

University of Montana

ScholarWorks at University of Montana

Syllabi

Course Syllabi

Spring 1-2016

DANC 497.01: Methods - Movement in Schools,SVC/LRN

Karen A. Kaufmann

University of Montana - Missoula, Karen.Kaufmann@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Kaufmann, Karen A., "DANC 497.01: Methods - Movement in Schools,SVC/LRN" (2016). *Syllabi*. 4528.
<https://scholarworks.umt.edu/syllabi/4528>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

School of Theatre & Dance
Methods: Movement in Schools/SVC/LRN
DANC 497-01 (34694)
Tuesday/Thursday 1:10-2:30pm
PARTV 005 and local schools
Finals Week Meeting: TUES, MAY 10, 1:10-3:30
3 credits

Syllabus – Spring 2016

Karen A. Kaufmann, Professor of Dance
Office: PARTV Room 191
Phone: 243-2870
Karen.Kaufmann@umontana.edu
Office hours: posted or by appt

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.

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. Students should wear "professional" movement teaching clothes to schools.

TO RENT A LOCKER (\$7.50/semester) see Dance Administrative Assistant Teresa Clark in PARTV Room 199, 243-2849.

INSTRUCTIONAL METHODS

- Text: All course materials will be posted on Moodle

COURSE DESCRIPTION

This course is a practicum and serves as an extension of DAN 497-01. Students will utilize the pedagogical knowledge gained in the fall and practice teaching these concepts in this course. Students will be placed in two different grade levels in area classrooms to deliver creative movement classes for K-5 children or dance technique/choreography/performance for grades 6-12.

COURSE OBJECTIVES

1. To further develop an understanding of the educational, artistic, physical and emotional benefits of kinesthetic learning for children.
2. To prepare and practice utilizing 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). Continuing explorations of teaching improvisation, dance technique, choreography and performance. 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.

CRN: 34909, DAN 497-01 - COURSE REQUIREMENTS & ASSIGNMENTS

1. Class Attendance: Tuesday/Thursday 1:10-2:30pm in either PARTV 005 or in school placements. 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 (including illness) will lower your grade 1/3 point (e.g. A to A-).

Students will be placed in two school classrooms—an elementary and a middle school or high school. Students are required to teach a total of 14 classes between the two school placements. School absences that are not made up will count as part of your absence for the semester. If you are unable to meet a school class it is imperative that you notify the teacher with plenty of advance notice and find a time to make up the class.

2. Grading Overview

Preparation to Teach (before school visits)	5 points
Dance in Education Research Paper	25 points
Final Teaching Portfolio	70 points
TOTAL=	100 points

3. Preparation to Teach

Review & Preparatory Assignments: Brain Dance. Elements of Movement. Principles of Abstraction. Finding the Elegant Fit. Developing effective Movement Prompts. Dance Integration Lesson Planning. Child Development. Content Knowledge. Meeting the needs of Diverse Learners. Instructional Strategies. Discussions with Dance Teaching Artists.

The Pre-Practicum Requirements: Students will participate in writing and seminar discussion about pertinent issues to dance integration. Students will prepare sample warm ups and lesson plans and engage in practice teaches before the practicum begins. (5 points)

4. School Teaching Practicum

Students will travel regularly to schools to engage in the school practicum. Students will be placed in 2 classrooms of diverse age/grade levels. Students are required to teach 8 classes in the first school placements (before spring break) and six classes in the second placement (after spring break).

Pre-planning before a lesson is imperative and is basic to teacher effectiveness. Planning involves successful partnership with teachers, learning about their curriculum, followed by additional research when necessary and thoughtful lesson planning. Please ask questions of your teacher when you need clarification! The effective dance teacher has a narrow and clearly defined goal, knows her target learning, and what vocabulary is being reinforced. Ideally she knows what the students already know. Student assessment is built into the lesson plan from the beginning. The dance teacher reflects deeply on the lesson effectiveness immediately after the lesson.

5. Dance in Education - Guiding Questions

Students enrolled in the Spring Teaching Practicum are expected to begin with a basic level of dance education. This continuing class is intended to progress students to an intermediate level of teaching, through practice and research, with the goal of attaining professional level teaching skills.

Throughout the semester please consider the questions listed below. Students will be continually examining their own experiences and research in relation to these Guiding Questions. Through the class discussions, meeting with professional dance teaching artists, research and in-school teaching, students will deepen and refine a personal teaching response to each question. The goal is to develop highly intentional, thoughtful teachers who can guide students in schools to learn using dance thinking skills.

The Guiding Questions for Dance Practicum

1. The Big Picture. What is the relationship of Dance Education to 21st Century Citizenship?

2. Professional Teaching Artists. What are the primary issues relevant to professional dance teaching artists in Missoula?
3. Maximizing Learning. What is the difference between *rules and expectations*? What *learner traits* are ideal for school dance learners? What *Classroom Management approaches and strategies* are essential for learning?
4. Artistry. How can a Dance Teaching Artist genuinely teach *artistry* to students in the school setting?
5. Artistic Thinking Skills. Give examples of *Critical Thinking* in dance.
6. Collaboration. What approaches do you employ to effectively set up dance opportunities for students to *collaborate* successfully with peers?

It is expected that students will assimilate the research in dance education, arts integration and 21st Century Learning into a thoughtful, scholarly research paper (minimum 10 pages, double spaced) that uses personal research to connect with the guiding questions for this class. Please explore the above guiding questions through multiple lenses: your own experiences, dance education research, interviewing professional dance teaching artists. (20 points)- **Due Thursday April 21 (electronically).**
This leaves a few weeks if a re-draft is necessary.

The research paper must be your own work. Beware of plagiarism and cite your sources. Be sure to complete your first draft in time to fully edit and make revisions. First Draft should be in place by April 12th.
 The goals of the research paper are to help you:

- Become more knowledgeable about the fields of dance education and dance integration.
- Further develop your critical thinking skills and back up your points with evidence.
- Become more adept at synthesizing information and developing informed views.
- Compose a well-organized, clear and concise research paper to expand your knowledge on a subject pertinent to your field of study.

6. The Final Teaching Portfolio

It is expected that students will be building their final portfolio throughout the semester. Since this course involves independent work you must be self-motivated to keep up with the portfolio requirements.

Submitted electronically and presented orally to the class during Finals Week, Tuesday, May 10 from 1:10-3:10.

The Final Practicum Teaching Portfolio Requirements (Total 70 points):

1. **A Complete Portfolio of typed Lesson Plans.** (50 points.) You are welcome to “improve and revise” your lesson plan after you teach it.
2. **Two classes videotaped for each classroom** (total of 4 videotaped lessons). Record one full class at the beginning and one at the end of each school placement. You may ask your host teacher to record the video or “point-and-shoot” with your own camera—no need for editing. (10 points)
3. **Final Wrap up** (either oral or written). Present to the class at our final meeting in May. (10 points)
 - Short Video Demo. Review your footage. Cue up and share 1-3 short demonstrations of your classes, describing something you find stimulating or proud of, or that brings up questions.
 - The Context. What were the students like? What is the school climate? Describe the students’ achievement. Compare and contrast the two classrooms.
 - Partnership. A description of your partnership with the classroom teachers—What was successful? What might have been more successful? Compare and contrast the two teachers.
 - Hindsight. A description of what you would do differently if you were starting over.
 - Your Growth. A description of where you were at the start of the semester, what you learned, and where you are now as a teacher?

- Your Questions. What are your questions about teaching children and youth in schools? What would the next step be for you?

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://www.umt.edu/vpsa/policies/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/umarts/theatredance/About/handbook.php>.

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.

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/>.