

DANC M24: INTRODUCTION TO DANCE EDUCATION

Originator

bmegill

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College

Moorpark College

Discipline (CB01A)

DANC - Dance

Course Number (CB01B)

M24

Course Title (CB02)

Introduction to Dance Education

Banner/Short Title

Intro to Dance Education

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

Presents pedagogical principles and best practices for teaching dance as art in elementary education. Introduces the elements of dance, best practices, cultural, historical, and global considerations.

Taxonomy of Programs (TOP) Code (CB03)

1008.00 - Dance

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

26.25

Maximum Contact/In-Class Lecture Hours

26.25

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

26.25

Total Maximum Contact/In-Class Hours

26.25

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

52.5

Maximum Outside-of-Class Hours

52.5

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

78.75

Total Maximum Student Learning Hours

78.75

Minimum Units (CB07)

1.5

Maximum Units (CB06)

1.5

Corequisites

MUS M24

Requisite Justification**Requisite Type**

Corequisite

Requisite

MUS M24

Requisite Description

Corequisite

Level of Scrutiny/Justification

Required by 4 year institution

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|----------------------------------------------------------------------------------|
| 1 | identify and assess the elements of dance as a performance and practice. |
| 2 | create a dance or movement-based lesson plan for an elementary school classroom. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | identify the components and strands of dance education found in the National Core Arts Standards, California Arts standards, and Student Academic Content Standards. |
| 2 | demonstrate in movement and writing (notation) a basic fluency with the elements of dance such as space, time, levels, and force/energy. |
| 3 | use basic teaching techniques to create dance/movement with children. |
| 4 | identify and explain styles of dance from a variety of times, places, and cultures while grounded in the elements of dance. |
| 5 | assess and appraise dance works based on the elements of dance. |
| 6 | write an introductory lesson plan that incorporates dance and movement techniques based on the elements of dance. |

Course Content**Lecture/Course Content**

10.00%

History of Dance Education and the strands of dance and movement in education

20.00%

Elements of Dance: Time

Musical time:

- pulse/beat
- rhythm
- meter
- duple and triple time

Movement time:

- quick
- slow
- urgent
- sudden duration vs repetition

Movement Theory Concepts: action and stillness

20.00%

Elements of Dance: Space

Laban Theory:

- direction
- level
- size
- kinesphere

Focus:

- direct
- indirect

Facing in a performance space

20.00%

Elements of Dance Energy/Effort:

Qualities of movement

- types of energy
- tone and feel

Laban's Effort Graph:

- Space
- Time
- Weight
- Flow

Expression for performance

5.00%

Safety in a dance class.

25.00%

Best Practices for dance pedagogy:

Components of a Lesson Plan:

- warm up
- progression
- exploration
- creative practice
- cool down

Contextualizing a dance or movement lesson plan within a larger curriculum

Multi-literacies within a dance lesson.

Laboratory or Activity Content

n/a

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams

Group projects

Individual projects

Objective exams

Oral presentations

Performances

Portfolios

Quizzes

Reports/papers

Role playing

Skills demonstrations

Written analyses

Written homework

Other (specify)

Classroom Discussion

Projects

Participation

Reports/Papers/Journals

Other

Students will create a movement based learning activity.

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations

Class activities

Class discussions

Collaborative group work

Demonstrations

Distance Education

Group discussions

Guest speakers

Instructor-guided interpretation and analysis

Internet research

Large group activities

Lecture

Modeling

Observation

Readings

Role-playing

Small group activities

Web-based presentations

Other (specify)

Specify other method of instruction

Experiential modeling of lesson plans

Observing peers teaching

Guided movement exploration

Describe specific examples of the methods the instructor will use:

The instructor will lead movement explorations and activities by modeling, verbally guiding, or providing notation to direct the students.

Instructor will model a basic lesson plan for movement-based learning and dance education.

Representative Course Assignments

Writing Assignments

1. write a dance critique of a live dance performance.
2. record a field observation of a dance lesson.
3. write a sample lesson plan.

Critical Thinking Assignments

1. design a lesson plan that incorporates dance or movement concepts.
2. create a movement phrase.
3. observe and appraise a dance.
4. notate a dance phrase.

Reading Assignments

1. read the National Core Arts Standards.
2. read an article on dance education from a peer reviewed journal.

Skills Demonstrations

1. lead the class through a mini-lesson for a dance activity including movement literacy processes.
2. sense, explore, identify, observe, interpret basic Movement Alphabet concepts (dance notation concepts).

Outside Assignments

Representative Outside Assignments

1. read materials on dance education or sample lesson plans.
2. attend a dance concert.
3. observe a dance class.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Channel Islands	PA 210	Understanding Dance and Music for Elementary Education	3

Comparable Courses within the VCCCD

MUS R130 - Understanding Music and Dance for Elementary Education

EDU V09 - Dance and Music for Transitional Kindergarten through the Elementary Years

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C1. Fine/Performing Arts

Proposed

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F2019

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C1 Arts: Arts, Cinema, Dance, Music, Theater

Proposed

Denied

Date Proposed:

12/2018

Date Denied:

5/6/2019

Effective term:

Fall 2019

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3A: Arts

Proposed

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Hanna, Judith L. *Partnering Dance and Education: Intelligent Moves for Changing Times*. Human Kinetics, 1999.

Resource Type

Textbook

Description

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

Resource Type

Textbook

Description

Weikart, Phyllis S. *Teaching Movement and Dance: A Sequential Approach to Rhythmic Movement*. 6th ed., Wadsworth, 2006.

Resource Type

Textbook

Classic Textbook

No

Description

Hutchinson-Guest, Ann. *Motif Notation: An Introduction*. Language of Dance Center, 2021.

Library Resources

Assignments requiring library resources

Utilize library resources to access articles on topics within Dance Education.

Access the library collection and course reserves to watch dance productions.

Example of Assignments Requiring Library Resources

Locate an article about K-5 dance education in a peer reviewed journal such as the Journal of Dance Education from the National Dance Educators Organization. Provide a brief summary of the article and then comment on how you foresee using this information or idea in your own dance education curriculum.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.
E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Face to Face (by student request; cannot be required)	Narrated Lectures, Instructor created content, Discussions - for hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, Discussions, Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Communication, Online office hours, Online group discussions.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/ discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.
E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Face to Face (by student request; cannot be required)	Narrated Lectures, Instructor created content, Discussions - for hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, Discussions, Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Communication, Online office hours, Online group discussions.

Examinations**Hybrid (51%–99% online) Modality**

On campus

Primary Minimum Qualification

DANCE

Review and Approval Dates**Department Chair**

02/11/2022

Dean

02/12/2022

Technical Review

03/03/2022

Curriculum Committee

03/15/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000598676

DOE/accreditation approval date

MM/DD/YYYY