

Dance Teaching Methods

DAE 4300/1A55 (3 credits)

University of Florida School of Theatre + Dance

Fall 2022

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

CON G-11

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)

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).

Office Phone: 1-352-273-0501

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 following events. Links, as may be needed, are announced through the Dance Area Headquarters Canvas site.

FALL 2022 DANCE CALENDAR (SUBJECT TO CHANGE)

AUGUST

- 24 W – first day of classes + *Cabaret* Auditions, 5:30-11:00 pm
- 25 R – SoTD Convocation, 4-5:00 pm
- 25 R – Dance Production auditions (*Agbedidi* + *Spring 2023*), 6:30-8:30 pm
- 25 R + 26 F – *Cabaret* Callback Auditions
- 26 F – Dance Welcome Meeting (w/improvisation) 10:40 am-12:10 pm

SEPTEMBER

- 5 M –no classes for Labor Day
- 9 F - Dance Area Meeting 1pm-2:30pm
- 18 Sun + 25 Sun– Dance Wellness Screening (dance majors students req. to choose one)
- 26 M – BFA Showcase UnShowing, 6:30-8:00 pm
- 29 TH – M Oct. 3 DIAS Guest Residency

OCTOBER

- 1 SAT — HealthStreet Dance (Bo Diddley Plaza, downtown Gainesville) 4-6:00 pm
- 7 F – HOMECOMING, no classes
- 11 T — SoTD Town Hall 1:00-2:15 pm
- 17 M – Dance Area Open Conversation 6:30-8:30 pm
- 21 F thru 30 SUN – *Cabaret* Performances
- 21 F —BFA Program Audition (tentatively scheduled, waiting on confirmation from Production Area)
- 27 T —BodyVox@UFLPA 7:30 pm <https://performingarts.ufl.edu/events/bodyvox/>
- 28 F – Friday master class with Health and Safety Committee orientation for Load-in / Strike
- 28 F + 29 SAT – Young Dancers Workshop (TBD Teaching Methods OBSERVATIONS)**

NOVEMBER

- 2 W thru 6 SUN– Fall BFA Showcase Performances —(TBD Teaching Methods' students conduct pre-performance classes/warm-ups)**

7 M – no classes for post-performance day of rest

11 F – no classes for Veterans' Day

14 M – Open UnShowing

23 W thru 27 SU – no classes for Thanksgiving

28 M –UnShowing

DECEMBER

2 F thru 4 SUN – *Agbedidi*

2 F – BA Senior Project Showcase / Symposium, 10:40a-12:10p

5 M - no classes for post-performance day of rest

5 M - 6 T - CRA's

6 T and/or 7 W - Final UnShowing and Senior Circle, 6:30-8:30pm

7 W - last day of UF classes

CANVAS

This course is live accompanied by a course shell on Canvas (e-learning). 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](mailto:helpdesk@ufl.edu) 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 community. We meet the practice of dance teaching as an enlivening educational, artistic, and culturally relevant practice which centers personhood. We emphasize teaching people, humans you may inspire to grow and move joyously over the full course of a life, across abilities, cultural constructs, and time. This humanistic approach will fuel our conceptual, reflective conversations about instruction and learning in dance and society and the active observation and practical application and of your growing skills and deepening thought. 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. The value of trauma-informed practices in the pedagogy of the body/mind and the critical role of knowing, living, and embodying our values will inform our approach.

For those of you who have taught (or/currently teaching), this course provides you a chance to share your knowledge and experience—and—to build upon what you know—and—to critically evaluate, challenge, and expand knowledge, viewpoints, and self-assessment. 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 for the field and the world. 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

- <https://dancingwithclass.org/trauma-informed-dance/>
- (Opportunity for PFA online training (5 hours) <https://learn.nctsn.org/enrol/index.php?id=222> (see: <https://www.health.state.mn.us/communities/ep/behavioral/pfa.html>)
- Exploration of rituals of opening and closing classes
- Personal Values Analysis to support teaching and decision-making
- Assignments and related tasks to investigate 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
- Final Project

STUDENT LEARNING OBJECTIVES

During and upon completion of this course, students will...

1. Design dance class segments / lessons inclusive of diverse populations and learning styles
2. Develop skills to teach dance in varied contexts and styles
3. Design and test tools to helpfully analyze values and assess related teaching and learning outcomes
4. Understand the importance of expanding cultural awareness and skillsets to navigate concerns regarding race, gender, class, ability, body image, and more as part of serving diverse people in dance
5. Demonstrate an awareness of specific skills pertinent to teaching dance in various contexts (including the virtual!), use of rhythmic verbal and musical accompaniment, movement imagery, anatomical and kinesiological knowledge and language, and working with differently abled dancers.
6. Formulate a “This I believe” statement accompanied by a lesson plan and class segment that reflects the individual’s developing skills and evolving values and practice.

LIST OF GRADED WORK (ASSIGNMENTS DETAILED ON CANVAS)

—Teaching Observation Journal (5)

—Independent Class Observations (including up to three Young Dancers Workshop classes) (5)

—Progressive Practice Teaching (in class) (50)

Over the course of our in-class lab time this semester, multiple team and group teaching practices progress to fortify individual achievement. Collaborative lesson plan is to be submitted the Friday before the week of your 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 an assigned selection of the following according to your unique interests and goals:

- Class Rituals: For a portion of the semester, each class will begin with one or two students' co-leading a prepared 5" "opening warm-up exercise" and another two students co-leading a prepared 5" "class cool-down."
- Developing Lesson Plans and Assessment Rubrics as applicable
- Applied Concepts/Skills — Co-teach 10 to 12-min exercises to apply a specific concept/skill.
- Design and co-teach a sequenced 15"- 20" Warm Up — following Canvas prompt
- Selected team/group practice in creating and teaching focused-class segments
- Team/group 1-hour classes (3:10 - 4:10); followed by peer assessment surveys and discussion (4:10 - 4:25 pm)
- TBD, half-hour warm-ups for the BFA Showcase will 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 BFA.

—Wildcard (out-of-class) Practice Teaching/Observation Opportunity and Report (10)

—Four-point Final Project (20)

Your "This I believe" teaching statement, Final Project Lesson Plan, will be validated and demonstrated by your joyous and grounded teaching of the assigned class segment, and assessed by the tool you create.

—Active Preparation and Participation (10)

Complete all assigned reading and viewing materials before the class in which they are to be discussed and be prepared to summarize materials when asked. Office hours visits to discuss course materials count toward your active preparation grade. Physical and verbal responsiveness to the work we read and that of your peers is essential.

ATTENDANCE POLICY FALL 2022

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 up to the instructor's discretion. In the case a religious observation of faith will conflict with your attendance, please alert me within the first two weeks of the semester 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

If you have questions about how grade points are assigned by the University, go to:

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

POLICIES & RESOURCES

Late Work Policy

Extensions will be granted only in extenuating circumstances and at the discretion of the professor. Deadlines in other classes and extracurricular obligations do not constitute extenuating circumstances. Late assignments will be accepted with a deduction of one grade point for each day late (e.g., if a B+ assignment is handed in one day late, it will receive a B as the final grade). Assignments handed in more than seven days late will receive no credit.

Course Evaluations

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, 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/>.

Honor Code

All 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

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.

Accommodations

Appropriate accommodations will always be granted to students with documented disabilities. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation as soon as possible, and we can work to find a solution. Note that students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

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 a Free Therapy Night every Monday night that UF is considered open. Here is the FB page through which one can book appointments as well: <https://www.facebook.com/equalaccessclinic/>
- 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 (UF Librarians are the BEST!)
- [Writing Studio](#), 302 Tigert Hall, 846-1138. Become a more effective writer!
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honorcode-studenthttps://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/conduct-code/>
- On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

WEEKLY COURSE SCHEDULE

Calendar Details are on your Canvas course shell
