

# Dance Teaching Methods

## DAE 4300 Syllabus

**Days:** Tuesday/Thursday  
**Time:** Periods 4/5 10:40 AM - 12:35 PM  
**Place:** McGuire Theatre & Dance Pavilion G-10

**Instructor:** Elizabeth Johnson  
**Office:** McGuire Theatre & Dance Pavilion, Room 234  
**Office Hours:** T/TH 3-4:30 PM, F by appointment  
**Office Phone:** 352-273-0522  
**E-mail:** [ejohnson@arts.ufl.edu](mailto:ejohnson@arts.ufl.edu)

This is the first semester in many years that anyone other than Ric Rose has taught this course. From his syllabus and in his memory:

*I have learned silence from the talkative, toleration from the intolerant, and kindness from the unkind; yet, strange, I am ungrateful to those teachers.*  
~Khalil Gibran

*I have come to believe that a great teacher is a great artist and that there are as few as there are any other great artists. Teaching might even be the greatest of the arts since the medium is the human mind and spirit.*  
~John Steinbeck

### **Primary Texts (Required):**

*Motor Learning and Control for Dance: Principles and Practices for Performers and Teachers* by Donna Krasnow and Virginia Wilmerding. Human Kinetics, 2015.

*Teaching Dance: The Spectrum of Styles* by Elizabeth Gibbons. AuthorHouse, 2007.

*Teaching to Transgress: Education as the Practice of Freedom* by bell hooks. Routledge, 1994.

### **Recommended Texts:**

*Creative Dance for All Ages* by Anne Green Gilbert. Human Kinetics, 2015.

*Dance Teaching Methods and Curriculum Design*, by Gayle Kassing and Danielle M. Jay. Human Kinetics, 2003.

### **Catalog Description:**

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

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

### **Class Overview:**

This course will look broadly at Dance pedagogy as an educational and artistic practice. Emphases will include what the instructor considers to be the fundamental skills of the dance pedagogue:

- Attention to sound anatomical and kinesiological knowledge and language
- Expanded awareness of applied somatic practices
- Historical underpinnings of Dance pedagogy
- Developments that help to contextualize the integration of neuroscience, somatic theory, educational/learning theory and Dance as a scientific art
- The teacher's responsibility to be culturally aware and to skillfully locate historical, race and gender concerns as part of addressing different dance styles
- Be able to adapt to varied student populations and ages
- Be aware of how personal history and habits shape one's teaching values

Class format will include:

- Assigned readings from the required texts
- Lectures
- Online quizzes and short, reflective writing assignments
- Lesson plans
- Class journal
- Applied teaching

Simple, clear objective – quoting Ric Rose:

To gain knowledge, confidence, and experience in the principles, methods, and applications of dance pedagogy.

**Goals and Student Learning Outcomes:**

- Initial development of a **Teaching Philosophy** that reflects your current and evolving values and practice
- To practice teaching dance in several styles, developing teaching confidence alongside competence
- To learn how to plan a class/lesson
- To learn assessment and observations skills necessary for the Dance teacher
- Additionally: learn introductory syllabus writing skills, introduction to working with accompaniment, and how to search for resources that can deepen your understanding of Dance/Movement teaching.

**COURSE Grading Scale:**

A	93-100
A-	90-92
B+	86-89
B	83-85
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	59 and below

**COURSE POLICIES**

**THIS COURSE'S ABSENCE POLICY:**

This is an upper level 3 credit theory. As such, there are no official "excused" absences. Should you miss class, you are responsible to make up and competently demonstrate your understanding of the course material. This is simply not possible with excessive absences. I will take attendance so we have a collective record of presence/absence; this protects us all. You are expected to demonstrate a mature understanding of your responsibilities in this course—at this point in your academic career, I shouldn't have to spell that out for you. All other absence policies are as per SoTD/UF policy—see UF Policies below for details.

**PROFESSOR JOHNSON'S NON-NEGOTIABLE SYLLABUS POLICY:**

- **All work of the course must be completed to earn a passing grade in the course. Any incomplete work will result in a failing grade. You may ask for extensions on any assignment and for your final work.**
- **Communication is KEY: a lack of communication prior to late work or in regards to chronic attendance problems will not help your case.**

## COURSE CONDUCT:

It is expected that the class will work together to form a community that supports curiosity/interest, learning, and the sharing of both. "Professional conduct" can mean any number of things to any number of people. I believe that if the first imperative is community, conduct that is respectful and supportive will follow.

You are co-creators of the learning environment and ultimately, the course itself. Your questions, interests, and passions will guide the functional fluidity of the course

You may take notes hand written or by laptop but not by phone. All phones are to be off (unless there is a personal emergency or drastic need for them to be on) and put away. We will all be tired sometimes. We will all get bored occasionally. We will all wish we were somewhere else some days. There is a lot to learn and do. Engage with the material gently and patiently. You know a lot already; many of you teach already. This course is to give you more tools and lenses through which you might adapt your teaching. This is a skill which will benefit you in experience and compensation in the long run and over time and continued innovations.

### **Assignments and Grading:**

Lesson Plans and Practice Teaching	30%
Quizzes and Online Discussion on assigned readings	30%
Weekly Teaching Observation Journal	10%
Written Response: Teaching to Transgress	10%
Teaching Design Response: Teaching to Transgress	5%
Final Project: Lesson, Philosophy, Class	10%
Active Participation in Class Community	5%

### **Weekly Teaching Observation Journal**

You will submit a weekly journal online concerning your observations from this class, the technique classes you are taking, and any other related free writing (parameters will be clearly defined the second week of class).

### **Independent Class Observations**

For your **Weekly Teaching Observation Journal**, you will have assigned (but independently scheduled) observation of different classes and styles. When the Young Dancers Workshop schedule is available, you will be assigned one modern dance, one ballet technique class (Basic, Intermediate or Advanced), and one other class of a different style of your choice. Please be prepared to adjust your schedule to accommodate this assignment--in other words: BE FULLY AVAILABLE FOR YDW. The observation parameters will be discussed in class. These observations will be due within 2 weeks of observing.

### **Practice Teaching:**

Studio technique classes – teaching experience.

- You will work in partners and groups to teach sections of class (during our class meeting) and full classes later in the semester (also during our class meeting time). Full calendar TBD.
- Each class will be one hour and fifteen minutes, leaving time at the end of surveys and discussion. Classes will begin at 10:50 and end at 12:05.
- Prior to teaching, each team will submit a collaborative completed lesson plan the Friday before you will be teaching.
- If a member of your team is unable to attend, the remaining member will be responsible for the full class.
- The half-hour warm-ups for the BFA Showcase will be taught by members of this class and evaluated by their peers. These will also include a lesson plan.

### **Final Project:**

Your Final Project will include an integrated representation of yourself as a teacher which should theoretically be related to you as a dancer, creator, and more importantly, A PERSON IN THE WORLD. You will submit a Teaching Philosophy, Lesson Plan, and teach at least part of a class that integrates where you are as a teaching thinker at this moment. You should be able to articulate how your personal history and training, experiences, values and beliefs, and creative processes relate to your teaching in writing, pedagogical organization, and movement.

**COURSE CALENDAR:**

As there is large transition afoot, this calendar is fluid and subject to change. This course will operate on a weekly calendar. All assigned readings and quizzes/discussions will be emailed the week prior to their due dates. It is expected that all assignments will be submitted on time. Contact me sooner rather than later if you are in need of an extension for your work.

Week 1:	Independent Research Assignment TBA
Week 2:	Assigned Readings from required texts, Online Discussions, and Quiz TBA
Week 3:	Assigned Readings from required texts, Online Discussions, and Quizzes TBA
Week 4:	Assigned Readings from required texts, Online Discussions, and Quizzes TBA
Week 5:	Assigned Readings from required texts, Online Discussions, and Quizzes TBA
Week 6:	Guest: Thomas Royal – accompaniment, basic music/meter theory
Week 7:	Assigned Readings, Observations, and Practice Teaching TBA
Week 8:	Assigned Readings, Observations, and Practice Teaching TBA
Week 9:	Assigned Readings, Observations, and Practice Teaching TBA
Week 10:	Assigned Readings, Observations, and Practice Teaching TBA
Week 11:	Assigned Readings, Observations, and Practice Teaching TBA
Week 12:	Assigned Readings, Observations, and Practice Teaching TBA
Week 13:	Assigned Readings, Observations, and Practice Teaching TBA
Week 14:	Assigned Readings, Observations, and Practice Teaching TBA
Week 15:	Final Project Due

**UF Policies:**

**University Policy on Accommodating Students with Disabilities:** Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

**University Policy on Academic Misconduct:** Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

**Netiquette: Communication Courtesy:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

**Getting Help:**

If applicable: For issues with technical difficulties for E-learning, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support