorico Dance I

**Credit Type**

Credit

**Start Term**

Fall 2021

**Catalog Course Description**

This course is designed to develop beginning dance skills for regional dance styles in Mexico. Students with little or no previous dance experience will learn the basic techniques for folklórico dances, principals of body alignment, strength, and coordination as they relate to dance and performance. Emphasis is placed on the historical and cultural factors that have influenced Mexican folk dance.

**Taxonomy of Programs (TOP) Code (CB03)**

1008.00 - Dance

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Grading method**

Letter Graded

**Alternate grading methods**

Student Option- Letter/Pass

Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

Yes

**Select the other courses that make up this family**

DANC R110B - Mexican Folklorico Dance II

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

17.5

**Maximum Contact/In-Class Lecture Hours**

17.5

**Activity**

**Laboratory**

**Minimum Contact/In-Class Laboratory Hours**

52.5

**Maximum Contact/In-Class Laboratory Hours**

52.5

**Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

70

**Total Maximum Contact/In-Class Hours**

70

**Outside-of-Class****Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

35

**Maximum Outside-of-Class Hours**

35

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

105

**Total Maximum Student Learning Hours**

105

**Minimum Units (CB07)**

2

**Maximum Units (CB06)**

2

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Work collaboratively and apply performance and choreographic techniques in assigned dances.  |
| 2 | Demonstrate knowledge of the historical elements and influences of Mexican folklorico dance. |
| 3 | Execute basic dance styles from several regions of Mexico.                                   |

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Develop an understanding and appreciation of Mexican folk dances as participants and spectators.                       |
| 2 | Identify the historical elements that have influenced Mexican dance including costumes, music, steps and choreography. |
| 3 | Execute basic steps and dance movements.   |
| 4 | Perform movements and steps in basic sequences and combinations.   |
| 5 | Recognize the different musical rhythms and how steps relate to the music.   |

- 6 Recognize and apply folklórico dance vocabulary and terminology.
- 7 Perform two to three dances in choreography. Difficulty level 1 and 2.

## Course Content

### Lecture/Course Content

1. Posture and Body Alignment
2. Dance Fitness
  - a. Strength
  - b. Coordination
  - c. Flexibility
  - d. Endurance
3. Dance Vocabulary and Terminology
  - a. Basic folklórico dance terms
  - b. General dance terms
4. Historical and cultural influences
  - a. Arts, crafts, and traditions
  - b. Traditional attire and costumes
5. Dances Topics - Dance difficulty level 1-2 (not limited to)
  - a. Michoacán
    - i. *El Toro de Once* - Zacán, Michoacán
    - ii. *Flor de Canela* - Purépecha welcome dance
  - b. Northern Mexico: Chihuahua, Nuevo León, Coahuila, Durango
    - i. Polka - *Evangelina*
    - ii. Redova - *El Cerro de la Silla*
  - c. Chiapas
    - i. *Ecos de Grijalva*
    - ii. *Mi Casita*
  - d. Azteca/Concheros
    - i. Aguila Blanca
    - ii. Tierra del Fuego
  - e. Sinaloa
    - i. Amor de Madre (Banda)
    - ii. La Vida Infausta (Banda)
6. Choreography and Performance
  - a. Midterm
  - b. Final

### Laboratory or Activity Content

1. Warm-up:
  - a. Strength, flexibility, endurance
  - b. Body alignment and posture
2. Coordination exercises and drills across the floor
3. Specific dance steps and sequences appropriate for each region
4. Short dance combinations
5. Complete dances and choreography
6. Video clips of dance steps on college's Learning Management System

## Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations  
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Objective exams  
Performances  
Quizzes

Reports/papers  
Skills demonstrations

## Instructional Methodology

### Specify the methods of instruction that may be employed in this course

Collaborative group work  
Class activities  
Class discussions  
Distance Education  
Guest speakers  
Instructor-guided use of technology  
Lecture  
Practica  
Small group activities

### Describe specific examples of the methods the instructor will use:

- A. Lecture/PowerPoint presentations on historical and cultural elements of folklorico dance
- B. Discussion of historical influences on Mexican music and dance
- C. Demonstration and modeling of steps and dance sequences
- D. Individual and group practice of steps in place and across the floor
- E. Practice of steps in short sequences and combinations
- F. Practice of complete dances in preparation for performance
- G. Viewing and discussion of videos of dance performances
- H. Guest speakers and performers such as local artists and musicians, members of OC's Ballet Folklorico Mestizo

## Representative Course Assignments

### Writing Assignments

1. Critique of a performance (dance, music, theater) or a written report on related topic.

### Reading Assignments

1. Articles and handouts on historical and cultural elements related to Mexican folk dance.
2. Readings on dance fitness and conditioning.

### Skills Demonstrations

Students will be evaluated on the execution of steps and technique related to each dance style and will perform complete dances for midterm and final exams.

### Other assignments (if applicable)

1. Viewing videos posted in college's LMS.
2. Completing quizzes and assignments in LMS.

## Outside Assignments

### Representative Outside Assignments

Assigned readings  
Written critiques on assigned videos  
Quizzes on LMS

## Articulation

### Comparable Courses within the VCCCD

DANC R110 - Mexican Folklorico Dance  
PE R124 - Mexican Folklorico Dance

**District General Education**

**A. Natural Sciences**

**B. Social and Behavioral Sciences**

**C. Humanities**

**D. Language and Rationality**

**E. Health and Physical Education/Kinesiology**

**F. Ethnic Studies/Gender Studies**

**CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

**Textbooks and Lab Manuals**

**Resource Type**

Textbook

**Description**

Franklin, E (2003). *Conditioning for Dance* (1st). (Latest edition) Human Kinetics.

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**Resource Type**

Other Resource Type

**Description**

Video clips of dance steps in LMS.

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**Resource Type**

Other Resource Type

**Description**

Mexican Regional Music <http://www.loscentzontles.com/learn/music>.

**Resource Type**

Other Resource Type

**Description**

Instructor-made handouts and information sheets on historical and cultural information for topics studied..

**Resource Type**

Other Resource Type

**Description**

STUDY GUIDE: BALLET FOLKLORICO "QUETZALLI" de VERACRUZ [http://almaartistbooking.com/wp-content/uploads/2012/09/edu-bf\\_studyguide.pdf](http://almaartistbooking.com/wp-content/uploads/2012/09/edu-bf_studyguide.pdf).

**Resource Type**

Other Resource Type

**Description**

Michoacán: <http://www.mexfoldanco.org/mexican/folkloric/dance/michoacan.html>.

**Resource Type**

Other Resource Type

**Description**

Videos of dance performances.

**Resource Type**

Other Resource Type

**Description**

Amalia Hernandez Study Guide.indd - University Musical Society [http://ums.org/assets/Amalia\\_Hernandez\\_Final\\_Study\\_Guide.pdf](http://ums.org/assets/Amalia_Hernandez_Final_Study_Guide.pdf).

**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**

Dancing Throughout Mexican History (1325-1910)  
Sanjuanita Martinez-Hunter

**Library Resources**

**Sufficient Library Resources exist**

No

**Distance Education Addendum****Definitions**

**Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)  
100% online

## Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

## Regular Effective/Substantive Contact

### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussions on videos Quizzes on readings Practice step sequences
Other DE (e.g., recorded lectures)	Viewing video performances
E-mail	Frequent communication with students for class updates and assignments

### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.



Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> <li>• Recorded Lectures, Narrated Slides, Screencasts</li> <li>• Instructor created content</li> <li>• OC Online Library Resources</li> <li>• Canvas Peer Review Tool</li> <li>• Canvas Student Groups (Assignments, Discussions)</li> <li>• 3rd Party (Publisher) Tools (MyOpenMath)</li> <li>• Websites and Blogs</li> <li>• Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)</li> </ul>
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

**100% online Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	- Live sessions in LMS for dance instruction and lectures. - Break out groups for tutorials
Asynchronous Dialog (e.g., discussion board)	- Discussions on video dance performances - Quizzes - Reading assignments - Written critiques
Other DE (e.g., recorded lectures)	- Student submission of video performance for midterm and final. - Viewing assigned videos
E-mail	- Frequent communication with individual students. - Weekly updates and announcements
Video Conferencing	Office hours requested by student

**Examinations**

**Hybrid (1%–50% online) Modality**

Online

**Hybrid (51%–99% online) Modality**

Online

On campus

**Primary Minimum Qualification**

DANCE

**Additional Minimum Qualifications**

**Minimum Qualifications**

Folk Dance

**Review and Approval Dates**

Department Chair

08/05/2020

**Dean**

08/06/2020

**Technical Review**

09/09/2020

**Curriculum Committee**

09/09/2020

**DTRW-I**

01/14/2021

**Curriculum Committee**

01/13/2021

**Board**

01/19/2021

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000527278

**DOE/accreditation approval date**

MM/DD/YYYY