

Fall 9-1-2018

DANC 345.01: Teaching for the Disabled

Heidi Jones Eggert

University of Montana - Missoula, heidi.eggert@umontana.edu

Let us know how access to this document benefits you.

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

Recommended Citation

Eggert, Heidi Jones, "DANC 345.01: Teaching for the Disabled" (2018). *Syllabi*. 8936.
<https://scholarworks.umt.edu/syllabi/8936>

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.

University of Montana, School of Theatre & Dance
Fall 2018: Teaching Dance to People with Disabilities 1 credit
71206 – DANC 345 - 01 M 6:00-7:50 pm PARTV 035

Instructor: **Heidi Jones Eggert**
Email: heidi.eggert@umontana.edu

Office: PARTV 186
Office hours: [Tues 11:00-1:00](#)
[Fri 11:00-12:00](#)

To touch to move to inspire - this is the true gift of dance. ~Aubrey Lynch

Course Objective

To introduce students to the role of dance in the lives of people with disabilities.

Overview

This is an introduction to teaching creative movement, dance and creative arts to various populations. The adults who participate in this community dance class may have speech, hearing, or vision impairments, or who have physical, mental, emotional, or learning disabilities. This course involves seminars, independent work and on-going dance sessions with people with disabilities through the New Visions Dance Program. New Visions was previously sponsored by VSA Montana – The State Organization on Arts and Disability.

In addition to **sharing the joy of dance**, New Visions maintains goals implemented by VSA Montana

- Responsibility in appropriate actions
- Helping one another
- Staying on task
- Following directions
- Appropriate comments

All university students in this class

- are active movers in the weekly mixed-ability class
- serve as role models and assistants
- participate in class discussions and evaluations
- help with clients (greet clients when they arrive, distribute name tags, remove shoes and coats)
- will learn about adaptation techniques through direct instruction, example, hands-on trial and error
- are expected to work independently & participate to the fullest extent possible

Text

Suggested: [Inclusive Creative Movement and Dance](#) by Karen Kaufmann, 2006, Human Kinetics

Supplemental readings may be assigned.

Semester Schedule

[Aug 27 – Sept 10](#)

Intro seminars, preliminary research, discussion, preparation

[Sept 17 – Dec 3](#)

New Visions Dance Class – 10 sessions + 1 rehearsal

(Please arrive to 035 by 6:20, dance class with clients 6:30-7:15, class discussion 7:15-7:50)

[Dec 10](#)

Wrap-up session and Final Projects

Course Requirements

1. Attendance is mandatory

This class meets only once a week and your commitment is of the utmost importance. One absence will not affect your grade. Two or more absences will lower your grade by 1/2 a letter grade per absence. Arriving late or leaving early, without prior discussion, is considered an absence.

2. Investigate the Field of Dance and Disabilities

- Learn about VSA – International Organization on Arts and Disability
- Do general research in the field of dance and disabilities (resources, disabilities and the arts, classes, organizations, etc).
- Research and review at least three integrated dance companies (or relevant organizations you discovered through your research). Link/Upload your favorites to Moodle and be prepared to share and discuss in class and online. * [See Class Calendar](#)

3. **Keep a Journal**

Throughout the semester keep a journal of your experiences relating to this course * [See Class Calendar](#). This may involve notes from observation, participation and your general impressions from New Visions or additional research. Be specific, personal and in-depth. Consider these questions:

What is being learned?

What are your impressions of "what works" and what doesn't work? Why?

Where are the participants physically? Emotionally? Intellectually?

What are the interpersonal dynamics of the class?

What do you think the participants need more/less of?

How would you describe your rapport with participants?

What changes do you notice from week to week?

What area(s) do you want to know more about?

4. **Plan, Teach, Evaluate Mini-Lessons** * [See Class Calendar](#)

Once you become familiar with the class you will be asked to plan, teach and evaluate mini-lessons for our group. Your movement material *may* be designed around the following aspects of the class, but are not limited to:

- 1) warm-up
 - 2) creative movement exploration
 - 3) cardiovascular movement, across the floor.
 - 4) choreography
- Draw from your own experiences and consult any and all resources you wish. Either develop your own movement ideas or adapt ideas found in suggested readings.
 - Step 1. Submit your first draft of your **lesson plans** to the instructor and receive written or verbal feedback. Develop the lesson further, as needed.
 - Step 2. **Teach** the lesson. Participate in discussion after you teach. Listen to feedback from peers and share your immediate impressions of how the lesson went.
 - Step 3. Write a **self-evaluation** of how it worked. Be honest. How would you improve next time? At the end of the semester turn in: Your lesson plans and self-evaluations.

4.b **Group Lesson – collaboratively Plan and Teach a more extensive lesson, plus individual Evaluation**

5. **Outside of class plus Performances**

Learn more about [VSA Montana](#) and [New Visions Dance](#) by participating in the following events:

- *Required* - UM Dance's **Studio Works performance: Friday, Dec 7**
- *suggested* - Observation of/participation in **MPower Choir** at Big Sky High School, Thursdays 6:30-7:45
- *suggested* - Watch *Invitation to Dance* available in our library DVD 362.43092

6. **Research Project** * [See Class Calendar](#)

Mull over the experiences you have had this semester. What questions, curiosities, interests have been sparked? What would you like to learn more about? Choose a topic that interests you and research the subject. Present this information (~10 minutes, with visual aids/group participation) to our class. Turn in a short summation (typed) of your research paper describing your topic, your research methodologies, sources and your results.

This might be:

- **a conventional research study** (i.e. What is mental retardation? What is the life span & orthopedic progression of a person with cerebral palsy? What laws exist to protect people with disabilities? What ADA regulations exist for accessibility in public places?)
- **a social question** (i.e. What kinds of issues do married couples face if they both have a disability? What kinds of prejudices does a person with a disability face?)
- **an artistic question** (how can I express my own perceptions about one of the clients through a poem, a painting, a dance, a story? In what ways am I disabled in my own life?)

Studio Etiquette

NO street shoes are allowed in the dance studio at any time, even carried in-hand. Anyone entering the studio must remove their street shoes **BEFORE** entering and leave them outside the studio. The only shoes permitted in studios are those that have been purchased for the exclusive use of dance in dance studios (with the exclusion of tap shoes, hard-shoe clogs, and flamenco shoes. These should never be worn on Marley floors).

NO food or drinks (except water in closed bottles) are permitted in the dance studios or theatres.

Individuals concerned about theft should rent a locker for their shoes and other belongings.

NOTE: **Locker rentals** are available for any student in the dance classes. The School of Theatre & Dance recommends that students do not leave personal belongings unattended in the dressing rooms, hallways, dance studios, or theatres as **thefts frequently occur**. Lockers may be rented for \$10/one semester or \$15/two semesters through Administrative Associate III Erin McDaniel (erin.mcdaniel@umontana.edu; PARTY lobby, near the box office).

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/student-affairs/dean-of-students/default.php>

All syllabi for Theatre & Dance courses imply the understanding:

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 our consent**. Presence of such unauthorized persons in a class, shop, or any backstage/off-stage area will negatively affect a student's grade.

From the EO/AA Office:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation. For more information, please consult <https://www.umt.edu/dss/>.