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### DANC 497.01: Methods: Movement in Schools - SVC-LRN

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**School of Theatre & Dance**  
**Methods: Movement in Schools/SVC/LRN**  
**34909—DANC 497-01**  
**Tuesday/Thursday 1:10-2:30pm**  
**PARTV 005 and local schools**  
**Finals Week Meeting: Tues May 13, 1:10-3:10**  
**3 credits**

**Syllabus – Spring 2014**

**Karen A. Kaufmann, Professor of Dance**  
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***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 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 8 classes in each school placement. 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)	10 points
Dance in Education Research Paper	20 points
Final Teaching Portfolio	70 points
TOTAL=	100 points

## 3. Preparation to Teach

**Review & Preparatory Assignments:** Brain Dance. Elements of Movement. Principles of Abstraction. Developing effective Movement Prompts. Dance Integration Lesson Planning. Child Development. Content Knowledge. Meeting the needs of Diverse Learners. Instructional Strategies. Observing professional Dance Teaching Artists. Becoming a Teaching Artist.

**The Pre-Practicum Requirements:** Students will articulate their starting point for teaching by completing the Pre-Practicum Questionnaire (5 points). 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 each of two school placements—the first before spring break, the second 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. The effective dance teacher has a narrow and clearly defined goal, knows her target learnings, 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 Research Paper

Throughout the semester students will consult research and scholarly articles pertinent to dance in education. It is expected that students will assimilate the research in dance education, arts integration and 21<sup>st</sup> Century Learning into a thoughtful, scholarly research paper (minimum 10 pages, double spaced) that blends with personal experience. (20 points)- **Due Thursday April 24 (electronically)**

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. The goals of the research paper are to help you:

- Become more knowledgeable about the field of dance education.
- 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.

In your paper please discuss these questions: (Title page, citations, page numbers and bibliography required)

- 1) What role do the arts play in U.S. education today?
- 2) In what specific ways can the arts contribute to a child's education?
- 3) How do you define "dance education"?
- 4) How does creative movement/dance contribute to student's academic learning in the content areas (math, social studies, science, language arts)?
- 5) What emotional, social and physical impacts can dance offer a young person?
- 6) If you could make recommendations to school leaders and curriculum coordinators for the future, what would you propose?

## 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 on Tuesday, May 13, 1:10-3:10.**

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

1. Scope and sequence of each 8-week unit (5 points).
2. A Complete Portfolio of typed Lesson Plans, Student Assessments and your in-depth Reflections for each class (40 points.)
3. Two lesson plans 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. This may be a "point-and-shoot"—no need for editing. (10 points)
4. Final Wrap up (either oral or written). Present to the class at our final meeting. (15 points)
  - 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?

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### 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](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.

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.

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*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/>.*