

CENTRAL WASHINGTON UNIVERSITY  
THE CENTER FOR TEACHING AND LEARNING

DEPARTMENT OF HEALTH, HUMAN PERFORMANCE AND NUTRITION

COURSE INFORMATION:

Title: **PED 309 Teaching Recreational Dance** 3 credits  
Days and Time: 11:00 Mon.-Thurs.  
Location: NPAV 106 Dance Studio

FACULTY INFORMATION:

Instructor: Therese Young  
Office Hours: M-F 10:00-11:00am  
Office: Located in Dance Studio  
Dance Studio: NPAV 106  
E-Mail: [youngth@cwu.edu](mailto:youngth@cwu.edu)

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RECOMMENDATIONS:

Prior experience with folk, ballroom, or contra dance.

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The course Teaching Recreational Dance is designed to prepare students to teach a variety of recreational dance styles in education and community settings.

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This class experience will contribute to students meeting the following CWU and State Standards.

*CWU Center for Teaching and Learning*

CTL.1.1	STANDARD: Candidates demonstrate subject matter knowledge in areas of endorsement
CTL.1.2	STANDARD: Candidates demonstrate a thorough understanding of pedagogical content knowledge
CTL.1.3	STANDARD: Candidates demonstrate a thorough understanding of professional and pedagogical knowledge and skills
CTL.1.4	STANDARD: Candidates reflect dispositions expected of professional educators
CTL.1.5	STANDARD: Candidates demonstrate a positive impact on student learning.

*Washington State Dance Standards*

K7.2 Understands current age and needs (differentiation and accommodation)-appropriate methods and materials in dance education.

S1.1 defines the basic concepts and vocabulary of dance.

S3.1 demonstrates use of movement elements, expressive qualities, and technical proficiency in performing dance

S3.2 demonstrates various dance genres

S3.3 applies basic principles of anatomy and kinesiology or movement analysis to dance.

**REQUIRED TEXTS:**

DANCE A WHILE: Handbook for Folk, Square, Contra and Social Dance, 8<sup>th</sup> Edition by Jane Harris, Anne Pittman, Marlys Waller and Cathy Dark. Allyn & Bacon Publishing Company, 2000.

STUDENT LEARNER OUTCOMES

Identify and apply rhythmic concepts and terminology to dance activities.

Analyze folk, mixer, and line dances from written materials.

Develop a lesson plan and teach a simple folk, mixer, swing, or line dance.

Demonstrate, analyze, and cue Ballroom dance basics in Foxtrot, Waltz and Swing.

ASSESSMENT OF OUTCOMES

Students will identify concepts and use correct terminology in classroom activities and on written tests.

Students will decipher dance notes

Students will submit lesson plan for assigned grade level and teach under the supervision of Primary Teacher. Evaluation completed by Teacher.

Students will create a dance video as a demonstration of mastery.

**OUTLINE OF UNITS:**

- I. Rhythm Terminology & the Relationship of Movement & Music (DAW pgs. 43-46, 64-68).
- II. Locomotion Skills (DAW pgs. 47-50).
- III. Traditional Folk Dance Steps (DAW pgs. 50-52 plus Hayes book indicated below).
- IV. Analyzing Dances.
- V. Teaching Progressions, Planning & Organization (DAWS pgs. 28-38).
- VI. Folk, Round, Mixer and Country Line Dances (DAWS pgs. 69-74, 217-222).
- VII. Ballroom Dance Basics, Variations Partnering Techniques (DAWS pgs. 367-375).
- VIII. Unit & Daily Class Planning (DAWS pgs. 29-30).
- IX. Music Resources & Teaching Materials.

**STUDENT RESPONSIBILITIES**

Commitment to Learning

Daily Class Participation & Involvement

Quality Effort into Presentations and Projects

Development of Teaching Skills

Refinement of Performance Skills

Required Reading in Text & Handouts

## VIDEO PRACTICAL

PED 309

Teaching Methods Recreational Dance

Assignment: Create a Dance Videotape as a Demonstration of Mastery.

Objectives of Assignment:

1. A demonstration of your ability to prepare and present folk and ballroom dance material.
2. A personal reminder of how to execute and cue the dances for your future classes.
3. An evaluation tool for 309 class. Evaluation will be based on performance of skill, introduction & ready command, dance cues, and quality of preparation.

Expectations of Professional Appearance: Attire – professional and appropriate;  
Environment – simple background, without distractions; Good music quality; Video should be clean to begin ( do not record over a previously used copy); video should be cleanly edited if needed.

Dances to be included on your personal video:

**Folk Dance: Present 3 folk dances. a 4# is optional for extra credit.**

1. **Patty Cake polka or Tennessee Wig Walk or Teton Mountain Stomp;**
2. **Oh You Kid**
3. **Korobushka**

**Format for each dance:**

Verbal introduction of the Dance. Name of the dance and appropriate special information, such as country of origin, positions, formation, time signature, basic steps, etc.

Demonstration of the Dance . Perform and cue the dance through at least once with word cues; no music; no partner. Everyone will perform the man's step pattern.

Demonstration of the Dance with Music. Perform and cue the dances at least twice through with music. A partner may be used when performing this version with music.

**Ballroom Dance : Waltz , Foxtrot and Swing**

**Format for each dance:**

Verbal introduction of the Dance. Name of the dance and appropriate special information, such as time signature, basic step, position, etc.

Demonstration of each step and variation. Perform and cue each step through at least once with word cues; no music; no partner. Everyone will perform the man's step pattern.

Demonstration of a combination using each Variation of the Dance with Music; perform and cue the combination at least twice through with music. A partner may be used when performing this version with music.

**Waltz: Traveling Basic step, Box step, and Box step left turn**

**Combination: 2 Traveling Basics, 2 complete Box Steps, and 4 measures of Box Step Left Turns. (total 8 measures)**

**Foxtrot: Westchester: Traveling Basic, Box step & Box Left Turn, Crossover Step**  
**Combination: 2 forward progressives & 1 complete box step, 2 forward progressives and 1 crossover step (total 8 measures)**

**Swing: Basic Step, Left Underarm turn, reverse turn, & Hand-Off**  
**Combination: 2 Basics, Left Underarm turn & Reverse Turn, 2 basics, Hand-off and Reverse Turn. (total 8 measures)**

Lab times: You may do your video independently; however, lab time will be provided. A video cameras will be available. You may choose to do your dances in one session or spread them out. You must schedule with me for lab time.

Due date: Final video to be submitted no later than Friday. They will be returned to you during finals week.

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### **Criteria for Evaluation of Each Dance:**

- \_\_\_\_\_ Verbal Introduction to Dance: Good – Minimal – Shaky – Insufficient
- \_\_\_\_\_ Step: Strong – Accurate – Shaky – Wrong
- \_\_\_\_\_ Rhythm: Strong – Correct – Shaky – Off to music
- \_\_\_\_\_ Styling (Demonstration technique): Smooth – Adequate – Mechanical – Awkward
- \_\_\_\_\_ Introduction & Ready command: Strong – Accurate – Shaky – Wrong
- \_\_\_\_\_ Dance Cues: Strong – Accurate – Shaky – Poor
  
- \_\_\_\_\_ Total Points

### **Criteria for Grading in each area:**

- A = 4 pts      Excellent – Strong in all aspects- steps, styling, rhythm, cues, introduction & ready command, volume, confidence
- B = 3          Good    Correct in all aspects – step, rhythm, cues, intro & ready command
- C = 2          Acceptable – rhythm or cues shaky; or step patterns not clear
- D = 1          Poor – Poor preparation on step patterns and/or cues
- F = 0          Unacceptable- not prepared, no working knowledge of material

Total Possible Points = 24

A Range = 24-26 pts.

B Range = 21-23

C Range = 19-20

D Range = 16-18