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DAN 327A.02: Dance in Elementary Education

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DAN 327A Section 2: Dance in Elementary Education (2 Credits)  
M/W 12.10-1 PM PARTV 035

Autumn 2007/Department of Drama/Dance  
Office Hours: M/W 11-11.45am, W 1-2pm or by appointment  
Nicole Bradley Browning, Associate Professor  
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COURSE DESCRIPTION
This course offers elementary education majors the skills necessary to enhance human learning and literacy through dance.

Professional Educator Preparation Program Standards and Procedures, Amended by The Montana Board of Public Education, September 30, 2000. 10.58.508 Candidates for elementary teacher certification shall demonstrate the following knowledge and skills: (v) know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among students.(vi) know, understand, and use the comprehensive nature of students’ physical, mental and social well-being to create opportunities for student development and practice of skills that contribute to health enhancement; (vii) know, understand and use interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students’ ideas, interests, concerns and experiences.

COURSE OBJECTIVES
• Develop an understanding of the educational, artistic, physical and emotional benefits of kinesthetic learning for children.
• Expose students first-hand to Dance/Movement Vocabulary, Dance Making, Dance Sharing and Dance Inquiry in relation to elementary education.
• Prepare future educators to use dance within the academic school curriculum.
• Provide exposure to current literature, pedagogy and theories in the field of Dance Education.
• Develop classroom management strategies for guiding an active group of moving children.
• Utilize assessment techniques in dance & familiarize students with state/national standards & curriculum strategies for dance in the public schools.

INSTRUCTIONAL METHODS
The primary instructional method is participatory learning through movement. This is combined with lecture, discussion, written and oral assignments, teaching projects, presentations, group interactions, dance making & sharing.

REQUIRED TEXTS
Available at The Bookstore at the University of Montana

• (textbook) Inclusive Creative Movement and Dance (Human Kinetics, ©2006) by Karen A. Kaufmann
• Course Packet (bring to each class)

Students will also need a course notebook & pen

COURSE CONTENT
1. Dance Education Theory, Research & Pedagogy
   Multiple Intelligence theory, national and state standards, benefits of a dance program, inclusion techniques. Lesson design, classroom management techniques, use of music, structuring creative experiences, imagery, props, process vs product, giving feedback.

2. Dance/Movement Vocabulary
   Creative movement explorations using the elements of movement (body, space, time, energy, relationships). Awareness of improvisation and dance technique. Development of a dance/movement vocabulary. Use of image, idea, story, curriculum area or other themes as a basis for movement experiences.
3. Dance as a Teaching Tool
Use movement/dance to reinforce the curriculum. Increase understanding of cultural identity and diversity. Promote the ways dance can assist meaning-making. Stimulate critical thinking, research skills and new ways of communicating.

4. Dance Making/Dance Sharing
Create dance shapes, movements and studies. Experience improvisation & choreography independently and in collaboration with others. Creative and critical thinking, imagination, risk-taking, making choices, kinesthetic memory, and rehearsal. Through dance sharing students will communicate through dance, experience performing, and develop ways to respond to dance. Students will become literate viewers of dance, through the movement vocabulary.

ATTIRE
Street shoes are not permitted in the dance studios. Movement will be experienced with bare feet. Students should plan to wear clothes suitable for movement and may include sweat pants, t-shirts, tanks, stretch pants, baggy pants, shorts, etc. No food, gum or beverage (other than water) is permitted in the studio.

TO RENT A LOCKER ($7.50/semester) see Dance Administrative Assistant Teresa Clark in PARTV Room 199, x 2849.

Requirements & Grading

Attendance
Students are expected to be at every class and arrive on time. This class meets twice a week. Two absences are excusable (as per Departmental policy) and will not count against your grade. Each additional absence will lower your grade 1/3 point (e.g. A to A-). If you consistently arrive late or leave class early your grade will be lowered 1/3 point. (There is virtually no way to get an “A” if you have over 3 absences)

If you are absent it is your responsibility to catch up by contacting another student in the class. You will not have opportunities to make up class work! All work must be turned in on time. Late assignments will not be accepted.

Class Participation (10)
Students will be graded on their active involvement physically, imaginatively, and cognitively. This grade is based on student’s involvement in the movement experiences, teaching assignments, written assignments and in-class discussions. It is expected that students will participate to the fullest extent possible, maintain a curious, open attitude, and be a contributing member of the class.

Creativity Essay (5) Due Wednesday, August 29
Type a one-page essay that answers the following questions:

- Which of the cartoons comes the closest to reflecting the type of teacher you want to be? Or, if none of them fit, what picture image would you draw? Why?
- How do you express yourself creatively? (Do you: play an instrument, sing, clown around, sketch, paint, write poetry, decorate your room, try new recipes, wear certain colors, make mixed CD’s, or ?)

Micro-Teach #1: Brain Gym Activities (5) Presented Monday, September 10
Brain Gym (developed by Dr. Paul Dennison) is an excellent way to integrate body and mind. Learn two activities to teach to others & be prepared to describe how/why it works.

Micro-Teach #2: Brain Dance (5) Presented Wednesday, September 12
Brain Dance (developed by Anne Green Gilbert) is another body-mind integrator, based on the seminal work of Irmgaard Bartenieff. Learn two activities to teach to others.

Micro-Teach #3: 15 Movement Prompts (5) Present and hand in on Wed. September 19
Creative movement is taught through open-ended verbal instructions that provide a framework to guide a participant’s exploration and encourage experimentation. These are called movement prompts. Design (type)
15 movement prompts that would enable a child to utilize the movement vocabulary to create their own movement responses. At least 5 should use imagery. When designing these prompts it is important to avoid stereotypical language so the participants are challenged to engage their imagination through problem-solving.

**Mid Term Quiz (15) Wed, October 10**
This pen & paper quiz will measure understanding and knowledge of class experiences, assignments and readings.

**Curricular Integration Plan for a Classroom (10) with a partner**
Present and hand in on Monday, October 22
Creative movement is an excellent way for students to explore and learn concepts and skills in science, social studies, math, language arts, music, visual art, and health. Choose a curricular theme that you’d like to research and design 20 movement prompts that use creative movement to teach that subject area. Imagine this is being taught in a medium-sized classroom (desks pushed aside). Remember to use the movement elements and abstraction to encourage creative problem solving. Pick a few themes and let your prompts develop, really giving careful consideration of how you’re teaching that concept through movement. This is a research assignment—you will not be teaching this lesson.

**Attend a Dance Concert (10)**
Please attend ONE of the following. Keep your concert program and give to Nicole with your name on it to receive 10 class points.

- **UM Dancers on Location**, Friday, October 5 at 5pm and Sunday October 7 at noon. This is an innovative outdoor concert in which the audience travels across campus to different performance sites. It’s free and begins at the Oval. Be sure to get a program!
- **UM Dance Showcase**, November 13-17—7:30pm in the Masquer Theater. Get your tickets early cause they sell out! Our class roster will be at the PARTV box office. Give your class section and name to get your required student discount.
- **Informal Dance Concert**, Friday, November 30. in the Open Space. $3 at the door.

**Group Teaching Project (15) Taught Oct 31, Nov 5, Nov 7, Nov 14**
Students will divide into 3-4 person “teaching” groups. Each teaching group will develop a NEW creative movement experience and present it (in 15 minutes) to the whole class. Group members will collaboratively design and execute the lesson plan. Students will be given three grades: 1) a “Group” grade (worth 5 points) on the soundness and clarity of the lesson design, 2) an “Individual” grade (worth 5 points) based on how effectively it was taught, and 3) a “Self-Evaluation” grade, written afterwards, (worth 5 points) based on your perceptions of the overall experience—the group’s dynamics, how your collaboration worked, the role you played and each group member played in the project, and what you’d do differently next time. The three grades will be added together to yield the final grade for this project. Each group will turn in one lesson plan delineating each person’s participation in the project.

**Dance-Making Project: Thinking Like a Choreographer (10) Presented in class Monday, December 3**
Dance-making refers to an organized series of shapes, movements, phrases, studies or complete dances developed by students. Based on the assignment given in class, work in groups to create something new that can be remembered & repeated and shared with others.

**Final Advocacy Statement (10)**
Hand in on Wednesday, December 5
Type an eloquent, 1 paragraph (5-sentence) statement you could give to a principal advocating for dance in your school or in your classroom. Choose whether you are advocating to:
- a) bring in a professional dance teaching artist,
- b) teach dance yourself as part of your elementary curriculum
- c) bring your students on a field trip to a professional dance performance.
I suggest you write a draft of your statement and then ask yourself: “Why is that important”—then re-write subsequent drafts, getting into more depth. Hand in your BEST WORK! Turn in by our last class meeting December 5th.
Students with disabilities or special needs should see the instructor.

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<th><strong>Academic Misconduct and the Student Code</strong></th>
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<td>All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <a href="http://www.umt.edu/SA/VPSA/Index.cfm/page/1321">http://www.umt.edu/SA/VPSA/Index.cfm/page/1321</a>.</td>
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<td>All Drama/Dance students must have an in-depth knowledge of the practices and procedures outlined in the Department of Drama/Dance Handbook. The Handbook is available online at <a href="http://www.sfa.umt.edu/drama/index.html">http://www.sfa.umt.edu/drama/index.html</a>.</td>
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