

Dance Teaching Methods

DAE 4300/1A55 (3 credits)

University of Florida School of Theatre + Dance

Spring 2023

T/Th 3:00-4:55 (Periods 8 & 9)

SOC 2250

Nea Onnim No Sua A Ohu
“Who does not know, can know.” This Akan Adinkra symbol represents knowledge, life-long education, and the continued quest for knowledge.



COURSE INFORMATION

Professor Joan Frosch, PhD

(Dr. Joan, preferred) she/her

Email: jfrosch@arts.ufl.edu

Office: Nadine McGuire Theatre & Dance Pavilion 2nd floor, room 213

Office Hours: Tues. & Wed 1:30-2:30; or by appointment; all office hours held on Zoom (see link on Canvas).

Phone: 1-352-514-1100

Netiquette <https://youtu.be/OWw3aEw1SFo>

TEXTS

You are not required to buy the following texts: your required reading selections from the following journals and books are provided for you through CANVAS

- bell hooks, *Teaching to Transgress* (Routledge, 1994)
- Jan Erkert, *Harnessing the Wind: The Art of Teaching Modern Dance* (Human Kinetics, 2003)
- Eric Franklin, *Dance Imagery for Technique and Performance*, Second Edition (Human Kinetics, 2014)
- Nyama McCarthy-Brown, *Dance Pedagogy for a Diverse World* (McFarland & Co, 2017)
- Krasnow, Donna, *The Journal of Dance Medicine and Science* 2015

- https://www.washingtonpost.com/entertainment/theater_dance/dancing-effect-on-body-new-book/2021/11/10/c511e39c-41a1-11ec-a88e-2aa4632af69b_story.html

RECOMMENDED TEXTS

- Anne Green Gilbert, *Creative Dance for All Ages* (Human Kinetics, 2015)
- Elizabeth Gibbons, *Teaching Dance: The Spectrum of Styles* (Authorhouse, 2007)

Books on reserve:

[Architecture and Fine Arts Library](#) (201 Fine Arts Bldg. A).

REQUIRED PERFORMANCES & EVENTS

In addition to regular class sessions, all Dance majors are expected to attend the SoTD events and masterclasses listed on the Spring 2023 Dance Calendar which you will find on the last pages of this syllabus. NOTE: On Thursday, January 19, Matt Reeves and Colette Krugol of Orange Grove Dance receive the Ric Rose Award 5:30 - 7:00 pm.

CANVAS

This course is live accompanied by a course shell on Canvas (e-learning). Ensure your notifications for Canvas Announcements are turned on to “NOTIFY IMMEDIATELY” for this course. In Canvas, navigate to [Account > Notifications > Announcement > Notify Immediately](#). Note your assignment due dates with care. Many assignments for this class are due Fridays 11:59 a.m. (not p.m.). Assignments can also be due Mondays at 1:40 pm, or other as indicated. Thank you for your care.

Your schedule of assignments and timeline for the course live on the Canvas calendar. All students are required to turn on immediate notifications in Canvas as all out-of-class communication takes place in Canvas, including day-to-day messages, assignment submissions, etc. It is your responsibility to resolve any problematic aspect of Canvas or Zoom by contacting the [UF Computing Help Desk](#) at 1-352-392-4357 or via e-mail at helpdesk@ufl.edu. In the case of a late submission due to a problem with Canvas, you are required to submit your “Helpdesk Ticket Number” showing your service request together with your assignment. Thank you.

STATEMENT ON SYLLABI, MATERIALS AND SUPPLIES FEES

Syllabi are posted at CFA website under: Student & Parents: <http://arts.ufl.edu/syllabi/> Lab Fees can be located at: <http://registrar.ufl.edu/soc/201608/all/theadanc.htm>

DANCE TEACHING METHODS CATALOG COURSE DESCRIPTION

Methods and skills for teaching in ballet, modern and jazz, including theory and practice.

Credits: 3; Prerequisites: junior or senior level dance major/minor and instructor permission.

COURSE OVERVIEW

This course introduces you — dancer, artist, human— to dance pedagogy in the context of multiple dimensions and communities. We meet the practice of dance teaching as an enlivening educational, artistic, and culturally relevant practice which centers personhood, both yours and that of your students. We emphasize people teaching people. This humanistic approach will fuel our theoretical and practical conversations about instruction

and learning in dance and the active observation and practical application and of your growing skills and deepening thought. You can develop the skills to inspire people to grow and move joyously over the course of a life—across abilities, cultural constructs, and time. First, we respect the process. More than most anyone, teachers love learning: they tirelessly experiment with, challenge, and question the parameters of their craft. Many educators seek to define the relationship of their craft to history and to the societal moment in which they teach and learn—thus, trauma-informed practices in the pedagogy of the body/mind along with identifying, examining, and embodying our values will help to guide our approach.

For those of you who have taught (or/currently teaching), this course provides you a chance to share your knowledge and experience—to build upon what you know—and critically evaluate, challenge, and expand knowledge, viewpoints, and self-assessment in reflection of your values. For those of you who have not previously taught, this course provides you a chance to investigate what it means to share knowledge in a supportive environment, and to experiment, reflect, and to learn how to develop a values-based pedagogical vision and practice. In all cases, students will prepare themselves to underpin a meaningful, values-driven praxis for their continued development into the future. Our world needs YOU to share YOU through YOUR art.

Class format includes

- Active exploration of class rituals and progressive teaching practice
- Personal Values Self-Analysis to support teaching, learning, and decision-making
- Assignments and related tasks to deepen understanding of required readings, assigned handouts, videos and websites
- Observation, exchange, reflection, and dialogue
- Guest lectures / student presentations
- Lesson plan preparation; applied teaching; receiving and offering feedback; and self-assessment
- Wildcard Creation!
- Final Project

STUDENT LEARNING OBJECTIVES

During this course, students will learn to...

1. Design dance class segments / lessons inclusive of diverse populations and learning styles; considering the vulnerability of the body and the wisdom of trauma-informed teaching
<https://dancingwithclass.org/trauma-informed-dance/> <https://www.nctsn.org/what-is-child-trauma/about-child-trauma>
2. Identify key components of teaching and learning diverse dance styles and diverse settings.
3. Develop tools to implement values-oriented teaching and learning outcomes.
4. Recognize the importance of deepening cultural competence and communication skills to better serve EVERYBODY in dance: race, gender, sexual orientation, age, socioeconomic status, religion, ethnicity, ability, national origin, body image, and more.
5. Demonstrate an awareness of specific skills pertinent to teaching dance in various contexts (including the virtual, as needed!), for example, the use of rhythmic verbal and musical accompaniment, the development of movement imagery, the application of movement analysis, and effective use of anatomical and kinesiological knowledge in teaching.
6. Formulate a “This I believe” statement accompanied by a lesson plan, class, and assessment that reflects each student’s developing skills and values-based practice.

ATTENDANCE POLICY

Attendance is mandatory. Plan to be in class and on time unless you are ill or you can document your absence by <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. Opportunities to make up missed material for unexcused absences is at the professor's discretion. In the case a religious observation of faith will conflict with your attendance, simply alert me within the first two weeks of class so I may arrange a timely accommodation for you.

Grading Scale

Grades are tabulated on a 100-point scale and a letter grade is assigned as follows:

93–100 A
90–92 A-
87–89 B+
83–86 B
80–82 B-
77–79 C+
73–76 C
70–72 C-
67–69 D+
63–66 D
60–62 D-
59 and below F

To learn more about grades and grade points, visit:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

RESOURCES

CAMPUS RESOURCES

Health & Wellness

- UF Health Screen, Test & Protect: 352-273-9790 (8 a.m. – 5:30 p.m.). For information on COVID19 exposure and symptoms, see “Who Do I Call If...?” on the [UF Health Screen, Test & Protect website](#).
- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.
- University Police Department: 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Additional Mental Health Resources

- UF has an Equal Access Mental Health Clinic that has Free Therapy Night every Monday.
<https://equalaccess.med.ufl.edu/for-volunteers/professional-students/eacn-officer-manual/free-therapy-night/>
- The UF School of Medicine Equal Access Clinic website is here and has the above mental health services as well as specialized Women's and LGBT medicine:
<https://equalaccess.med.ufl.edu/specialty-clinics-classes/>
- Alachua County Crisis Center web site:
<https://alachuacounty.us/depts/css/crisiscenter/pages/services.aspx>
Offers Crisis Counseling as well as a Mobile Response Unit that attends to severe mental health crises.

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu.
<https://lss.at.ufl.edu/help.shtml>.
- Library Support, <http://cms.uflib.ufl.edu/ask>. "Ask-a-Librarian" service
- [Writing Studio](#), 302 Tigert Hall, 846-1138. Become a more effective writer!
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honorcode-studentconduct-code/conduct-code/>
- On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

VI. Policies

ATTENDANCE POLICY

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENTS REQUIRING ACCOMMODATION

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UNIVERSITY HONESTY POLICY

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

IN-CLASS RECORDINGS

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

UF EVALUATIONS PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, or in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

LIST OF GRADED WORK AND POINTS

(ASSIGNMENT DUE DATES AND INSTRUCTIONS POSTED ON CANVAS COURSE SHELL)

NOTE: COMPLETE ALL ASSIGNMENTS MATERIALS BEFORE THE CLASS IN WHICH THEY ARE TO BE DISCUSSED AND BE PREPARED TO VERBALLY SUMMARIZE MATERIALS WHEN ASKED. YOUR COMMAND OF THE ASSIGNED WORK AND YOUR PHYSICAL AND VERBAL RESPONSIVENESS TO THE WORK OF YOUR PEERS IS ESSENTIAL. I AM ALWAYS READY TO HELP—IN FACT, YOUR QUESTIONS IN CLASS, VISITS TO MY OFFICE HOURS, CANVAS MESSAGES, OR CALLS TO DISCUSS OR CLARIFY YOUR UNDERSTANDING OF COURSE MATERIALS DEMONSTRATE YOUR ENGAGEMENT! IT IS MY INTENTION THAT EACH OF THE CLASS ASSIGNMENTS CAN

CONTRIBUTE TO THE BUILDING OF AN IMPRESSIVE TEACHING PORTFOLIO FOR YOU — USE THEM TO THEIR FULL CREATIVE POTENTIAL !

—Values-based Reflection (10) — developed weeks one and two, applied week three forward

—Teaching Observation Journal (10) — developed weeks two through six

—Progressive Practice-Teaching (total of 50)

Over the course the semester, you will engage in progressive teaching exercises in our in-class lab. Your lesson plan is to be submitted the Friday before the week of your formal practice segment or class. Always, if a member of your team or group is unable to attend, the remaining member(s) will be responsible to teach the entire prepared ritual/segment/class. Your progressive practice-teaching will include assignments from the following, shaped by your unique interests and goals:

- Class Rituals: every class meeting begins with an approximate 10 minute “opening ritual” intended to bring students into the present space of body and breath and prepare them to move and learn as a team. The intention of the opening ritual is transformation: helping individual energies to transform into an energized and focused class ready to engage. Moreover, planning and leading the opening ritual will give each student opportunities to develop new skills in this arena. On some occasions, we may also engage in a closing ritual, intended to give the student a sense of the wholeness of their class experience—which will become more relevant in our “full class” practice teaching. (10) — weeks one through sixteen
- Developing Lesson Plans and Assessment Rubrics to meet the needs of a distinct settings (10) — weeks three and four
- Applying Concepts/Skills — practice planning and teaching 10 to 12-min exercises to apply a specific concept or skill; design and teach sequential 15”- 20” Warm Up (ballet barre, contemporary dance, jazz, West African, Afro-fusion, etc.). (10) —weeks five through seven
- Developing YOUR Voice: Using BF/LMA unpack your choreography to identify the skills the performer needs to perform it and examine HOW you can get the dancer there. Using your choreographic work as a key, you’ll strive to unlock your signature technique in preparation for your four-point final project; team/group collaborative to support your process of creating and teaching focused-class segments in preparation for your final project. (10) —weeks eight through twelve
- UNCONFIRMED (but a possibility TBD), half-hour warm-ups for the BFA Showcase may be taught by members of this class and assessed by their peers. These will also include a collaborative lesson plan due the Friday prior to the week of the BFA (what is the difference between leading a warm-up and teaching a class?)

—INDIVIDUAL WILDCARD (out-of-class created by YOU) Practice Teaching/Observation Opportunity and (Video) Report; PROPOSE your own WILDCARD! (10) —open date according to opportunity, must be proposed by March 1 and completed no later April 23.

—FOUR-POINT FINAL PROJECT (30)

- (1) Your “This I believe” teaching statement, (2) and Final Project Lesson Plan, will be validated and demonstrated by your joyous and grounded teaching of a (3) 45-50” live class. (4) The class will be assessed by your student dancers, including your class peers; then self-assessed by YOU! (weeks 13- 16)

SPRING 23 DANCE CALENDAR (SUBJECT TO CHANGE)

JANUARY

- 9 DANCE AREA WELCOME BACK MEETING – 6:30PM-8PM
BA FOCUSED WELCOME BACK MEETING IMMEDIATELY TO FOLLOW
- 11 TENTATIVE: BFA SHOWCASE AUDITIONS G-6 6:30-8PM
- 12-15 [ANDREA WARD](#) IN RESIDENCE
- [18-20 ORANGE GROVE DANCE IN RESIDENCE FOR RIC ROSE ALUMNI AWARD](#)
- [19 MATT & COLETTE TALK ON DANCE/FILM G-11 12:50-2:20 PM](#)
[RIC ROSE ALUMNI AWARD PRESENTATION 5:30-7PM](#)
- [20 MATT & COLETTE ORANGE GROVE MASTER CLASS](#)
- 20 DANCE AREA MEETING – 1-2:30PM
- 23 FITTINGS BEGIN FOR DANCE 2023
DANCE 2023 DESIGN PRESENTATIONS & COMPANY MEETING 6:30-8PM VIA ZOOM
- 27 BFA PROGRAM AUDITION – 9AM – 4:30PM
- 30 DANCE 2023 LOAD IN
[TBD: DANCE STUDENT COUNCIL ELECTIONS](#)

FEBRUARY

- 3 DANCE AREA MEETING – 1-2:30PM
[UFPA PERFORMANCE: STOMP, 7:30PM](#)
- 8 DANCE 2023 PRODUCTION MEETING 4-5PM, ZOOM
- 11 [UFPA PERFORMANCE: MOMIX: ALICE, 7:30PM](#)
- 15 SPRING BFA SHOWCASE PRODUCTION MEETING 3-4PM, ZOOM
DANCE 2023 PRODUCTION MEETING 4-5PM, ZOOM
- 16 SOTD TOWN HALL 10:45AM-12PM ONLINE
- 17 TENTATIVE: UNSHOWING FOR BFA SHOWCASE CHOREOGRAPHERS (DURING FRI. MASTERCLASS)
DANCE AREA RETREAT 1-4PM
- 18 [UFPA PERFORMANCE: DANCE ALIVE: HORSE OF A DIFFERENT COLOR, 7:30PM](#)
- 19-22 DANCE 2023 SPACING REHEARSALS, 6:30-10:30PM, CONSTANS

- 23 DANCE 2023 CREW WATCH 6:30-9:30PM, CONSTANS
- 24 DANCE OPEN CONVERSATION 1- 2:30PM
[DOUG VARONE](#) MASTER CLASS G-6
- DANCE 2023 TECH #1 AND PRODUCTION MEETING 7-11PM, CONSTANS
- 26 DANCE 2023 TECH #2 AND PRODUCTION MEETING 7-11PM, CONSTANS
- 27 DANCE 2023 TECH #3 AND PRODUCTION MEETING 7-11PM, CONSTANS
- 28 DANCE 2023 DRESS #1 AND PRODUCTION MEETING 7-11PM, CONSTANS

MARCH

- 1 DANCE 2023 DRESS #2 AND PRODUCTION MEETING 7-11PM, CONSTANS
- 2-5 [DANCE 2023, CONSTANS](#)
- 3 DANCE AREA MEETING – 1-2:30PM
- 6 DANCE DARK DAY
- 10 BFA SHOWCASE LOAD IN AND AUDIO RING-OUT, 9AM-5PM, G-6

- 13-17 SPRING BREAK
- 19 BFA SHOWCASE OPTIONAL SPACING 9-11PM, G-6
- 20 BFA SHOWCASE LIGHTING ORIENTATION 5-7PM, G-6
BFA SHOWCASE SPACING REHEARSALS 7-11PM, G-6
- 21 BFA SHOWCASE SPACING REHEARSALS 5-11PM, G-6
- 22 BFA SHOWCASE TECH PROGRAM A 7-11PM, G-6
- 23 BFA SHOWCASE TECH PROGRAM B 7-11PM, G-6
- 24 BFA SHOWCASE TECH WITH COSTUMES PROGRAM A & PRODUCTION MEETING 7-11PM, G-6
- 25 [UFPA PERFORMANCE: DANCE ALIVE: SWAN LAKE, 2 & 7:30PM](#)
- 26 BFA SHOWCASE TECH WITH COSTUMES PROGRAM B & PRODUCTION MEETING 1-5PM, G-6
- 27 BFA SHOWCASE DRESS PROGRAM A & PRODUCTION MEETING 7:30-11PM, G-6
- 28 BFA SHOWCASE DRESS PROGRAM B & PRODUCTION MEETING 7:30-11PM, G-6
- 29-31 [SPRING 23 BFA SHOWCASE](#)
- 31 DANCE AREA RETREAT– 1-4PM

APRIL

- 1 SPRING 23 BFA SHOWCASE (CONTINUED), STRIKE 4/2 5:30-7:30PM G-6
- 3 DANCE DARK DAY
- 10-14 CRAS (CRAS MEETINGS SCHEDULE TBA)

- 14 DANCE AREA MEETING – 1-2:30PM
- 22 [UFPA PERFORMANCE: AHUTI: THE NRITYAGRAM DANCE ENSEMBLE IN COLLABORATION WITH THE CHITRASENA DANCE COMPANY, 7:30PM](#)
- 24 FINAL UNSHOWING – 6:30-8:30PM, G-6
- 26 LAST DAY OF CLASSES
- TENTATIVE: SENIOR CIRCLE 12:10-12:30PM, G-6
- SOTD CONVOCATION 4-5PM, CONSTANS
- TBD: BA DANCE SOCIAL/ INFO SESSION

MAY

- 5/1 CRAS – GRADUATING SENIORS – 9AM-11:30AM AND 1PM-3PM (TENTATIVE)

NOTE: This syllabus represents my current plans and objectives for Teaching Methods in Spring 2023. It is a starting ground. As we review the syllabus together, I want to know how best to help you meet your goals for taking this class! Your thoughts and ideas are welcomed! Also, as we go through the semester, I may need an accommodation to enhance the class learning opportunity for you. Changes will be communicated clearly, are not unusual and should be fully expected. Thank you!