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DAN 425.01: Dance Pedagogy

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Dance Pedagogy

Autumn 2000

Professors: Michele Antonioli (243-2875) and Karen Kaufmann (243-2870)

Course Purpose

Just because you can dance doesn't mean you can teach. This course offers students opportunities to develop and deepen their teaching in a studio setting in order to enter the professional world as dance teachers after graduation.

Course Objectives:

- to become competent, thoughtful teachers of dance.
- to address philosophical reasons for teaching dance.
- to learn sequential, age-appropriate methods for teaching beginning ballet technique to children.
- to develop objectives, methodologies & skills in teaching a chosen dance style.
- to encourage self-assessment of one's own teaching effectiveness and evaluation of student learning.

Instructional Methods

lecture, discussion, written and oral assignments, lesson plans, class observations, mock teaching assignments and group activities.

Course Content

1. Philosophy

- Why do you study dance? What benefits are there for you in studying dance?
- Why do you want to teach dance?
- What makes a good teacher?
- What teaching techniques assist your learning?
- How does dance study affect the rest of your life as a student and human being? (big picture)
- How does a student and teacher deal with issues of motivation, competition, self-confidence, slumps and burn-out?

2. Development of a Dancer

- How do children grow & develop between the ages of 3-12?
(physically, mentally and emotionally)
- What is an age-appropriate dance curriculum for a child?
- How do people learn? (learning styles: kinesthetic, auditory, visual)
- What is a sequential ballet syllabus for a child? (Vaganova)
- How can we apply Vaganova to other styles and levels? (modern & jazz)
- How do we teach artistry and expression?

3. The Role of Music in the Dance Class

- How should a teacher count or offer vocal percussion for students?
- How does a teacher design exercises with rhythmic integrity?
- What is musical accuracy and consistency?
- Can you teach musicality?
- What are some methods for working successfully with an accompanist?
- How does a teacher work with recorded music?
- What are some sources for recorded music?

4. Teaching Tools

- How can we respond to student attempts and increase their learning? (demonstrations, physical positioning, verbal cueing, verbal corrections, imagery, anatomical descriptions)
- How can a teacher give corrections most beneficially?
- What is constructive criticism and what method is appropriate when?
- How do we address students? (tone of voice, side coaching, assumptions, pushing hard vs. giving space to try)
- How do we encourage students to make the leap from learning technique to becoming expressive artists?
- How do we pace a class? What is the balance between movement vs. explanation; introspective awareness of sensation vs. plowing through.
- How do we approach student injuries and injury prevention?
- How do we observe technique in students' bodies? (alignment, initiation, pronation, etc)

5. Assessment

- How does student learning occur?
- How does a teacher interpret inappropriate student behaviors (yawning, clock-watching, talking in class, poor attendance, etc)
- How does a teacher know whether students are learning?
- How does a teacher know when to change/alter/reassess how & what they're doing?

6. Developing a Dance Class

- How would you propose a new class at a local studio? (course proposal, flyer, outline, syllabus, lesson plans, assessment strategies)

Dance Pedagogy-- Schedule

[Subject to change as needed]

Wednesday, September 6	Course Introduction & Overview Philosophies of Teaching and Studying Dance
Monday, September 11	Philosophies of Teaching and Studying Dance
Wednesday, September 13	Age Appropriate Skill Development
Monday, September 18	Skill Development & Learning Styles
Wednesday, September 20	Learning Styles
Monday, September 25	Beginning Ballet Syllabus for Children
Wednesday, September 27	Beginning Ballet Syllabus for Children
Monday, October 2	Beginning Ballet Syllabus for Children
Wednesday, October 4	Beginning Ballet Syllabus for Children
Monday, October 11	Introduction to Teaching with Music: Recorded Music
Wednesday, October 13	Working with an Accompaniest
Monday, October 16	Working with an Accompaniest
Wednesday, October 18	Working with an Accompaniest
Monday, October 23	Mid-term Exam
Wednesday, October 25	Mid-term Exam
Monday, October 30	On-going Ballet Syllabus for Children
Wednesday, November 1	Giving Corrections

Monday, November 6	Giving Corrections & Motivating Students
Wednesday, November 8	Assessing Student Growth
Monday, November 13	Application to Modern, Jazz and Creative Movement
Wednesday, November 15	Application to Modern, Jazz and Creative Movement
Monday, November 20	Injury Prevention, Conditioning
Wednesday, November 22	THANKSGIVING VACATION
Monday, November 27	Review & Discussion
Wednesday, November 29	Review & Discussion
Monday, December 4	Student Teaching Projects
Wednesday, December 6	Student Teaching Projects
Monday, December 11	Student Teaching Projects
Wednesday, December 13	Student Teaching Projects
Tuesday, December 19	8:00-10:00 am Final Exam