Teaching Dance: Theories and Methods

COURSE DESCRIPTION (INCLUDE REQUISITES/RESTRICTIONS):

INTRODUCE STUDENTS TO THEORIES AND PRACTICES OF TEACHING DANCE AND CREATIVE MOVEMENT TO A VARIETY OF POPULATIONS IN DIVERSE SETTINGS.
Teaching Dance: Theory and Practice
IPFW
Spring 2006

Instructor: Lisa Bottitta, Ed.M.
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Required Texts:

* Partnering Dance and Education by: Judith Lynne Hanna

Course Description: This course will introduce students to the theories and practices of teaching dance and creative movement to a variety of populations in diverse settings. Students will study current issues and pedagogies within dance education and how it can be successfully taught in many different educational environments. This course will enhance students teaching skills while integrating new and old perspectives of what dance education is. Students will also acquire teaching strategies, create a personal teaching philosophy and lesson plans, and learn forms of assessing dance.

Course Objectives:

- Deepen and expand knowledge of body mechanics
- Examine theories of learning
- Survey methodology for creating movement experiences
- Investigate related issues such as gender and diversity
- Inspect K-12 curriculum development
- Form a resource file
- Explore dance advocacy
- Acquire teaching strategies
- Practice thinking, and writing articulately about teaching and learning

*Great teaching requires never-ending learning!*

Methodology: This course is designed to promote awareness of, and discussion about many of the issues relevant to dance education. Discussions, readings, written assignments, field observations, and teaching projects will all be utilized within this course.

Attendance: Since this is a studio course, there is no substitution for being on location when the class is occurring. Classes have clear beginnings and clear endings. Lateness and leaving early are inexcusable. Students should plan to arrive enough in advance to be dressed and fully prepared to begin class on time. Only 3 absences are permitted. After 3 absences your grade
will drop by 1 letter grade (on the 4th absence). Each absence after that lowers your grade by one letter – IPFW Theatre Department Policy. Students who have 6 absences or non-participatory days will be asked to withdraw from the course or receive a failing grade. If illness or injury are the cause of these missed days a medical note is required and a medical withdraw can be obtained through the health center if needed.

**Grading:** Students’ final grade will be compiled of the following:

*Teaching Portfolio – 550 points*
- Teaching philosophy – 70 points
- Field observations – 140 points
- Lesson ideas/plans – 140 points
- Resource articles – 20 points
- Music/video list – 10 points
- Short written papers – 70 points
- Journal Writing – 100 points

*Final Project – 150 points*

630-700 points = A  
560-629 points = B  
490-559 points = C  
420-489 points = D  
Below 419 points = F

**Journal Writing and Teaching Philosophy:** Your journal writings should be self-reflective and comprised of your thoughts, opinions, insights, observations, and impressions of material within the course. If written fully and honestly, this assignment may be the one that you find most valuable. Each week you will write one entry in essay form, a minimum of 2 full paragraphs. Topic stimulus might come from your field observations, teaching experiences or the readings and discussions in class. This journal should help you to form you philosophies of teaching. Your final entry for the semester should attempt to evaluate your work and experience within this course along with your final version of your Teaching Philosophy, what was helpful and you can carry into your own teaching.

**Field Observations:** Each student will be expected to observe a minimum of 3 outside dance classes taught by professional teachers! Field notes should be taken describing the structure of the class, teaching techniques employed, how the teacher corrected students, and so forth. Type your notes up in a more formal manner for your portfolio. I will provide you with a list of teachers, times and locations of classes. If there are classes you would like to observe that I did not provide, please run them by me first. When you go to observe, there are a few etiquette rules you must abide by: ask permission before attending the class, arrive at least 15 minutes early, introduce yourself to the other teacher, ask them where you should sit, stay actively engaged in watching, no talking during class unless the teacher asks you a direct question, remain through the end of the class, and finally thank the teacher for allowing you to observe.
Lesson Plans: You will be expected to create 3 full lesson plans throughout the semester. Guidelines and criteria will be given to students. You will also present/teach one of your lessons to the class within the course. If you have other ideas for future lesson plans, this will be the place within your portfolio to keep them.

Resource Articles: If you find an article (newspaper, magazine, journal) from an outside source, you will keep them in this part of your portfolio. If there is a certain topic you are interested in or find informative, you can keep it there.

Music/Video List: When you come across video or music resources you find helpful or informative, you can keep this information here for yourself to use at a later date. Remember, this portfolio is something to keep and be used within your teaching now and later on.

Papers: Short papers, 1-2 pages will be required throughout the semester. Some will be personal essays while others may summarize and respond to the reading material. Papers must be typed up and placed in your portfolio.

Final Project: This will explore an aspect of teaching/learning through reading, research, interviews, observations, and hands on experience (if possible). Your chosen subject might be a study on approaching specific populations (such as elderly, handicapped, three year olds, inner-city students); motor development and skill acquisition; injury prevention and care; problems and benefits of owning a dance school; research on creativity, thinking and learning; human development; anything pertinent. Students will present their projects during the final exam period and need to include a handout for the class. Creative presentations are most welcome!
TEACHING DANCE: THEORY AND PRACTICE -

COURSE LEARNING OUTCOMES / COMPETENCES -

1. Deepen and expand knowledge of body mechanics
2. Examine theories of learning
3. Survey methodology for creating movement experiences
4. Investigate related issues such as gender and diversity
5. Inspect K-12 curriculum development
6. Form a resource file
7. Explore dance advocacy
8. Acquire teaching strategies
9. Practice thinking, and writing articulately about teaching and learning

EVIDENCE OF STUDENT LEARNING -

JOURNAL WRITING AND TEACHING PHILOSOPHY: Students' journal writings should be self-reflective and comprised of: thoughts, opinions, insights, observations, and impressions of material within the course. If written fully and honestly; this assignment may be the one the most valuable. Each week students will write one entry in essay form, a minimum of 2 full paragraphs. Topic stimulus might come from field observations, teaching experiences or the readings and discussions in class. This journal should help to form you philosophies of teaching. The final entry for the semester should attempt to evaluate the students work and experience within this course along with the final version of their Teaching Philosophy and lastly, what was helpful and the student can carry into their own teaching.

FIELD OBSERVATIONS: Each student will be expected to observe a minimum of 3 outside dance classes taught by professional and college educated teachers. Field notes should be taken describing the structure of the class, teaching techniques employed, how the teacher corrected students, and so forth, Students will type the notes up in a more formal manner for their portfolio. I will provide you with a list of teachers, times and locations of classes. If there are classes the student would like to observe that I did not provide, the student must run the teacher and class by me first. When the student goes to observe class, there are a few etiquette rules they must abide by: ask permission before attending the class, arrive at least 15 minutes early, introduce themselves to the other teacher, ask them where to sit, stay actively engaged in watching, no talking during class unless the teacher asks you a direct question, remain through the end of the class, and finally thank the teacher for allowing you to observe.

LESSON PLANS: Students will be expected to create 3 full lesson plans throughout the semester. Guidelines and criteria will be discussed in class with students (See Appendix A-5). Students will also present/teach one of the lessons to the class within the course. If the student has other ideas for future lesson plans, this would be the place within their portfolio to keep them.

RESOURCE ARTICLES: If students find an article (newspaper, magazine, journal) from an outside source that inspires them or gives them guidance in teaching dance, they will keep them in this part of their portfolio. If there is a certain topic they are interested in or find informative, they can keep it there.
MUSIC/VIDEO LIST: When the students come across a video or music resource they find helpful or informative, they can keep this information there to use at a later date. This portfolio is something for students to keep and be used within their teaching now and later on.

PAPERS: Short papers, 1-2 pages will be required throughout the semester. Some will be personal essays while others may summarize and respond to the reading material. Papers must be typed up and placed in their portfolio.

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