

Fall 9-1-2018

DANC 440.01: Dance Pedagogy

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Recommended Citation

Antonioli, Michele C., "DANC 440.01: Dance Pedagogy" (2018). *Syllabi*. 8931.
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DANCE PEDAGOGY-DANC 440-FALL 2018
UM School of Theatre & Dance

Professor:

Michele Antonioli, email: michele.antonioli@umontana.edu; office: PARTV 184; office hours: Monday 11-1; Thursday 9:30-10:30am;

Course Information:

DANC 440-Dance Pedagogy 3 credits
PARTV 035, M/W 9:30-10:50am

Required Texts: *Course Packet*

Course Purpose:

“Just because you can dance, there is no implication you can also teach dance.” This course offers students opportunities to develop and deepen their teaching in a dance 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 dance
- to develop objectives, methodologies, and skills in specific dance styles
- to encourage self-assessment of one’s own teaching effectiveness and evaluation of student learning
- to develop methodologies for addressing multiple learning styles

Instructional Methods:

Classes will consist of a combination of lecture, discussion, written and oral assignments, lesson plans, class observations, mini-teaching assignments, and group activities

Grading:

Grades will be based on: 5 mini teaching projects-10 points each; 1 teaching project that is created and taught as a small group in which you and your group members will teach a 45 minute beginning level technique class for adults-20 points; observe 2 beginning level classes-1 adult and 1 for children and write a summary of your observations-5 points each; and one final project that is due on the day of the final-10 points: attendance is mandatory-you will be allowed two absence; additional absences will result in lowering of semester grade by 1/3 grade point per additional absence (eg. A goes to A- with one additional absence)

Final: 8-10am Wednesday December 12th..

Important Policies and Information for all Students:

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.

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.

From the EO/AA Office:

Please consider adding to your syllabus one of the following statements:

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/>.

PROPOSED WEEKLY OUTLINE for DANC 440-DANCE PEDAGOGY (August and September):

August 29-Introduction; Why teach?; Attributes of a good teacher; what are the elements that go into a good technique class; what does a teacher need to think about in building that class; how does that one class impact the goals for the week/month/semester; what does a teacher need to think about in creating one dance technique class exercise; group work-create a combination and teach it; discuss

September 5-introduce kinesthetic development info.; What is CM? Why is it important for children to have CM as their first dance experience; introduce elements of creative movement-body/space/shape; assign first teaching project; movement prompts

September 10-MA teach a creative movement lesson plan for 3 and 4 year olds (compressed into 10 minutes); define the organization of the class, evolution and rationale of the coursework; how to create a lesson plan-how to write one for our assignments; in small groups, students will brainstorm a small section of a creative movement class for 3-4 year olds using one of the movement elements; students will teach and discuss;

September 12-brief discussion of teaching dance for multiple learning styles; classroom management techniques; length of classes for various ages; flow and pacing of class; use of music in a creative movement classroom

September 17-*Students will begin teaching their first solo graded teaching project*; this will be a 10 minutes lesson for 3 and 4 year olds; assume you are introducing a new movement element to them (shape, pathway, body parts, levels, etc.); music is not required;

September 19*continue teaching projects today (give second and third teaching assignment)*

September 24-How does the Creative Movement class shift when addressing needs of 5 and 6 year old students; use of stories, themes, abstracting movement prompts vs. literal movement prompts; how to use relationships-duets, groups, etc.; MA teach a themed lesson plan component suitable for 5 or 6 year olds and students create other themes/stories in small groups

September 27-*Students will teach have 10 minutes to teach a themed lesson* (theme can be based on stories, activities, seasons, holidays, etc. and should address specific movement elements) In this lesson, please bring and use music or percussion to enhance your lesson-this will be done in pairs

September 29-The use of musical accompaniment in dance classes; lecture and demonstrate

