

I. CATALOG INFORMATIONA. Discipline: DANCEB. Subject Code and Number: DANC M26C. Course Title: Teaching Principles for Dance

D. Credit Course units:

Units: 3Lecture Hours per week: 3Lab Hours per week : 0Variable Units : No

E. Student Learning Hours:

Lecture Hours:

Classroom hours: 52.5 - 52.5

Laboratory/Activity Hours:

Laboratory/Activity Hours 0 - 0**Total Combined Hours** in a 17.5 week term: 52.5 - 52.5

F. Non-Credit Course hours per week _____

G. May be taken a total of: 1 2 3 4 time(s) for creditH. Is the course co-designated (same as) another course: No Yes

If YES, designate course Subject Code & Number: _____

I. Course Description:

Presents principles and best practices for teaching dance in a variety of dance-focused contexts. Introduces the elements of dance, best practices, cultural, historical and global considerations. Focuses on frameworks for creative movement and methodology for dance technique classes, in both private and public sectors. Introduces developmentally appropriate and standards-based curriculum, and incorporates hands-on performing arts experiences.

J. Entrance Skills

*Prerequisite: No Yes Course(s)

*Corequisite: No Yes Course(s)

Limitation on Enrollment: No Yes

Recommended Preparation: No Yes Course(s)ENGL M01A or ENGL M01AHOther: No Yes

K. Other Catalog Information:

II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		Methods of evaluation will be consistent with, but not limited by, the following types or examples.
1	demonstrate a basic fluency with the elements of dance such as space, time, body, action and force/energy.	Written Test Quiz Writing Assignment Teaching Demonstration
2	assess and appraise dance works based on the elements of dance.	Writing Assignment
3	identify and differentiate the basic components of a dance technique class.	Writing Assignment Lesson Plan Teaching Demonstration
4	identify and differentiate the components of a creative or expressive dance class.	Writing Assignment Test Lesson Plan
5	devise and discuss evaluation and assessment methods appropriate to a given movement genre.	Writing Assignment Group Project Discussion
6	design and present an introductory lesson plan that incorporates dance and movement techniques based on the elements of dance.	Teaching Demonstration
7	design and present an introductory lesson plan for a dance technique class in which a skill is broken down and scaffolded into the lesson plan and student learning process.	Lesson Plan Teaching Demonstration
8	identify and discuss the many types of dance instruction, the purpose of dance education, the various dance sectors and special considerations for dance pedagogy.	Discussion Group Project Writing Assignment

III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
Lecture (must total 100%)		

10.00%	Elements of Dance/Ways to Define Dance - Body Effort Space Shape (BESS) vs. Body Action Space Time Energy (BASTE) and others - Laban-based dance theory models for teaching	1, 2
15.00%	Developing a Personal Pedagogic Philosophy - Nature of different sectors - Defining goals for dance education - Experiential learning techniques, best practices - Vision, mission, values as a dance/movement educator	6, 7, 8
20.00%	Components of a Dance Lesson (Technique/Classical Training vs. Creative Dance) - Warm Up, technique, performance energy - Choreography, performance opportunities - Reflection, meaning making, assessment	3, 4, 5
20.00%	Building and Presenting a Lesson Plan to the Class	1, 2, 3, 4, 5, 6, 7, 8
5.00%	Classroom Management Best Practices	3, 4, 8
10.00%	Observation and Appraisal of Dance Works according to the Elements of Dance	1, 2
10.00%	Observation and Appraisal of a Dance Class	1, 2, 3, 4, 5, 8
5.00%	National Core Arts Standards and the National Dance Education Organization Resources - Dance as art is education - Contextualizing movement lessons within other lessons (cross-disciplinary) - Create, perform, respond, connect - Relationship to physical education practices	1, 2, 3, 4, 5, 6, 7, 8
5.00%	Self-Assessment and Professional Growth as an Educator	5, 6, 7, 8

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	devise a sample lesson plan for a Classical Training (Dance Technique) course.
2	devise a sample lesson plan for a Creative Dance course.
3	write a dance critique for a live performance or observed dance class.

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	attend and observe a dance class for a specified sector (private dance studio, elementary school, high school, community center, etc.).
2	attend a live dance performance.
3	read relevant texts and articles and answer reflective questions regarding one's personal pedagogic philosophy.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
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1	write a dance critique for a live performance or observed dance class.
2	develop and articulate a personal pedagogic philosophy statement.
3	assess self and others during a teaching demonstration.

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- Lecture/Discussion
- Laboratory/Activity
- Other (Specify)
Observing and analyzing dance classes and sample lessons of peers, and students will be required to observe dance classes on and off campus outside of class time.

- Optional Field Trips
- Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Essay Exam | <input checked="" type="checkbox"/> Classroom Discussion | <input checked="" type="checkbox"/> Skill Demonstration |
| <input type="checkbox"/> Problem Solving Exam | <input checked="" type="checkbox"/> Reports/Papers/Journals | <input checked="" type="checkbox"/> Participation |
| <input type="checkbox"/> Objective Exams | <input checked="" type="checkbox"/> Projects | <input checked="" type="checkbox"/> Other (specify) |

Students will be required to lead a brief model dance lesson

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

McCarthy-Brown, Nyama. Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice. McFarland, 2017.

McCutchen, Brenda Pugh. Teaching Dance As Art in Education. Human Kinetics, 2006.

National Dance Education Organization

Advancing Dance Education in the Arts Online Research Database
<https://www.ndeo.org>

VIII. STUDENT MATERIALS FEES

- No Yes

IX. PARALLEL COURSES

College	Course Number	Course Title	Units
Orange Coast College	DANC A210	Methodology for Teaching Dance	3
San Jose City College	DANCE 04	Dance Pedagogy: Teaching Children Dance	3
West Valley College	KINT 52	Techniques of Teaching Dance	2

X. MINIMUM QUALIFICATIONS

Courses Requiring a Masters Degree:

Master's degree in dance, physical education with a dance emphasis, or theater with dance emphasis, OR bachelor's degree in any of the above AND master's degree in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts, or music OR the equivalent.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:

1. This course is designed to be taken either:

- Pass/No Pass only (no letter grade possible); or
 Letter grade (P/NP possible at student option)

2. Degree status:

- Either Associate Degree Applicable; or Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes: No: If YES, what section(s)?

- A1 - Natural Sciences - Biological Science
 A2 - Natural Sciences - Physical Science
 B1 - Social and Behavioral Sciences - American History/Institutions
 B2 - Social and Behavioral Sciences - Other Social Behavioral Science
 C1 - Humanities - Fine or Performing Arts
 C2 - Humanities - Other Humanities
 D1 - Language and Rationality - English Composition
 D2 - Language and Rationality - Communication and Analytical Thinking
 E1 - Health/Physical Education
 E2 - PE or Dance
 F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes: No:

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes: No: If YES, which area(s)?

A1 A2 A3 B1 B2 B3 B4
 C1 C2 D1 D2 D3 D4 D5

 D6 D7 D8 D9 D10 E

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes: No:
2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: No:

IGETC Area 1: English Communication

- English Composition
- Critical Thinking-English Composition
- Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- Mathematical Concepts

IGETC Area 3: Arts and Humanities

- Arts
- Humanities

IGETC Area 4: Social and Behavioral Sciences

- Anthropology and Archaeology
- Economics
- Ethnic Studies
- Gender Studies
- Geography
- History
- Interdisciplinary, Social & Behavioral Sciences
- Political Science, Government & Legal Institutions
- Psychology
- Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- Physical Science Lab or Physical Science Lab only (non-sequence)
- Physical Science Lecture only (non-sequence)
- Biological Science
- Physical Science Courses
- Physical Science Lab or Biological Science Lab Only (non-sequence)
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- Biological Science Courses
- Biological Science Lab course
- First Science course in a Special sequence
- Second Science course in a Special Sequence
- Laboratory Activity
- Physical Sciences

IGETC Area 6: Language other than English

- Languages other than English (UC Requirement Only)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

- A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Using the Library's print and online resources, research best practices for dance teaching within a specified genre (Ballet, Modern Dance, Jazz, Tap, Creative Dance, etc.) and sector (private studios, high school, community center).

- B. Are the currently held library resources sufficient to support the course assignment?

YES: NO:

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

XIV. WORKPLACE PREPARATION

Required for career technical courses only. A career technical course/program is one with the primary goal to prepare students for employment immediately upon course/program completion, and/or upgrading employment skills.

Detail how the course meets the Secretary of Labors Commission on the Achievement of Necessary Skills (SCANS) areas. (For a description of the competencies and skills with a listing of what students should be able to do, go to:

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm>)

The course will address the SCANS competency areas:

1. Resources: the students will set priorities and dead-lines independently, time manage as needed within the class session and course plan, and prepare for required performances and meet learning outcomes established by the employer.
2. Interpersonal: the students will present effectively to a group using well-organized format, concise language and clear enunciation; and form healthy relationships with the employer and client (students and parents of students) that foster respect and mutual benefit.

3. Information: the students will effectively organize and evaluate the relevance and accuracy of information.
4. Systems: the students will understand the implication of health and safety principles and apply them to new situations, and follow best practices for injury prevention in a dance class and overall health and wellness in a group dance learning environment.
5. Technology: the students will be able to use procedures, tools and machines without supervision (i.e., current sound and projection systems to support their pedagogical practices and their student learning).

The course also addresses the SCANS skills and personal qualities:

1. Basic Skills: the students will listen attentively and demonstrate understanding through relevant responses and questions, and write information in clear, logical, legible and grammatically correct manner.
2. Thinking Skills: the students will make decisions independently, and initiate and complete projects independently.
3. Personal Qualities: the students will be ethical, demonstrate integrity and understand why certain information must remain confidential; and accept constructive criticism with positive attitude.

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

DANC M26: Not Applicable

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

DANC M26: Not Applicable

XVII. STUDENT MATERIALS FEE ADDENDUM

DANC M26: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

DANC M26: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

Discipline: DANCE

Discipline Code and Number: DANC M26

Course Revision Category: New Course

Course Proposed By:

Originating Faculty Beth Megill 07/12/2018

Faculty Peer: Sari Rawles 07/13/2018

Curriculum Rep: Robert Salas 08/21/2018

Department Chair: John Loprieno 08/14/2018

Division Dean: Jennifer Goetz 08/18/2018

Approved By:

Curriculum Chair: Jerry Mansfield 09/26/2018

Executive Vice President: _____

Articulation Officer: Letrisha Mai 09/19/2018

Librarian: Mary LaBarge 09/18/2018

Implementation Term and Year: Fall 2019

Approval Dates:

Approved by Moorpark College Curriculum Committee: 10/02/2018

Approved by Board of Trustees (if applicable): 11/13/2018

Approved by State (if applicable): 11/29/2018