

## Dance Teaching Methods

### DAE 4300 Syllabus

**DAE 4300/1A55**

**Fall 2015 Tuesday/Thursday Periods 4/5 10:40-12:25**

**McGuire Theatre & Dance Pavilion G-10**

[www.arts.ufl.edu/theatreanddance](http://www.arts.ufl.edu/theatreanddance)

**Instructor:** Ric Rose

**Office:** McGuire Theatre & Dance Pavilion, Room 225

**Office Hours:** Monday: 12:00-2:00, Tuesday/Thursday: 12:30-1:30, Friday: 10:30-11:30

**Office Phone:** 352-273-0506

**E-mail:** [rarose@ufl.edu](mailto:rarose@ufl.edu)

**Rules of Engagement** (or how to send e-mails to your instructor when class related):

Your name & class must appear in the subject line of all correspondence. Only UFL.EDU email

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

*Teaching to Transgress: Education as the Practice of Freedom* by bell hooks, 1994, Routledge.  
ISBN 0-415-90807-8

*Teaching Dance: The Spectrum of Styles* by Elizabeth Gibbons, AuthorHouse (July 25, 2007).  
ISBN-10: 1434312062, ISBN-13: 978-1434312068

#### **Catalogue 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 includes theory and practice. We will research and share information concerning methods of learning in the dance studio, investigating and experiencing various styles of dance as seen through the teacher's lens. There will be required readings from a variety of sources, including reading that may open your perspective on American education as it relates to social class, culture and race. We will investigate the profession through the experience of professionals, and visit that environment when possible. You are expected to have completed the appropriate readings, research and assignments in order to understand and contribute to the class.

#### **Objective:**

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

*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*

#### **Experiential Goals:**

- Development of an individual teaching philosophy
- Become practiced in teaching dance (in two/three styles)
- Able to apply time management skills
- Skilled in lesson planning
- Skilled in assessment
- plus, Acquainted in the skills of coursework evaluation, working with accompaniment, and related resources.

### **Class Secret:**

The secret is that you are being asked to play several roles during the progression of this class, so this is really an acting class. ☺ You are going to play the role of the student learning how to teach, the teacher teaching, and the student learning from others learning how to teach. It will be fun. The reasoning is that almost every text on teaching dance recognizes and addresses the prospective dance teacher's need to cross over from what has become intuitive (what has become second nature - or made you successful in your past dance training) into what is practical (examining how a student learns). This class is asking you to dissect in our laboratory the many facets of teaching dance, and of course, learn the theories that support this end of the profession. In the process of this role-playing, you will gain a perspective of the complexity of the teaching profession and, in theory, able to cope with a variety of variation in the teaching of dance.

*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*

### **Attendance:**

#### **Dance Technique Class Attendance Guide:**

- Mindful participation in each class meeting is the only way to meet the objectives of this course.
- Attendance, which is mandatory, means that when you enter the classroom, you are present, alert, and contributing to the progress of the class every second.
- If you are not present when attendance is taken or class begins you are marked absent.
- In the case of extended health issues, refer to the Injury and Illness Policy in the SoTD 2015-16 Handbook (SoTD website) and included in this syllabus.

#### **Dance Technique Class Absence Policy**

- Five (5) or more absences (excused or unexcused) result in automatic failure.
- All undocumented absences are unexcused: each unexcused absence = 5 point deduction. Excused absences may include those related to illness/injury which are documented by a medical professional. Events related to family emergencies or professional obligations should be discussed with your instructor. (See *Make-up Policy* for more information on excused absences.)
- For your safety and the focus of the class, you may not join class if it has already started. You are late and counted absent; with instructor permission, you may observe.
- If you should leave class early, 3 points are deducted from your grade.
- If unable to dance but still attend, with instructor permission, you may 'actively' observe for full class credit, onetime. You will complete an assignment as assigned by the instructor due at the end of class.
- UF approved religious days are excused and do not need to be made-up. (Travel time not included.) You are responsible for material covered during your absence.
- A MEDICAL WITHDRAWAL will not be supported without approved documentation. An Incomplete is only considered by UF Dance in extreme cases and is not available in technique classes.

### **Make-up Policy:**

#### **Dance Technique Class – Makeup Policy**

- You are responsible for all material covered during any absence.
- There are no makeup options for unexcused absences.
- Absences from in-class assignments may only be made up with approved documentation.
- To earn credit (amount of credit determined by the instructor) for an excused absence you must do two things:
  - 1) Immediately after your return to class, turn in approved/legal documentation to instructor. If you need the original documentation, the instructor will accept copies.
  - 2) Make-up the class with an approved assignment submitted on the required date. If the assignment is to attend another class as a make-up, it must be the same technical level, or lower; student must request permission of that instructor.

*I touch the future. I teach. ~Christa McAuliffe*

## **Grading Environment:**

1. Core
    - Teaching Assignments Practice 15 pts (5 points each)
    - Lesson Plans 30 pts (10 points each)
    - Warm-up Lesson Plan & Practice 5 pts
  2. SoTD & YDW Class Observations 10 points (3 pts each +1)
  3. Written Work & Research Assignments 20 points
  4. Full 'Semester' Teaching Plan 15 points
  5. Journal 5 pts
- (Please bring to every class and maintain thru out the semester.)

Total: 100 points

A = 100-93 points
A- = 92-90
B+ = 89-87
B = 83-86
B- = 80-82
C+ = 79-77
C = 73-76
C- = 70-72
D+ = 69-67
D = 66-63

## **Class Observations**

You will observe one modern dance, one ballet technique class (Basic, Intermediate or Advanced) and one other class of a different style of your choice (one or more of these three options needs to be during the Young Dancer's Workshop – Oct 30 & 31). Protocol will be discussed in class. To be most productive, these observations should be done by November 1.

Important: Do not take notes on your laptop computer while observing—too distracting to you, the teacher and the class. Please make notes in your journal and convert to the form provided to you. Please send into instructor via e-mail.

## **Writing Assignments and Lesson Plan Calendar:**

- Graffiti Wall Assignment (5 pts) September 1
  - A statement of your teaching philosophy (5 pts) September 17
  - Reaction paper: "*Transgress*" (5 pts) September 24 (Chapters 1-4)
  - Trial Lesson Plan September 29
  - Real Deal Lesson Plan #1
  - Real Deal Lesson Plan #2 ~due Friday prior (10 pts each)
  - Real Deal Lesson Plan #3
  - Showcase Warm-up Plan (5 pts)
  - Reaction paper to Spectrum of Styles (5 pts) November 24 (Chapters TBA)
  - Teaching Philosophy revision December 1
- At the end of the semester, you will be asked to revise your TP based on what you have experienced during the course of the semester.
- Full 'Semester' Teaching Plan (15 pts) December 3
  - Peer Teaching Observations (in-class assignment)

## **Journal**

Please begin a pen to paper teaching journal. This serves as your place for notes for the class that will hopefully serve you as you progress to higher teaching responsibilities.

*The most important part of teaching is to teach what it is to know. ~Simone Weil*

### **Thought into Motion: Teaching Technique - See calendar**

Studio technique classes – teaching experience.

- Each teaching team will teach a class of the assigned discipline.
- Each class will be one hour and fifteen minutes, leaving time at the end of surveys and discussion. Your class will begin at 10:50 and end at 12:05.
- Prior to teaching each team will turn in one completed lesson plan the Friday before you will be teaching. It will be assumed that both teachers participated equally in its creation.
- 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.

### **Full ‘Semester’ Teaching Plan (theoretical)**

Congratulations! Such&Such Program has hired you as their visiting dance instructor. The director of the program has requested from you a detailed daily/weekly lesson plan for your first semester of teaching (no holidays). Using the following criteria: 1) create the environment, 2) generate a viable lesson plan.

- Choose a dance discipline (something you can see yourself teaching in the future)
- Determine:
  - What type of program (college, high school, private school, studio, etc)
  - What level of class (fundamentals, basic, intermediate, advanced)
  - How many students (same students will be in each class)
  - Gender divide
  - General demographics of student population
  - Geographic location
- Create a full ‘semester’ lesson plan
  - The semester will be for 11 weeks
  - The class will meet three times a week
  - The class length is 1:15 per class
- Detailed Assessment Plan

Turn in via hard-copy. Presentation should be professional.

#### Resources:

Dance Imagery for Technique and Performance (Paperback)  
by Eric N. Franklin  
ISBN-10: 0873229436

Dance Technique and Injury Prevention (Hardcover)  
by Justin Howse  
ISBN-10: 0878301046

How to Dance Forever: Surviving Against the Odds (Paperback)  
by Daniel Nagrin  
ISBN-10: 0688074790

<http://www.colinhume.com/dt.htm>

#### Resources:

Teaching Dance to Senior Adults (Paperback)  
by Liz Lerman  
ISBN-10: 0398066418

Parkinson's Disease & the Art of Moving (Paperback)

by John Argue

ISBN-10: 1572241837

Struggling to move: Parkinson's disease took her dance away, but dance gave back: An article from: Dance Magazine [HTML] (Digital)

by Pamela Quinn

Other Resources:

Teaching the Magic of Dance by Jacques D'Amboise, Carolyn George D'Amboise, and Hope Cooke

ISBN-10: 0671460773

Teaching Dance As Art in Education (Hardcover)

by Brenda Pugh Mccutchen

ISBN-10: 0736051880

The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools (Paperback)

by Jeffrey M. Duncan-Andrade (Author), Ernest Morrell (Author)

ISBN-10: 0820474150

## **Teaching Methods Calendar**

Subject to Change

Week 1:	August 25: Discussion: <i>The Art of Teaching Dance</i> - Discussion August 27: Field Trip: Graffiti Wall
Week 2:	September 1: <i>Time Management and Acting Lessons</i> – Graffiti Wall Assignment Due Discussion: The Wall, Review: Teaching Observation Assignment September 3: Teaching Fundamentals, Teaching Tools, & Common Sense
Week 3:	September 8: Lesson Planning/ <i>Dance Spectrum</i> Discussion September 10: Possible Guest Lecturer
Week 4:	September 15: Your Teaching Philosophy/Approaching Warm-ups September 17: Working with an Accompanist
Week 5:	September 22: Understanding State Dance Standards September 24: <i>Teaching to Transgress</i> , Discussion
Week 6:	September 29: <i>Dance for Life</i> Oct 1: Preparation for Practice Teaching
Week 7:	Oct 6: Practice Teaching **** Oct 8: Practice Teaching ****
Week 8:	Oct 13: Lesson Plan Review Oct 15: Practice Teaching ****
Week 9:	Oct 20: Practice Teaching **** Oct 22: Organizational Day for Teaching
Week 10:	Oct 27: Teaching Style #1 (Group C) Oct 29: Teaching Style #1 (Group D) October 26 – November 1: Warm-up for Showcase
Week 11:	Nov 3: Teaching Style #1 (Group A) Nov 5: Teaching Style #1 (Group B)
Week 12:	Nov 10: Teaching Style #2 (Group D) Nov 12: Teaching Style #2 (Group A)
Week 13:	Nov 17: Teaching Style #2 (Group B) Nov 19: Teaching Style #2 (Group C)
Week 14:	Nov 24: Teaching Style #3 (Group A) Nov 26: No class Thanksgiving
Week 15:	Dec 1: Teaching Style #3 (Group B) Dec 3: Teaching Style #3 (Group C)
Week 16:	Dec 8: Teaching Style #3 (Group D) Dec 10: Wrap-up

Group A: Danielle Laufersky/Amanda Ruiz  
 Group B: Chloe Newman/Esrom Williams  
 Group C: Mia Redding/Manrique Torres  
 Group D: Tori Glod/Precious Roberts

## ***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