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### DAN 428.01: Internship in Children's Dance

Amy Sennett

*The University Of Montana*

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# **Internship in Children's Dance (DA 428-2 credits)**

Fall Semester 2001

Instructor: Amy Sennett

## **Goals**

This class exposes UM students to teaching dance in an after-school, studio setting. UM students will work weekly with two diverse age groups. Learning will focus on age appropriate movement for children, designing lesson plans and developing skills for implementing this plan. UM students will observe techniques for teaching and classroom management as well serve as Teaching Assistants under Amy.

UM students will be assigned to two of the following classes throughout the semester:

Mondays 3:30-4:00pm (ages 3-4) Creative Movement I

Mondays 4:15-5:00pm (ages 5-6) Creative Movement II

(These classes will meet: Sept 10,17,24 Oct 1,8,15,22,29 Nov 5,[12],19,26 Dec 3,10)

Wednesdays 4:15-5:00pm (ages 7-8) Creative Dance and Ballet Technique

Wednesdays 5:00-6:15pm (ages 9-12) Dance and Choreography

(These classes will meet: Sept 12,19,26 Oct 3,10,17,24,31 Nov 7,14,[21],28 Dec 5,12)

**Required Text:** (available at The Bookstore at the University of Montana)

Kaufmann, Karen. The Language of Movement, An Idea Book for Teachers ©1989. \$12

**On Reserve** at the Mansfield Library (Please refer to these books -- they're very helpful!)

Dimonstein, Geraldine. Creative Dance in the Classroom. NY: MacMillan Publishing Co., 1971.

Gilbert, Anne Green. Creative Dance for All Ages. VA: AAHPERD, 1992

Kaufmann, Karen, Ed. A Collection of Creative Movement Lesson Plans, by Montana Teachers. 1989.

Landalf, Helen and Pamela Gerke. Movement Stories for Children Ages 3-6. NH: Smith and Krause, 1996.

Lloyd, Marcia. Adventures in Creative Movement Activities. Iowa: Eddie Bowers Publishing, Inc. 1998.

Rowen, Betty. Dance and Grow. NJ: Princeton Book Publishers, 1994.

## **Requirements**

**Attendance.** Attend and participate in the Children's Dance Class. Your regular attendance is essential! Depending on the children's age level and your own past experience you may be asked to demonstrate, observe, give corrections, lead small groups of dancers, and, beginning the second part of the semester, teach part (or all) of a lesson.

*Note: All of the following written assignments should be double spaced and typed.*

**Personal History Assignment.** due: Friday, September 21<sup>st</sup> by Noon (2 pages, minimum)  
Describe your own kinesthetic development as a child. How did you play as a child? What kinds of lessons, sports, and free play did you engage in? What were your favorites? Identify your most

significant activities at different ages and developmental levels. How easy or challenging were they to learn? What was it like for you to learn new things? What were your teachers like? When did you start dancing?

**Book Review.** due: Friday, October 12<sup>th</sup> by Noon 9 (1 page per book, min)

Visit the Reserve Library and check out at least four books! Use each book as a reference and learning tool for designing your own lessons. After reading these and taking notes, write a review of three books. Describe their strengths and weaknesses and what the book offers you, personally, about designing your own lesson plans.

**BrainStorm List.** due: Friday, October 19<sup>th</sup> by Noon (1 page, min)

During the first month of dance classes consider the following questions: What kinds of themes can you imagine using in the lesson plans for your two children's classes? What kinds of imagery would be helpful in teaching technique? Consider: stories, poems, foods, colors, numbers, shapes, songs, dance vocabulary and abstract concepts (growing up, the water cycle, etc.).

Brainstorm 2 lists (one for each class) of all the ideas you could imagine using for a creative movement lesson. Do not write the lesson itself, just record an abundance of ideas, Get wild!!!

**Weekly Lesson Plans** (as assigned) and **Self Evaluations.** due: Oct. 29-Nov 22 (1 page, min)

Once you get to know the class you will be asked to write weekly lesson plans focusing on one part of the class (such as a warm-up exercise, a creative movement idea, a plie/tendu combination, or a choreographic structure.) Submit the lesson plan to Amy and get feedback! Set up a date for teaching the lesson. After teaching the lesson write an honest self-evaluation no later than two days after teaching. How did it go? What worked and what didn't work? Why? What would you do differently next time? Basically, how would you improve this lesson plan?

**Final Lesson Plan Assignment.** due: Friday, November 30<sup>th</sup> by Noon (1 page per plan, min)

Turn in two strong, well-thought out lesson plans suitable for each of your classes (total of four). These may be brand new or may be revised from what you or any other intern taught already.

Note: This assignment is designed to let you demonstrate your knowledge about designing a dance lesson plan for two different ages of children. These final lesson plans will not be taught. It simply demonstrates your understanding and learning this semester. You may refer to your own self-evaluations as well as observations from our class and reserved readings.

**Take Home Final Essay.** due: Wednesday, December 19<sup>th</sup> by Noon

Part I: Write an essay describing the benefits of a children's dance class. Use examples from your Internships classes and the literature you've read and be sure to detail exactly what the benefits are.

Part II: Describe your learning in this class. What was your background and experience with children's dance at the beginning of the semester? Where are you at now? What significant events, experiences, observations, readings, etc. inspired your learning?

*Individual conferences are scheduled as needed.*

*Feel free to contact me if you have any questions,*

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