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## DANC 497.01: Methods - Teaching Movement in the Schools

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## DANC 497-01 (74799) Methods: Teaching Movement in the Schools

Monday and Wednesday 1:10-2:30pm

PARTV 035, 3 credits

Syllabus – Fall 2013

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**Professional Educator Preparation Program Standards and Procedures, Amended by The Montana Board of Public Education** 10.58.508 June 2, 2009. ELEMENTARY(1) The program requires that successful candidates: (a) demonstrate knowledge and understanding and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation;(b) demonstrate knowledge and understanding and use the central concepts as outlined in Montana's student content and performance standards, tools of inquiry, and structures of content for students across grades K-8 and can engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels. (v) demonstrate knowledge and understanding of and use the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among students;(vii) demonstrate knowledge and understanding of and use interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns, and experiences

### CATALOG COURSE DESCRIPTION

DANC 497: Prereq., consent of instr. Experience in planning, observing and directing creative movement as a teaching tool in K-5. Service Learning Course.

### ATTIRE

Street shoes are not allowed 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.

**Locker rentals** are available for all students in the dance classes. We recommend that you do not leave personal belongings unattended in the dressing rooms, hallways, or dance studios, as **thefts frequently occur**. Lockers may be rented for \$7.00/semester, or \$13/two semesters. (see Teresa Clark, dance program administrative assistant—door across from women's dressing room and then up the stairs.) Feel free to share a locker with a friend!

### INSTRUCTIONAL METHODS

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

### MATERIALS Available at The Bookstore at the University of Montana

- (textbook) Inclusive Creative Movement and Dance (Human Kinetics, ©2006) by Karen A. Kaufmann
- Additional Course Materials on Moodle

*Students will bring a course notebook & pen & water bottle to every class.*

## **COURSE OBJECTIVES**

1. To develop an understanding of the educational, artistic, physical and emotional benefits of kinesthetic learning for children.
2. To prepare art, music and dance students to utilize creative movement & kinesthetic processes within the school curriculum.
3. To provide exposure to past and current initiatives and theories in the fields of creative movement, kinesthetic education and the creative arts.
4. To provide first-hand experiences and explorations in the basic elements of movement through service learning.
5. To develop methods, techniques and applications for integrating movement in the curriculum.
6. To learn pedagogical techniques for maintaining discipline and control while guiding an active group of moving children.
7. To encourage personal exploration in creative movement as an expressive art form.

## **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 art principles and elements, artistic movements, 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.

## **Academic Policies**

**Attendance.** Because this is an active learning class, attendance is required. You are allowed two absences including illnesses. After two absences your grade will be lowered half a grade (A to an A-).

**Tardiness.** Students are expected to show up by 1:10pm, dressed and ready to begin. If you have another class across campus, ending at 1pm, please inform me. Three tardies equals one absence.

**Leaving Early.** Students are expected to stay until 2:30pm, for the full class each time. I agree to not run over our class time. Leaving early for other appointments is counted similarly to being tardy.

**Late Assignments.** Some of the course assignments may be submitted online through Moodle. Other assignments must be submitted as typed hard copies during class. Work turned in less than a week late from the original due date will be lowered a full grade (from an A to a B, etc). Work will not be accepted if it is more than a week late. I will deal with emergencies on an individual basis if the student has contacted me and notified me of the emergency in a timely manner.

#### Grading Scale

A	94-100%	A-	90-93%	B+	87-89%	B	83-86%
B-	80-82%	C+	77-79%	C	73-76%	C-	70-72%
D+	67-69%	D	63-66%	D-	60-62%	F	0-59%

## **DANC 497 - COURSE REQUIREMENTS & ASSIGNMENTS**

### **1. Class Attendance**

Monday/Wednesday 1:10-2:30pm in PARTV 035

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) including illnesses, and will not count against your grade. Each additional absence (including illness) will lower your grade 1/3 point (e.g. A to A- or A- to a B+). If you frequently arrive late or leave class early, three times is counted like one absence. (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. Students who turn in an assignment up to a week late will have their grade reduced 1 point (from an A to a B). **After one week late assignments will not be accepted.**

### **2. Participation (10 points)**

Students will be graded on their active involvement physically, imaginatively, and cognitively. This grade is based on student's involvement in the movement experiences, in-class assignments, teaching assignments, written assignments and 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.

### **3. Attend a Dance Performance (10 points)**

Choose one of these UM Dance Performances. Afterwards, post a short review as an audience member, on Moodle.

- ***Dancers on Location***, October 12 and 13 (Across Campus)
- ***Fall Studio Works: Informal Dance Concert***, Nov 15 and 16 6:30pm and 8:30pm (Open Space)
- ***Dance Up Close*** –Dec 3-7 at 7:30pm and Sat matinee at 2pm (Masquer Theatre)

4. **Introduce Yourself to Class online** (0 points—this helps me know you're on Moodle)-due Wed. Aug 28th –upload on Moodle

Type a paragraph describing your:

- Interests as an artist & how you envision yourself developing artistically.
- Past teaching experience and why you want to teach
- Future teaching interests & the ideal teaching setting for you.

5. **Micro-Teach #1: Hallway Dances.** (5 points) Sept 4<sup>th</sup>

Imagine you are moving 22, grade K-3 students from your classroom to the lunchroom, through the school hallways and past the office. Devise three separate Hallway Activities (we'll call them "hallway dances") you can give directly to students. Write 1-3 sentences for each Hallway Dance, directing students of what to do. Be sure to use language from the Elements of Dance (body parts, axial movements, locomotor movements) to encourage students to transition through the hallways silently and creatively.

6. **Micro-Teach #2: Brain Gym** (5 points) Sept 9th

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.

7. **Micro-Teach #3: Brain Dance** (5 points) Sept 11th

Brain Dance (developed by Anne Green Gilbert) is another body-mind integrator, using Human Developmental Movement Patterning, based on the seminal work of Irmgaard Bartenieff. Learn four activities to teach to others and using the music uploaded on Moodle—turn it into a dance.

8. **Micro-Teach #4: Movement Prompts** (5 points) Sept 18

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 enable a child to utilize the movement vocabulary to create their own movement responses. At least 8 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, rather than pantomime.

9. **Music for Dance in Schools.** (5 points) Sept 23<sup>rd</sup>.

Find three diverse musical selections, suitable for grades K-8, that inspire movement. Post the Title of Song, Composer and Artist on Moodle. Briefly summarize the mood, tempo and style/genre of the song. Describe the kind of movement you imagine fits this music and explain what you might do with it in the classroom.

10. **Quiz: Short Answer Questions** (10 points)-Oct 2nd

This pen & paper quiz will measure understanding and knowledge of class experiences, lectures, assignments and readings.

11. **Written Curriculum Integration Plan** (10 points)-revised copy due Oct 14th

Creative movement is an excellent way for students to explore and learn concepts and skills in visual art, music, science, social studies, math, language arts, 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) or an art or music classroom. 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 to enable you to apply your knowledge—you will not be teaching this lesson.

## 12. **In-Class Teaching Projects with a Partner (15 points)- October 28 & 30, Nov 4 & 6th**

In pairs, develop a new creative movement activity that you can imagine teaching in your upcoming service learning classroom. Orient the lesson for the grade level you will be teaching in the community. Partners will collaboratively design and execute the 15-minute lesson plan to our class as a practice before teaching in the schools. Each person should take on an equal role in the teaching.

Students will be given three grades: 1) a "Partnership" grade (worth 5 points) on the soundness and clarity of the overall 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 strengths of the lesson, how your collaboration worked, the role you & your partner played, how you planned this, how your teaching went, and what you'd do differently next time. The three grades will be added together to yield the final grade for this project. Each pair will turn in one lesson plan delineating each person's participation in the project.

## 13. **Service Learning Project in Schools (20 points) In the schools from Nov 11-22, Portfolio due Nov 25th**

Students will teach creative movement classes in a Missoula public school, private school, or pre-school setting between in November. In late Sept you will pair up with a teaching partner and choose your preferred grade level(s) for school placement. I will attempt to place you in your requested grade level, or you may suggest a placement for yourself. Each person will teach two classes and assist in their partner's two classes, for a total of four classes in the schools. You will schedule your service-learning internship according to your schedules and your teachers' needs. You may use our class time to work in the schools as Nov 11, 13, 18 and 20th are devoted to time in the schools. School Projects must be complete by Thanksgiving.

- Classroom Observations. Visit your teaching site the last week of October or early November and observe for at least one hour. Write an in-depth observation of the students, classroom environment, curriculum, teachers' style, verbal and non-verbal communication, everything you notice. This is your baseline. Be specific. 2 pages.
- Service-Learning Portfolio - due Monday, November 25th (guidelines attached)

## 14. **Final Project (10 points) –Dec 4<sup>th</sup>**

Assignment will be handed out immediately before Thanksgiving.

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*Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <http://life.umt.edu/dss/>.*

### **Academic Misconduct and the Student Conduct Code**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online

at [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php).

All Theatre & Dance students must have an in-depth knowledge of the practices and procedures outlined in the School of Theatre & Dance *Student Handbook*. The *Handbook* is available online

at <http://www.umt.edu/theatredance/about/handbook>.

There is inherent risk involved in many Theatre & Dance classes as they are very physical in nature. Please proceed through class, shop time, or rehearsal with caution. Always be mindful of your personal safety and the safety of others. Students participating in class/shop/rehearsal/performance do so at their own risk.

Due to safety considerations, at **no** point during a student's time spent in class or serving on a production (in any capacity) should non-enrolled persons be guests of that student **without my consent**. Presence of such unauthorized persons in a class, shop, or any backstage/off-stage area will negatively affect a student's grade.

**DANC 497-01**  
**Teaching Movement in the Schools**  
**Service-Learning Portfolio Guidelines** (20 points)

*The Service Learning Internship involves community visits by DANC 497 students. Your interactions with students, teachers and school officials should reflect professionalism and maturity. Please be punctual, well-organized and reasonably dressed when you visit the schools.*

Your Service-Learning Portfolio is assessed on the following criteria:

- The thoroughness of your preparation for each lesson.
- The sequential development from one lesson to the next.
- Your ability to observe, evaluate and record the needs and progress of the students, your own teaching progress, and the teaching of your partner.

Your Service-Learning Portfolio contains the following:

Demographics

Your name  
Name and address of school  
Supporting Teachers name  
Number of students  
Days and times of each class taught  
Room where class was held

Your Original lesson plans for two classes

Include date, grade level, length of class and step-by-step progression of the lesson.

Evaluations of each of your classes and each of your partners' classes.

*This is the most important part of the Teaching Portfolio! This should be in journal form, written immediately after the class. The evaluation is an honest reflection of *what actually happened*. Record all your feelings, insecurities, successes and failures and "if only's". *Be in-depth and specific.**

Additional Materials photos, notes, teacher comments, student thank you's, momentos, etc

Overview of the Service-Learning Experience

This is completed at the very end, when all your lessons have been taught and evaluations written up. Think critically about these questions:

1. How would you describe your group of children?
2. Did they change at all during the course of the lessons? What are your impressions of the children now? (Include your initial observations of the class).
3. Describe how you and your partner interacted in these classes.
4. Did your partner support your lesson? How or how not?
5. What did you, personally, learn this semester? Describe your knowledge base when you started. Where are you now?
6. What comments were you given about your teaching? What difficulties did you face? What was gained?
7. How can you realistically envision using creative movement in the future?

## DANC 497- Bibliography

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