

# **College of Fine Arts Dance, MFA**

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## **Broad Learning Goals**

- A.** Students have in-depth knowledge of principles of the science of the body and movement
- B.** Students have in-depth knowledge of choreographic principles and how to apply them, as well as knowledge of current trends and historical perspectives in choreography
- C.** Students value multicultural perspective in the field of dance

## **Student Learning Outcomes**

- A.1.** Students can describe proper elements of dance training and how alignment is crucial in the discipline of all dance forms.
- A.2.** Students exhibit the vocabulary to speak about scientific and artistic principles of movement and how those principles apply to teaching in dance courses and in choreography.
- A.3.** Students can apply knowledge of technical discipline in coaching their dancers in their own choreographic projects.
- B.1.** Students can describe, in-depth, structure in choreography, defining form and content within a work, and can describe how they use choreographic tools in their own work.
- B.2.** Students can set themselves within the current and historical framework of choreographic artists, presenting their works in an oral defense wherein they describe where they see themselves in the field of dance continuum.
- B.3.** Students can use written critical skills to analyze performance and choreography of different dance styles, as well as in-depth analysis of the style in which they

work. These skills lead to the final written work, their dissertation, which ties in their knowledge of the dance field and what principles they used in creating their final evening length work of choreography.

- C.1.** Students have movement vocabulary in more than one dance style and have presented works at least once a semester
- C.2.** Students can work collaboratively in dance projects of variable disciplines, have knowledge of various and multicultural performances on campus and in Albuquerque, and can compare and contrast multicultural dance forms using critical written and oral skills
- C.3.** Students do not see one discipline in dance as “better” or more sophisticated than any other, but value all dance styles equally within their historical and theoretical contexts