

CENTRAL WASHINGTON UNIVERSITY

THE CENTER FOR TEACHING AND LEARNING

DEPARTMENT OF HEALTH, HUMAN PERFORMANCE AND NUTRITION

PED 314 - DANCE FOR CHILDREN

Course Information:

Title: PED 314 Dance for Children (3 credits)
Days and Time: 11:00-11:50am MWF
Location of Class: Nicholson Pavilion 106

Faculty Information:

Instructor: Therese Young
Office Hours: M/W 9:00-10:00 T/TH 10-11:00
Office: NP 106 (located in Dance Studio)
Phone: 963-1937
E-mail: youngth@cwu.edu

Course Description:

Strategies for teaching dance in elementary education, including creative dance, rhythmic explorations, use of props, class and unit plan development, and methods of assessment. 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

K1.1 Understands the elements of dance –space (size, actions, directions, level, shapes, pathway, and relationships); time (tempo, beat, and rhythm); and energy/force.

K1.4 Understands processes –creating, performing, responding.

K6.2 Understands the relationship of dance to other content areas

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

Text: Creative Dance for All Ages, by Anne Green Gilbert. 1992

Publisher: National Dance Association (American Alliance for Health, Physical

Education, Recreation and Dance) 1900 Association Drive, Reston, Virginia 22091

Course Content / Units:

The Role of Dance in Elementary Education

Ch1-5, pgs 1-21

Dance and Rhythm Terminology

Warm-up Activities and Exercises

Ch 7, pgs 59-76

The Concepts of the Body:

Body Parts

Ch 20, pgs 227-238

Body Shapes

Ch 21, pgs 239-252

Relationships

Ch 22, pgs 253-270

The Concepts of Movement:

Axial / Nonlocomotor Movement

Ch 25, pgs 299-306

Locomotor movement

Ch 24, pgs 281-298

The Concepts of Space:

Place, Level, Direction, Pathway, Size, Focus

Ch 9-14, pgs 70-164

The Concepts of Time:

Speed, Rhythm

Ch 15-16, pgs 165-190

The Concepts of Force:

Energy, Weight, Flow

Ch 17-19, pgs 191-226

Designing & Presenting Lessons Based on Creative Concepts

Ch 6, pgs 22-57

Ch 26, pgs 307-310

Dance Across the Curriculum

App B – pg 351

Composition and Performance Activities for Children

Teaching Structured Movement Activities / Folk Dances for Elementary

Unit Planning and Curriculum Development

Teaching Aids: Written and Music Resources

COURSE OBJECTIVES

Describe the role of movement education in the total educational process.

Demonstrate and define dance terminology and dance concepts.

Incorporate differing age level dance concepts and activities into their lesson plans.

Apply the concept of integrating dance across the Curriculum.

Develop the competence to teach a simple folk dance and modify it by adding a creative element.

ASSESSMENT

Students will be asked to write a reflective paper to describe and explain the role of movement in education.

Written test and in class movement exploration on concepts.

Students will design, implement, and assess a 30 minute lesson plan for assigned grade levels twice.

Students will design two movement activities that incorporate another subject area such as math, science, etc., and present to class.

Students will design & teach a folk dance lesson plan adding a creative twist to the original choreography utilizing dance elements.

Grading Procedures:

-Class Attendance: Attendance at all classes is expected and will be incorporated into the final grade for the course. Roll will be taken daily. Absences may be excused with a doctor's note, hospital documentation, attendance at a mandatory school function with prior notice from the supervising faculty member, or instructor's discretion for extenuating circumstances.

-Daily Class Participation: To be considered in attendance, students are expected to dress appropriately for activity, be in class on time and participate productively until the class is officially ended. Students are also expected to listen and follow instructions, demonstrate a positive attitude about learning, and demonstrate social skills appropriate to the activity. Failure to carry out these expectations will result in an absence.

Grading Breakdown:

Participation and Attendance	25%
Lessons Plans & Teaching	25%
Reflective paper	10%
Quizzes	15%
Folk Dance	10%
Dance Across the Curriculum Project	15%

“Dance is the most immediate and accessible of the arts because it involves your own body. When you learn to move your body on a note of music, it's exciting. You have taken control of your body and, by learning to do that, you discover that you can take control of your life.”

Jacques d'Amboise, Performer, Choreographer, Teacher

Criteria for Grading Folk Dance & Creative Changes

Name of Dance _____

Students _____

A. 5 points

1. History of Dance (Introductions of yourself and dance)
2. Breakout any repetitive steps before teaching dance.

B. 5 points

Rubric for teaching skills

- 5 -- Excellent -- Strong in all aspects – step, styling, rhythm, confidence, two clear creative changes implemented using varied dynamics, transitioned well.
- 4 -- Good -- Correct in most aspects – step, styling, rhythm, confidence, creative changes present, transitioned well
- 3 -- Acceptable – Rhythm or cues shaky; or step patterns not clear, creative changes present but not easily transitioned.
- 2 -- Poor – Poor preparation on step patterns and patterns not clear, creative changes weak or not clearly present, minimal effort.
- 1--Unacceptable

Total Points = 10

Points Awarded _____

Comments: