I. ASCRC General Education Form

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<th>Group</th>
<th>IV: Expressive Arts</th>
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<tr>
<td>Dept/Program</td>
<td>Drama/Dance</td>
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<tr>
<td>Course #</td>
<td>DAN U 327A</td>
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<tr>
<td>Course Title</td>
<td>Dance in Elementary Education</td>
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<tr>
<td>Prerequisite</td>
<td>Major in CER1 or PRED; or C/I</td>
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<td>Credits</td>
<td>2</td>
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II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

| Instructor              | Karen Kaufmann      |
|                        | x2870               |
|                        | karen.kaufmann@umontana.edu |
| Phone / Email           | x2879               |
| Program Chair           | Mark Dean           |
|                         | x2879               |
| Dean                    | Dr. Stephen Kalm    |
|                         | x4970               |

III. Description and purpose of the course: General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm

Dance in Elementary Education offers elementary-education majors the skills necessary to enhance human learning and literacy through dance. This course teaches non-dancers the techniques and processes of dance in relation to the elementary-school curriculum. Students incorporate the structures and forms of the dance/movement language to convey meaning. Students reflect critically on the merits of their work through weekly class discussions, written self-assessments, and term essays. Students learn to perceive and articulate the relevance of dance expression in the human experience and, in particular, in the education of students.

IV. Criteria: Briefly explain how this course meets the criteria for the group. See: http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

Courses guide students, whether in individual or group settings, to acquire foundational skills to engage in the creative process and/or in interpretive performance.

Through daily first-hand experiences exploring the movement vocabulary (body-space-time-energy-relationships), students are communicating creatively through artistic movements with their bodies in order to express their intention. This class offers foundational skills to students without prior experience.

Through direct experience (for example, attendance and involvement with live performance, exhibitions, workshops, and readings), students will engage in critical assessment of their own work and the work of others.

Students are required to attend dance performances in order to experience the live medium. Students work collaboratively to develop and perform dance works. They repeatedly critique their own work, and the works of others, through classroom discussion and written responses.

V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm
Upon completion of this perspective, students will be able to express themselves in the making of an original work or creative performance.

Students create choreography and present it to one another, learning approaches, methods and contemporary conventions for creating original dance works.

Upon completion of this perspective, students will be able to understand the genres and/or forms that have shaped the medium.

Students learn about the uses of dance in our culture and other cultures and its effectiveness in teaching children in the classroom. The unity and community that dance encourage are evident and the relevance to their own and their students' artistic development is celebrated.

Upon completion of this perspective, students will be able to critique the quality of their own work and that of others.

Students are repeatedly asked to connect the movement vocabulary with the curriculum. They learn how to use movement skillfully to reinforce and connect learning with different curricular topics. Students learn to convey meaning through their movement choices and performance choices and through observing and discussing the works of others.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

Karen A. Kaufmann, Professor
Department of Drama/Dance
Office: PARTV Room 191
Phone: 243-2870
Karen.Kaufmann@umontana.edu
Office hours: Thurs 9:00am-12:00pm or by appt

DAN 327A: Dance in Elementary Education (2 credits)
Monday/Wednesday 11:10am-12:00pm (sec 1)
Monday/Wednesday 12:10-1:00pm (sec 2)
Classroom: PARTV 035 - Spring 2008

COURSE PURPOSE
This course offers elementary education majors the skills necessary to enhance human learning and literacy through dance.

Professional Educator Preparation Program Standards and Procedures, Amended by The Montana Board of Public Education, September 30, 2000. 10.58.508 Candidates for elementary teacher certification shall demonstrate the following knowledge and skills: (v) know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among students. (vi) know, understand, and use the comprehensive nature of students' physical, mental and social well-being to create opportunities for student development and practice of skills that contribute to health
enhancement; (vii) know, understand and use interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students’ ideas, interests, concerns and experiences.

**COURSE OBJECTIVES**
- Develop an understanding of the educational, artistic, physical and emotional benefits of kinesthetic learning for children.
- Expose students first-hand to Dance/Movement Vocabulary, Dance Making, Dance Sharing and Dance Inquiry in relation to elementary education.
- Prepare future educators to use dance within the academic school curriculum.
- Provide exposure to current literature, pedagogy and theories in the field of Dance Education.
- Develop classroom management strategies for guiding an active group of moving children.
- Utilize assessment techniques in dance & familiarize students with state/national standards & curriculum strategies for dance in the public schools.

**ATTIRE**
Street shoes are not allowed in the dance studios. Movement will be experienced with bare feet. Students should plan to wear clothes suitable for movement and may include sweat pants, t-shirts, tanks, stretch pants, baggy pants, shorts, etc.

**TO RENT A LOCKER** ($7.50/semester) see Dance Administrative Assistant Teresa Clark in PARTV Room 199, x 2849.

**INSTRUCTIONAL METHODS**
The primary instructional method is participatory learning through movement. This is combined with lecture, discussion, written and oral assignments, teaching projects, presentations, group interactions, dance making & sharing.

**MATERIALS**  Available at The Bookstore at the University of Montana
- Course Packet  (bring to each class)
  Students will also need a course notebook & pen

**COURSE CONTENT**
1. **Dance Education Theory, Research & Pedagogy**
   Multiple Intelligence theory, national and state standards, benefits of a dance program, inclusion techniques. Lesson design, classroom management techniques, use of music, structuring creative experiences, imagery, props, process vs product, giving feedback.

2. **Dance/Movement Vocabulary**
   Creative movement explorations using the elements of movement (body, space, time, energy, relationships). Awareness of improvisation and dance technique. Development of a dance/movement vocabulary. Use of image, idea, story, curriculum area or other themes as a basis for movement experiences.

3. **Dance as a Teaching Tool**
Use movement/dance to reinforce the curriculum. Increase understanding of cultural identity and diversity. Promote the ways dance can assist meaning-making. Stimulate critical thinking, research skills and new ways of communicating.

4. Dance Making/Dance Sharing
Create dance shapes, movements and studies. Experience improvisation & choreography independently and in collaboration with others. Creative and critical thinking, imagination, risk-taking, making choices, kinesthetic memory, and rehearsal. Through dance sharing students will communicate through dance, experience performing, and develop ways to respond to dance. Students will become literate viewers of dance, through the movement vocabulary.

Students with disabilities or special needs should see the instructor.

Academic Misconduct and the Student Conduct Code
All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for www.umt.edu/SA/VPSA/Index.cfm/page/1321

Requirements & Grading

Attendance
Students are expected to be at every class and arrive on time. This class meets twice a week. Two absences are excusable (as per Departmental policy) and will not count against your grade. Each additional absence will lower your grade 1/3 point (e.g. A to A-). If you consistently arrive late or leave class early your grade will be lowered 1/3 point. (There is virtually no way to get an "A" if you have over 3 absences)

If you are absent it is your responsibility to catch up by contacting another student in the class. You will not have opportunities to make up class work! All work must be turned in on time. Late assignments will not be accepted.

Class Participation (10)
Students will be graded on their active involvement physically, imaginatively, and cognitively. This grade is based on student's involvement in the movement experiences, teaching assignments, written assignments and in-class discussions. It is expected that students will participate to the fullest extent possible, maintain a curious, open attitude, and be a contributing member of the class.

Creativity & Embodiment Essay (5) Due Monday, January 28
Type a one-page essay that answers the following three questions:
Howard Gardner has written that creativity involves how we discover new solutions to the problems that come up in our lives. It is also known that creativity increases as we become more aware of our own creative acts. The more we discover our own originality and try new approaches, the more confidence we get and the greater the probability we’ll be creative in the future. (The Creative Spirit, D. Goleman, P. Kaufman, M. Ray)

1. How do you express yourself creatively? (Do you play an instrument, sing in the shower, clown around, dance, draw, paint, decorate your room, use fashion, make mixed CD’s, try new recipes, play guitar?)

2. As children we all engaged playfully in running, jumping, skipping and dancing, exhibiting a wide range of joyful
movement. As adults, many of us are onlookers to children’s playful movement, sitting on the sidelines, reminiscing about the time we too moved without inhibition. Many adults are overly concerned with how their bodies look or appearing foolish. **How embodied are you?**

3. Children need body movement in order to learn. Physical movement is known to free the mind to new ideas and increase cognitive processes. This class involves *creative movement*, a form of embodied creativity that is new to many people. Students often need to take risks to fully participate in this class. **How open are you to participating in creative movement this semester as an expressive form for learning and teaching?**

**Micro-Teach #1: Brain Gym Activities (5) Presented Monday, February 4**
Brain Gym (developed by Dr. Paul Dennison) is an excellent way to integrate body and mind. Learn two activities to teach to others & be prepared to describe how/why it works.

**Micro-Teach #2: Brain Dance (5) Presented Wednesday, February 6**
Brain Dance (developed by Anne Green Gilbert) is another body-mind integrator, based on the seminal work of Irmgaard Bartenieff. Learn two activities to teach to others.

**Micro-Teach #3: 15 Movement Prompts (5) Present and hand in on Wed. February 13**
Creative movement is taught through open-ended verbal instructions that provide a framework to guide a participant’s exploration and encourage experimentation. These are called *movement prompts*. Design (type) 15 movement prompts that would enable a child to utilize the movement vocabulary to create their own movement responses. At least 5 should use imagery. When designing these prompts it is important to avoid stereotypical language so the participants are challenged to engage their imagination through problem-solving.

**Mid Term Quiz (15) Monday, March 10**
This pen & paper quiz will measure understanding and knowledge of class experiences, assignments and readings.

**Curricular Integration Plan for a Classroom (10) with a partner**

Present and hand in on Monday, March 17
Creative movement is an excellent way for students to explore and learn concepts and skills in science, social studies, math, language arts, music, visual art, and health. Choose a curricular theme that you’d like to research and design 20 movement prompts that use creative movement to teach that subject area. Imagine this is being taught in a medium-sized classroom (desks pushed aside). Remember to use the movement elements and abstraction to encourage creative problem solving. Pick a few themes and let your prompts develop, really giving careful consideration of how you’re teaching that concept through movement. This is a research assignment that you will present to a small group in class.

**Attend a Dance Concert (10)**
Please attend ONE dance concert. Keep your concert program and give to Karen with your name on it to receive 10 class points.

- **A CoMotion in Motion** – Friday, February 22, 12:30-1:30pm in the Montana Theatre, $4, tickets at the door.
The above performance is very relevant to this course and DAN 327 students should make every effort to attend. CoMotion is a dance performance designed for school children using dance to teach about Newton’s laws of motion. Elementary students will be bussed to the theatre.

For students who cannot attend the above performance, please choose one of these options.

- **UM Dance Showcase**, March 11-15—7:30pm (and 2 pm matinee on 3/15) in the Open Space. Get
your tickets early cause they sell out! Our class roster will be at the PARTV box office. Give your class section and name to get your required student discount.

- **Spring Dance Concert**, April 30-May 3, 7:30pm, Montana Theatre, Tickets at the PARTV Box Office.

**Group Teaching Project** (15) Taught April 2, April 7, April 9 and April 14.

Students will divide into 3-4 person “teaching” groups. Each teaching group will develop a **NEW creative movement experience** and present it (in 15 minutes) to the whole class. Group members will collaboratively design and execute the lesson plan. Students will be given three grades: 1) a “Group” grade (worth 5 points) on the soundness and clarity of the lesson design, 2) an “Individual” grade (worth 5 points) based on how effectively it was taught, and 3) a “Self-Evaluation” grade, written afterwards, (worth 5 points) based on your perceptions of the overall experience—the group’s dynamics, how your collaboration worked, the role you played and each group member played in the project, and what you’d do differently next time. The three grades will be added together to yield the final grade for this project. Each group will turn in one lesson plan delineating each person’s participation in the project.

**Dance-Making Project: Thinking Like a Choreographer** (10) Presented Monday, April 28

Dance-making refers to an organized series of shapes, movements, phrases, studies or complete dances developed by students. Based on the assignment given in class, work in groups to **create something new** that can be remembered & repeated and shared with others.

**Final Advocacy Statement** (10) Hand in on Wed. April 30th

Type an eloquent, 1 paragraph (5-sentence) statement you could give to a principal advocating for dance in your school or in your classroom. Choose whether you are advocating to:

- a) bring in a professional dance teaching artist,
- b) teach dance yourself as part of your elementary curriculum
- c) bring your students on a field trip to a professional dance performance.

I suggest you write a draft of your statement and then ask yourself: “Why is that important”—then re-write subsequent drafts, getting into more depth. Hand in your BEST WORK! Turn in by our last class meeting April 30th.

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*