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Dance 240

Community Engaged Learning

Fall 2018

Dance 240 Syllabus

Julie Brodie

Kenyon College, brodiej@kenyon.edu

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DANC 240: Fridays 1:10-4:00 and TBA
Fall 2018
Office Hours: TR 1:30-3 & F 10-11:30
or by appointment

Julie Brodie: 101A Dance Studio
427-5009 brodiej@kenyon.edu

Directed Teaching

This course will present students with theories and philosophies about teaching the art of dance in various contexts. Readings and discussions will consider methods for integrating somatic techniques and scientific principles into the dance technique class, as well as contemporary aesthetic practices. Different learning and teaching environments will be compared and contrasted, including the private sector, public schools, and higher education. Adaptations necessitated by dance style, age, motivation, and skill level will be addressed both theoretically and experientially, as students will be required to plan, teach, and evaluate their own and each other's pedagogical choices in teaching sessions.

This course has a significant Community Engaged Learning component, with an emphasis on teaching creative movement to children. This semester the long-term community partner will be Wiggin Street Elementary School. Beyond teaching movement skills, Kenyon students will meet with their Wiggin St. teacher partners to develop a plan for how to use dance to enrich curricular subjects. Working consistently with one classroom throughout the semester allows Kenyon student teachers to develop relationships with experienced teachers and the children. Longer-term residencies also provide student teachers with opportunities to adjust and revise their approaches and to evaluate the effectiveness of their work. Teaching at Wiggin St. will occur during part of the designated course seminar period. To provide the breadth component, students will also select two additional teaching situations that support their individual dance and teaching interests. These teaching experiences will be scheduled outside of class time.

Course objectives:

- Planning age and skill appropriate dance classes.
 - Addressing physical, cognitive and affective needs through the implementation of both student and teacher directed activities.
 - Understanding developmental patterns and applying this information to the creation of a Brain-Compatible class.
- Clear and engaging execution of planned classes that attend to issues of accompaniment, pacing, sequencing and corrections.
- Communicating effectively with classroom teachers, administrators and parents.
 - Developing concept-based classes that enhance curricular subjects.
 - Attending to both short and long-term teaching goals.
- Nurturing creativity and expressivity while also developing movement skills.
- Encouraging healthy posture and efficient movement habits.
- Exploring teaching in different styles and settings.

REQUIREMENTS

1) **Texts:**

- A. Brain-Compatible Dance Education by Anne Green Gilbert (BCDE)
- B. Harnessing the Wind: The Art of Teaching Modern Dance by Jan Erkert (HTW)

2) **Attendance: You are permitted 1 absence this semester. Your grade will be dropped for each additional absence!** Please see me immediately if you have a problem. Also, class time is valuable and limited. Tardiness will be penalized.

Note that this course will require teaching outside of regularly scheduled class time. You may also be team teaching. Unexcused absences will be strictly penalized.

- 3) **Active Participation** is expected, particularly in practice teaching sessions. This includes discussion and feedback to peers, as well as fully engaged movement.
- 4) **Dress:** You should be dressed in clothes that allow you to move freely. Dress should also be appropriate for teaching public school children.
- 5) **Homework:** Assignments are due on the date specified in the calendar. Please visit the Moodle site regularly, as dates are tentative.

a. Reading Assignments should be done prior to the Friday class meeting.

***Come to each class with written questions and reflections about the reading for that week, relating this material to your teaching experiences.** Make clear and specific reference to all assigned readings. We will begin discussions with these comments, and you will be evaluated on the thoughtfulness of your contributions. This should be typewritten (about 1 page). Involvement in discussions and these written reflections on the reading material will contribute to your participation/assignment grade.

b. Lesson Plans for all teaching sessions must be submitted on the day of your teaching. You will do 1 or 2 practice sessions with the class prior to your actual teaching sessions this semester. For these practice sessions, think about several different teaching environments that appeal to you or that you feel it is likely you may encounter in the future. Decide on a specific focus for that day. In the lesson plan, elaborate on this focus, as well as describing the target age, style, time in the semester, etc. A teaching schedule will be established in the first week.

c. Self-Evaluations of your first and last actual teaching experiences are due the Friday after you teach. See BCDE p 30-31.

d. Participation and Observations about two different teaching environments:

Thurs Sept 6, 4:10-5:30: Masterclass with Liz Lerman Dance Exchange's Cassie Meador.

Sun Sept 30, 2:00-5:00: Composition/Improvisation workshop w/Company Annaleen Keppens.

These written observations are due Sept 7 and Oct 5. See Appendix E (pg 201) of HTW to help guide your observations (you don't need to answer every question--choose areas most relevant for comments).

You must also submit peer evaluation forms whenever you are an observer during class time.

*All papers should include specific, cited references to readings.

e. You are also required to attend the common hour **Dance Alumni Panel on Thurs Nov 8.**

f. Portfolio: All of the above materials along with evaluations by Columbia teachers, samples of the children's reflections, and a final self-reflection paper will be compiled and submitted for assessment at the end of the semester. (Due Dec 20 at 1:30 pm.

GRADING	
Lesson Plans/Preparation	40%
Participation/ Assignments	30%
Observation Evaluations	10%
2 Self-Evaluations	10%
Portfolio and Final Reflection	10%

If you have a disability and feel that you may have need for some type of academic accommodation in order to participate fully in this class, please feel free to discuss your concerns with me in private. You must also contact Erin Salva, Director of Student Accessibility and Support Services at 740 427-5453 or salvae@kenyon.edu.

At Kenyon we expect all students, at all times, to submit work that represents these standards of academic integrity. It is the responsibility of each student to learn and practice the proper ways of documenting and acknowledging those whose ideas and words you have drawn upon (see Academic Honesty and Questions of Plagiarism in the Course Catalog). Ignorance and carelessness are not excuses for academic dishonesty. If you are uncertain about the expectations for academic honesty in this class, please ask for clarification.

My posted office hours for this semester are:
TR 1:30-3:00, F 10:00- 11:30, or by appointment

You are welcome to schedule a meeting with me anytime you want to discuss questions, assignments, class progress, personal issues, etc. As a member of the Kenyon College faculty, I am concerned about the well-being and development of students, and I am available to discuss any concerns. However, I want you to know that faculty members are legally obligated to share certain information with the College's Civil Rights & Title IX coordinator. This is to ensure the student's safety and welfare is being addressed. These disclosures include but are not limited to: reports of discrimination or harassment due to a protected characteristic, sexual harassment, sexual assault, relational/domestic violence, and stalking.

See Calendar on Next Page (Please check Moodle regularly as assignments are subject to change.

<u>Week</u>	<u>Topics</u>	<u>Reading</u>	<u>Assignment Due</u>
1(8/31)	Introduction, Teaching Schedule Sample creative movement class Overview of Brain Compatible Dance Education	BCDE Overview	In Class: Reflection on Experiences.
2 (9/7)	Teaching Philosophy: Technique and Artistry; Warming-up	HTW Ch 1 and 2 BCDE Ch 1 Lerman Rdg	Practice Teaching Lesson Plan #1 Reading Reflection Observation #1 Due
3 (9/14)	Developmental Progression and Goals	BBC article HTW Ch 3	1 st Wiggin St classes
4 (9/21)	Rituals Exploring the Concept	HTW Ch 4 BCDE Ch 2	
5 (9/28)	Conditioning Developing Skills	HTW Ch 5 BCDE Ch 3	
6 (10/5)	Shaping Phrases Creating	HTW Ch 6 BCDE Ch 4	Observation #2 Due
7 (10/19)	Sequencing Cooling Down	HTW Ch 7 BCDE Ch 5 Lerman (Moodle)	
8 (10/26)	Pacing; Correction	HTW Ch 8 and 9	
9 (11/2)	Images; Accompanists	HTW Ch 10 and 11	
10 (11/9)	Communication, Health and Vitality	HTW Ch 12 HTW Ch 13 and 14	
11(11/16)	Appropriate Content and Patterns of Coordination	BCDE Appendix A & D	
12(11/30)	Assessment	BCDE Appendix HTW Appendix C	
13(12/7)	Three Articles: Food for Thought	BCDE Appendix E	
14(12/14)	TBA		Final Teaching Eval and Portfolio Due 12/20 at 1:30 pm