

**Cedar Crest College
Dance Pedagogy
Spring 2010**

Instructor Information:

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Office Hours: Meetings by appointment only

General Course Information: Spring 2010

Dance Pedagogy 3 credits

Course Description:

This course emphasizes values of experimental inquiry; it will integrate studio experiences, class discussions, observations, reading, writing, teaching practice, and reflection to illuminate and advance the professional practice of dance teachers. The course is grounded in values of critical pedagogy and reflective practice.

Format: 2 ½ hours per week class time

Course Objective:

The student will:
Enhance their knowledge and practice of teaching in ways that have professional impact and personal meaning.

Evaluation:

Attendance/Participation: 20%
Readings and summaries: 15%
Teacher Observation: 15%
Unit Plan presentation: 25%
Teaching Experience and Self-evaluation: 25%

*No assignments will be accepted late or via e-mail.

**All written assignments:

- Need to be typed
- Have one-inch margins
- 12-point font
- Double spaced

Performing Arts Department Policies

Writing Assignments

- Any written assignment not turned in during the designated class will be lowered one letter grade for each day it is late.
- All assignments need to be typed, double spaced, 12 point font, 1 inch margins. Student name, date, instructor name, course title and assignment topic as heading.
- E-mailed attached papers will not be accepted.

General

Please:

- do not bring food or beverages other than water into the dance studio
- do not bring cell phones into the dance studio
- do not enter the dance studio with street shoes on
- do not wear scented, “fruity” lotions to class; these lotions contain oils that stain the marley floor and cause slick surfaces.

Attendance

More than 2 unexcused absences during the course of the semester will adversely affect your grade. After 2 absences the grade will drop by one grade per absence. This class is an “experience”, not a lecture or lab, and the work missed cannot be made up. If a student is more than 5 minutes late to class, without prior notification, it is recorded as a 1/3 absence, therefore 3 “lates” result in one absence. More than four absences or non-physical class participation (for any reason) you must withdraw or fail. If you are anticipating an extended absence due to illness or injury, contact the faculty immediately. If illness or injury does prevent you from participating in class on a given day and you are physically able, you are strongly encouraged to observe class. You are allowed no more than four consecutive class observations after which you must withdraw or fail.

Cedar Crest College Policies/Procedures

Honor Philosophy

The Cedar Crest College Honor Philosophy states that students should uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Upholding community standards is a matter of personal integrity and honor. Individuals who accept the honor of membership in the Cedar Crest College community of scholars pledge to accept responsibility for their actions in all academic and social situations and for the effect their actions may have on other members of the College community.

Academic Integrity

Academic integrity and ethics remain steadfast, withstanding technological change. Cedar Crest College academic standards therefore apply to all academic work, including, but not limited to, handwritten or computer-generated documents, video or audio recordings, and telecommunications.

As a student at Cedar Crest College, each student shall:

- Only submit work which is his/her own
- Adhere to the rules of acknowledging outside sources, as defined by the instructor, never plagiarizing or misrepresenting intellectual property
- Neither seek nor receive aid from another student, converse with one another when inappropriate, nor use materials not authorized by the instructor.
- Follow the instructions of the professor in any academic situation or environment including taking of examinations, lab procedures, the preparation of papers, properly and respectfully using College facilities and resources, including library and computing resources to ensure that these resources may be effectively shared by all members of the College community.
- Abide by the Cedar Crest Computer Use Policy
- If a student perceives a violation of the Academic Standards, her/she will go to their instructor
- If you are unable to resolve the problem with the instructor, you should go to the chair of the department. If you need further assistance after consultation with the instructor and the chair, you should see the Provost.

Classroom Protocol

Appropriate classroom behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students’ access to the Cedar Crest College education.

ASSIGNMENT DETAILS

Reading Assignments (given weekly, due on TUESDAYS, unless otherwise specified)

All students are expected to complete reading assignments and be prepared for discussions.

Written Assignments (given weekly, due on THURSDAYS, unless otherwise specified)

Written assignments are expected to be a reflective summary which give an individual perspective. These summaries are based on the assigned readings.

Summaries need to include:

- a header with your name
- course number and semester
- complete bibliographic information (author, title)
- followed by a one page perspective

Teacher Observation (due on FEBRUARY 11, 2010)

(3 pages minimum)

1. Introduction. Describe the goal of your observations. Include a statement of your personal interest. Why did you choose these particular classes/teachers to observe?
2. Describe the environments
 - Setting
 - Population
 - Time frame
 - Processes (used by teacher)
3. Discoveries. Discuss what you learned from your observations in relation to your personal interest and objectives. Include a commentary of teaching styles observed (refer to readings) and complete a comparison study.

Dance Studio plan/ K-12 unit plans presentations

(15 min. time frame)

1. This 15 minute presentation will be a lecture/demonstration
2. Determine the age range, the subject, unit title and style used
3. Lecture/Demonstration should encompass the following:
 - Lecture
 - Include:
 - Teaching styles used
 - Population: gender, grade, number of students
 - Academic Subject
 - Unit Title
 - Objective
 - Specific style (if necessary)
 - Distribution of lesson plan
 - Demonstration
 - Include:
 - Integration of academic subject and movement

Teaching Experience (presented on APRIL 27TH and 29TH)

(15 min. time frame)

2. This 15 minute presentation will be a lecture/demonstration
3. Determine the age range, the genre and the style used
4. Lecture/Demonstration should encompass the following:
 - Lecture
 - Include:
 - Personal movement and teaching style
 - Population
 - Genre
 - Specific technique (if necessary)
 - Objective
 - Communication with “students”
 - Demonstration
 - Include:
 - A center, floor-work phrase
 - Choreography/Combination (16 counts)
 - Written self-evaluation (3 page minimum)
 - Include:
 - Population
 - Style of movement
 - Objective
 - Lesson plan
 - Resources (ie. Music, props, visual aids)
 - Evaluate your experience as a teacher

Please answer the following questions. The questions are due on Thursday. We will discuss the film on Thursday (2/15).

While watching this film, put into perspective the challenges faced by all arts specialists (dance, theatre, art and music). Also, put into perspective the challenges faced by dance studio owners and teachers. As students you all have the advantage of relating to the student viewpoint, now put yourself on the other side of the desk.

Please answer the following:

1. As a teacher, what are you going to do in order to better communicate with your students and administration (or students' parents) to better ensure successful accomplishments?
2. What are the parallels between the relationship of Glen Holland and his students and the relationship you may have with a teacher?
3. How may your approach have been different than Glen Holland's, if you were to be in a similar environment or situation?
4. What do you think is needed in classrooms and schools (private studios, public and charter) to help teachers become less teacher centered and more student centered? This is in reference to the pressures on faculty to live up to the state mandated standards with the stress of No Child Left Behind.
5. What are some examples of "poorly-structured problems" that teachers face? (i.e. curriculum, scheduling, administrative, government) In your opinion, what are some of the most critical issues in dance education today? Please base your opinion on the knowledge you have from the readings, discussions and observations you have to date. This may include private dance studios.

DANCE STUDIO PLAN
A working blueprint

❖ Introduction

- Develop a Mission Statement:
 - What will be the foundation of your studio?
 - The type of school (ie what will be offered/focus)

- What is your role as owner?
- Who are your customers?
- What can you offer them?
- What makes your program special or different?
- Will you employ?
 - Other teachers
 - Bookkeeper
 - Receptionist

❖ Getting Started

- Do you buy an existing business or start from scratch?
 - Pros and cons
- Will you be a partnership or a sole proprietor?
- Budget
 - Rent, Utilities
 - Employees
 - Overhead – music, necessary misc. items for class, equipment
- Pricing
 - Calculating tuition
 - Methods of payment and collection
- Hiring a staff/teachers
- Communication
 - Web site
 - Newsletter
 - Handbooks
- Dress Code
 - Sale of dancewear?
- Recital
 - To have or not to have?
 - Format/Theme?
 - Pictures?

❖ Teaching

- What is your role as a studio teacher?
 - Personal goals (teacher-centered)
 - Student goals (student-centered)
 - How will you assess yourself as a teacher?
 - How will you assess your teaching staff?
 - How will you assess the progress of your students?

ACADEMIC LESSON PLAN
A working blueprint

- ❖ Part I: Introduction
 - Description of setting
 - School name, department, type of programs in the department, dance unit title proposed
 - Description of population (grade level, gender ratio, background of students)
 - Program scope (specify time frame for each class period, number of class periods per week, length of unit)
 - Types of instruction and teaching styles used in the lesson (directed activity, guided discovery, reciprocal teaching, lecture, contract learning, student-centered learning strategies)
 - Rationale for lesson (relate it to mission of program, department or school; include state or National Standards)
 - Purpose of lesson: creative, rhythmic, participation in an art form, physical fitness, coordination, strength, alignment, carriage, social skills, others
 - Type of lesson (choose one): dance as a performing art; dance appreciation and dance related to other art forms; discipline-based dance education
 - Relating the lesson to goals of dance education and standards: arts education, interdisciplinary learning, dance and use of technology, education theories. List National Standards in dance as they relate to the lesson.
 - Instructional environment
 - Facilities: describe the studio or space
 - Equipment: list available equipment
 - Instructional media: indicate media resources that support the unit
- ❖ Part II: Lesson Plan
 - Goals and objectives for the lesson
 - Cognitive objectives
 - Affective objectives
 - Psychomotor objectives
 - State or National Standards met by the unit
 - Content outline
 - Skills taught in the lesson
 - ◆ Warm-up, technique, skill, activity, cool-down
 - ◆ Movement, choreographic and aesthetic principles that support the lesson
 - Sequence of the lesson
 - Identify each skill taught
 - Identify the progression of skills taught
 - Class Organization
 - Structure of class time: roll taking, student participation, practice
 - Etiquette and dress requirements
 - Safety precautions
 - Support materials
 - Terminology handouts, interdisciplinary handouts, other
 - Assessment and Evaluation
 - Rubric: Type of evaluation: performance, written, oral

COURSE OUTLINE

Week 1 (January 14 & 16)

Introduction to Dance Pedagogy

Reading Assignment (due on Wednesday, 1/16)
Chapter 1 in Partnering Dance and Education

Written Assignment (due on Wednesdays, 1/16)
Is Dance a Distinct Body of Knowledge? What is Dance? Is Dance a Performing, Liberal, Physical or Applied Art?

Week 2 (January 21 & 23)

Understanding Dance Education
Goals 2000

Reading Assignment
Chapter 2 in Partnering Dance and Education

Written Assignment
How can a dance education influence the academic education of students K-12?

Week 3 (January 28 & 30)

National Standards for Dance Education
Dance and Dance Education

Reading Assignment
Chapter 1 in Dance Teaching Methods and Curriculum Design

Written Assignment
Questions 1 and 3 on page 15

Week 4 (February 4 & 6)

The Survival of Dance Education
Integration of self in teaching / individual movement style analysis

Reading Assignment
Chapter 3 in Partnering Dance and Education

Written Assignment
What is the future of dance education? Can dance education survive the effects of governmental standards?

COURSE OUTLINE con't.

Week 5 (February 11 & 13)

Film: Mr. Holland's Opus

Reading Assignment

Chapter 4 in Partnering Dance and Education

Written Assignment

Please answer questions attached video review questions. These are due on Monday (2/18).

Week 6 (February 18 & 20)

Identifying learning styles

Identifying teaching styles

Reading Assignment

Chapter 4, pgs. 46-52 in Dance Teaching Methods and Curriculum Design

Chapter 5, pgs. 58-64 in Dance Teaching Methods and Curriculum Design

Written Assignment

Write a one-page description of a dance teacher that you have experienced. This can be a good or bad teacher. Write with as much detail as possible describing their physicality, voice, style, and behavior to create a vivid picture. Be prepared to present this on Monday.

Week 7 (February 25 & 27)

Organizing the dance class

Teaching Observation study due

"Round table" discussion of observations

Reading Assignment

Chapter 6 in Dance Teaching Methods and Curriculum Design

Written Assignment

Questions 1 on page 88

Spring Break (no class March 3 & 5)

COURSE OUTLINE con't.

Week 8 (March 10 & 12)

The Hidden Curriculum of Dance
What are the dance teacher's responsibilities?

Reading Assignment

Chapter 5 in Partnering Dance and Education

Written Assignment

Does dance need to have a hidden curriculum? Is the hidden curriculum an intentional element of planning?

Week 9 (March 17 & 19)

Creating a Dance Curriculum
Integrating Dance into K-12 lesson plans
Dance Curriculum for the dance studio

Reading Assignment

Chapter 12 in Dance Teaching Methods and Curriculum Design

Written Assignment

Ideas for K-12 unit plan (5th grade) incorporating dance
Ideas for Creative Movement class (3-4 yr olds) for dance studio

Week 10 (March 26) (*no class on March 24 – Spring Holiday*)

Dance Education and Stress
Teacher – Student relationship
Teacher – Parent relationship
Teacher – Teacher relationship

Reading Assignment

Chapter 10 in Partnering Dance and Education

Written Assignment

How can you help your students work through stress? How do you handle an “overbearing” parent? Is it necessary to promote competition among peers? Among students?

COURSE OUTLINE con't.

Week 11 (March 31 & April 2)

Overcoming Obstacles
Funding/Investment
Resources
Organizations

Dance Studio plan and K-12 lesson plan
Groups of three
Getting started

Reading Assignment
Pages 183-194 in Partnering Dance and Education

Week 12 (April 7 & 9)

Dance Studio plan and K-12 lesson plan
Continued collaboration

Week 13 (April 14)

Dance Studio plan/ K-12 unit plans presentations
Groups 1, 2 and 3

Week 13 (April 16)

Dance Studio plan/ K-12 unit plans presentations
Groups 4 and 5

Week 14 (April 21)

Teaching experience
Brittany
Desiree
Alysse
Brandy
Jen

Week 14 (April 23)

Teaching experience
Missy
Jessica
Kali
Carrie
Erica

Week 14 (April 21)

Teaching experience
Ashley
Coleen
Melissa
Danielle
Rebecca