

**BRIGHAM YOUNG UNIVERSITY**  
**COLLEGE OF HEALTH AND HUMAN PERFORMANCE**  
**Department of Dance**

Student Syllabus for Dance 365  
Creative Dance for Elementary Education

Instructor: \_\_\_\_\_ Office: \_\_\_\_\_ Office Hours: \_\_\_\_\_  
BYU Phone: \_\_\_\_\_  
E-mail: \_\_\_\_\_ and by appointment

**1. Catalog Course Description:**

Theory and teaching experience in creative movement for preschool and elementary school students. This course introduces students to theories, principles and methods, for teaching creative dance using national and state dance curriculum standards. It provides students with the knowledge and skills needed to effectively teach creative dance for ages preschool through adolescence in public school settings. Dance majors and non-majors interested in authentic in-schools teaching experiences will find great benefit. This course fulfills a methodology requirement for dance majors/minors and is required for members of Kinnect, a teaching and performing outreach company in the BYU Department of Dance. The class includes a variety of learning activities that are selected by each student to optimize their own learning in the course.

**2. Prerequisite(s):**

At least one of the following:  
Dance 243/44 – Studio Workshop in Modern Dance  
Dance 326 – Rhythm and Dance (for Elementary Education Majors)  
Dance 367 – Children’s Dance Teaching Methods  
Concurrent enrollment in “Kinnect” 348R

**3. Course Alignment with University and Program Mission and Aims:**

It is my goal as a teacher to structure your learning and teaching activities to provide experiences that are spiritually strengthening, intellectually enlarging, and character-building. Furthermore I hope these experiences will lead you toward an attitude of life-long learning and service. These are the aims of a BYU education.

**4. Required Course Materials:**

Creative Dance for All Ages by Anne Green Gilbert, available in the BYU bookstore (\$40.00)

Secondary Texts and Packets:

First Steps in Teaching Creative Dance by M. Joyce; “Dance is B.E.S.T.” Lessons by M. Berrett. These resources should be accessed under instructor name, course title and number. They are available for check out and limited copying in the HHP LRC room 194 SFH

“Art/Culture: A Thematic Approach to Teaching the Arts” An Integrated Arts and Social Studies Curriculum developed in by multiple authors in the Arts in Teaching and Teacher Education Initiative (free). Ask me about it if you are interested.

### **5. Course Intended Learning Outcomes:**

This course is designed to help the pre-professional student explore, understand, and apply creative dance teaching methods for pre-school and elementary school children. The ultimate goal of this course is to help each student in his or her quest to become an excellent dance educator.

In this course the student will:

1. Demonstrate understanding of creative dance theory, standards, content, and pedagogy.
2. Apply knowledge of developmentally appropriate dance learning activities for children to planning and teaching.
3. Demonstrate physically, verbally and in writing, an understanding of dance, elements, concepts and vocabulary and apply that knowledge to teaching dance in the elementary setting.
4. Identify and use clear lesson objectives drawn from national and state curriculum standards when planning lessons and teaching dance.
5. Adapt, create and teach creative dance lessons that fulfill Core Curriculum Dance Standards.
6. Understand and apply teaching techniques necessary to effectively guide dance skill building, exploration, improvisation, and compositional experiences for young children.
7. Use various forms of dance assessment.

### **6. Learning Activities/Course Requirement:**

In order to accomplish the objectives listed above the student will:

1. Self-assess personal creative dance teaching knowledge and understanding.
2. Read and report weekly on class/text assignments, self-selected research, articles and books.
3. Observe and record insights gained by watching others teach movement lessons to children in public school and other settings.

4. Discuss current educational issues, concepts and philosophies and relate them to the discipline of dance. For example, student-centered teaching and learning, multiple-intelligence theory, No Child Left Behind, and other current issues in education will be addressed.
5. Participate in dance activities to increase personal skill in creatively solving movement problems.
7. Physically explore and verbally instruct using the elements of dance.
8. Observe live demonstrations and videos to identify the components of a standards-based lesson including:
  - 1) moving, warming- up and skill building, 2) investigating and exploring elements, 3) creating, problem solving, and choreographing dances, and 4) connecting meaning in dance to personal, social and other contexts.
9. Adapt, write, and teach creative movement lessons to peers in class and children in local public schools.
10. Fulfill assignments using creative dance best teaching practices and techniques such as: writing clear “standards-based” lesson objectives and outlines, giving clear instructions, using consistent management strategies, modeling, verbalizing accurately and evocatively, using side-coaching and crossover techniques, drumming with variety and clarity, using good formations for learning, engaging students with age-appropriate, meaningful dance problems to solve, assessing student understanding to modify instruction, and reflecting on personal teaching experiences to improve.

## **7. Assessment Procedures:**

### **30%**

Participation both in and out of class is essential. Be prepared to dance, move, and synthesize important creative dance content during each class meeting. Class begins at 9:00 a.m. and ends at 10:50 when we are on campus. Off campus start and end times will fluctuate depending on distance of travel. For the first seven weeks of the semester you should also expect to be involved weekly in *at least 2* hours of assigned or self-selected researching, *reading, observing, assisting, teaching and writing experiences*. Plan to keep an accurate record of your weekly learning activities and report them to me on a weekly basis via email at [marilyn\\_berrett@byu.edu](mailto:marilyn_berrett@byu.edu)

### **20%**

Written assignments and exams covering in-class lecture and assigned readings will be given in class throughout the semester.

### **10%**

Practice teaching and video recording of creative dance lessons on peers will be evaluated prior to going into elementary schools for the culminating Dance 365 teaching experiences. Plan to provide your own mini digital videotape on the day/s you peer-teach.

#### **40%**

The culminating teaching experiences for this class will be a lot of fun and will require you to be very professionally prepared. You will have opportunities team and solo teach creative dance in several elementary schools. We will plan to organize carpools or take BYU vans. Students should expect to team or solo teach five times in-schools showing progressive teaching skill in order to complete this class requirement.

#### Grading Formula

A	100 - 93.3	B-	83.2 - 80	D+	69.9 - 66.7
A-	93.2 - 90	C+	79.9 - 76.7	D	66.6 - 63.3
B+	89.9 - 86.7	C	76.5 - 73.3	D-	63.2 - 60
B	86.6 - 83.3	C-	73.2 - 70	E	Below 60

### **8. Course Policies**

#### **Class Format**

This class will include both on campus and off campus learning experiences. You will guide much of this class as the learner. The format will include at least 2 hours of weekly outside of class reading and writing learning activities with once a week class meetings for the first half of the semester. This will be followed by several practice-teaching, and authentic in-schools teaching experiences. You will receive a calendar of scheduled schools at the beginning of the semester but you should always bring your calendar to class and check your email regularly for calendar changes or updates.

#### **A NOTE ABOUT IN SCHOOL TEACHING:**

Our goal is to have every student assist, team, and/or solo teach at least five times IN AUTHENTIC SETTINGS during winter semester. No one will be assigned to teach alone until ready.

Teaching can and should be one of the most challenging and rewarding aspects of our residencies. It will likely thrill you at times and discourage you at others. Do everything you can to prepare to be an excellent teacher. Always have at least two, well thought out lessons ready to teach at short notice, one for older children and one for younger.

I suggest you initially prepare to teach already existing lesson plans. For example, use other people's lessons and *adapt* them to your own or your students' needs for the first one or two teaching experiences. Then begin to create and teach your own lessons.

Plan and teach lessons from these categories:

- a lesson from an expert source such as Mary Joyce's book, "First Steps in Teaching Creative Dance to Children" 3<sup>rd</sup> Edition, "Dance is B.E.S.T." by Marilyn Berrett, "Art's Unique Contribution to Culture" by The BYU Arts and Teacher Education Initiative or any lesson you have seen someone else teach such as Dee Winterton, Chris Roberts, Chris Ollerton, Doris Trujillo etc.
- at least one lesson you create yourself using Anne Green Gilbert's conceptual framework
- a lesson based on a children's book
- a lesson that directly relates to an idea we present in the Kinnect lecture demonstration

## 9. University Policies

### **Preventing Sexual Harassment:**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, contact the Equal Employment Office at 422-5895 or visit the website at <http://www.byu.edu/hr/eo/info.html>.

### **Students with Disabilities:**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Equal Employment Office at 422-5895 or visit the website at <http://www.byu.edu/hr/eo/info.html>.

### **Church Educational System Honor Code:**

Brigham Young University exists to provide an education in an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. That atmosphere is created and preserved through commitment to conduct that reflects those ideals and principles. Observance of such standards is a condition of employment and admission. Those individuals who are not members of The Church of Jesus Christ of Latter-day Saints are also expected to maintain the same standards of conduct, except church attendance. If you have any concerns, please contact the Honor Code Office at 422-2848. For more information on the following related topics, visit the Honor Code office website at [http://www.byu.edu/honorcode/honor\\_code.htm](http://www.byu.edu/honorcode/honor_code.htm)

- Be honest
- Live a chaste and virtuous life
- Obey the law and all campus policies
- Use clean language
- Respect others
- Abstain from alcoholic beverages, tobacco, tea, coffee, and substance abuse
- Observe Dress and Grooming Standards
- Participate regularly in church services
- Encourage others in their commitment to comply with the BYU Honor Code

- Academic Honesty
- Dress and Grooming Standards