

Syllabus for
DANP 426—Pedagogy II: Dance Teaching Techniques for Secondary School
2 Credit Hours
Spring 2024

I. COURSE DESCRIPTION

Focuses on dance education theories and teaching methodologies for secondary school, using National Dance Standards for Dance Education. Includes a teaching practicum. This course is designed to prepare a dancer to plan and teach high school students and adult learners, laying a foundation for continued graduate studies in dance education for those interested in teaching college and professional level students. It considers theory, pedagogy, management and lesson plans for a range of dance genres such as (ballet, modern, and jazz).

Prerequisite: Permission of the department.

II. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Discuss philosophical approaches to teaching secondary level dance (for example: looking at the balance of process and product-directed teaching)
- B. Discuss practical elements of preparing to teach secondary-level dance, including class curriculum, grading/assessment, class environment, among others
- C. Incorporate information gained from observing and reflecting on the teaching methodology of various professional dance teachers
- D. Practice elements covered in this course by means of studio work with short teaching sessions
- E. Apply the given information from this course by teaching portions of a secondary level dance class

III. ASSOCIATED PROGRAMS

This course meets degree completion requirements for the following program

- A. Dance
 - a. Dance Outcome 2: The student will demonstrate advanced skill level III in ballet or modern dance in alignment, artistry, connectivity, physical capacity, movement principles, musicality and agency.
 - b. Dance Outcome 6: The student will articulate and defend their artistic aptitude, rooted in a Christian worldview, through the assimilation of college coursework and personal artistic vision.

IV. UNIVERSITY OUTCOMES

This course aligns with the following University Outcomes as indicated on the last page [only list the University Outcomes addressed by this course]

- B. Personal Resilience
- C. Intellectual Pursuit
- E. Bold Vision

V. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

Textbooks

- Erkert, Jan. (2003). Harnessing the Wind: the Art of Teaching Modern Dance. Human Kinetics Publishing. ISBN #9780736044875
- Kassing, G. and Jay, Danielle M. (2003). Dance teaching methods and curriculum design. New York: Human Kinetics Publishing. ISBN # 978 0736002400
- McCutchen, B. (2006). Teaching dance as art in education. New York: Human Kinetics Publishing. ISBN # 9780736051880

VI. POLICIES AND PROCEDURES

A. Department Policies and Procedures

1. **Attendance**—At Oral Roberts University, students are expected to attend all classes. Understanding that there are sometimes unavoidable circumstances that prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for illness, personal business, and personal emergency. Students may consider this personal days or sick leave. If a student has absences in excess of this number, the earned grade for the course will be reduced one letter grade for each hour's absence above those allowed. A student missing class due to illness must take an unexcused absence. Extended illnesses are handled on an individual basis and require a doctor's excuse.
2. **Administratively Excused Absences**—Students who must miss class for University sponsored activities must follow these procedures:
 - a. Inform the professor before the event.
 - b. Arrange to complete missed work within one week.
 - c. Not commit to class performances (oral reports, speeches, television tapings, group presentations, etc.) on a date the student will be gone. Makeup work is not permitted if the student voluntarily commits to a performance on the date of an administratively excused absence.
 - d. Present an excuse, signed by the Dean of Arts & Cultural Studies the day the student returns.
3. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, tardies are calculated in the attendance provision for this course. Three tardies equal one absence and are included in the absences when determining the course grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the student late; the student is the one responsible to convey that information following that class. Students should not expect to be credible the following class session concerning a late arrival on a previous day.
4. **Late Work**—The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. An absence is not an excuse for turning in late work or for

being unprepared with assignments for the class following the absence.
If late work is accepted, a substantial penalty will be assessed.

5. **Literacy**—The Communication, Arts and Media Department does not accept for credit any written assignment that contains more than an average of three grammatical and/or typographical errors per page.
6. **Whole Person Assessment**—Refer to the Communication, Arts and Media WPA handbook for policies at (<http://oru.edu>), click on **Academics**, then **WPA**, then **Department Resources**, then **CAM Handbook HTML**.

B. Course Policies and Procedures

1. Evaluation Procedures:
 - a. Attendance
 - b. Accomplishment of Course Objectives: 75%
(Assignments and Exams)
 - c. Attitude and Effort: 25%
2. Whole Person Assessment Requirements: Notebook

Course Requirements

- a. **Attire:** Please refer to the Dance Department Handbook for complete information.
- b. **Assignments:**
Students are required to keep a journal for this course. This journal should consist of class notes and journal assignments. These should each be at least one notebook page long. The folder should be available for the instructor's review at anytime.
- c. **Ensemble Auditions:** All dance majors are required to participate in all Dance Ensemble auditions and in any other departmental auditions for experience. (Please refer to the Dancer Handbook for further details)
- d. **Evaluations:**
 - (1) Teaching evaluations: Students will be graded on their teaching to provide feedback concerning whether the student has attained to the objectives of this course.
 - (2) Self/Peer-evaluations: Students may participate in self-evaluations and peer evaluations throughout the semester.

VII. COURSE CALENDAR

Weeks #1-8 (Outcomes A-C)

Week #1: Chapters 4 and 6 , McCutchen

Review:

Product vs Process Learning, Multiple Intelligences, Bloom's Taxonomy
Articulate the Elements of Dance, Vocabularies of Dance, Technique in Middle School and High School

Week #2: Chapter 11, McCutchen

Creating and Maintaining Effective Learning Environments

Week #3: Chapter 10, 11 Kassing

Lesson Plans and Assessment Tools

Week #4: Chapter 3 and 5 Erkert

Syllabi and Conditioning

Week #5: Chapter 5 continued and Chapter 6 Erkert

Conditioning and Shaping Phrases

Week #6: Chapter 7 Erkert

Sequencing

Week #7: Chapters 8 and 9 Erkert
Pacing and Corrections

Week #8: Review and Test

Week 8: Exam

Weeks #9-15

Outcomes D-E (Includes curriculum preparation and a practicum experience teaching secondary level dance students)

Week#9: Chapter 10 and 13 Erkert,
Imagery and Health

Week #10-13: In class practicum and secondary teaching practicum (Ballet and Modern)

Week 14: Final Exam- Turn in Pedagogy Binder

Course Inventory for ORU's Student Learning Outcomes

Primary Program: Dance DANP 426- Pedagogy II Spring 2024

This course contributes to the University and program outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

OUTCOMES	Significant	Moderate	Minimal
Spiritual Integrity			
Personal Resilience			
Dance Outcome 2: The student will demonstrate advanced skill level III in ballet or modern dance in alignment, artistry, connectivity, physical capacity, movement principles, musicality and agency.		X	
DANP 426 Outcome D: Practice elements covered in this course by means of studio work with short teaching sessions			
Intellectual Pursuit			
DANP 426 Outcome A: Discuss philosophical approaches to teaching secondary level dance (for example: looking at the balance of process and product-directed teaching)		X	
DANP 426 Outcome B: Discuss practical elements of preparing to teach secondary-level dance, including class curriculum, grading/assessment, class environment, among others	X		
DANP 426 Outcome C: Incorporate information gained from observing and reflecting on the teaching methodology of various professional dance teachers	X		
Global Engagement			
Bold Vision			
Dance Outcome 6: The student will articulate and defend their artistic aptitude, rooted in a Christian worldview, through the assimilation of college coursework and personal artistic vision.		X	
DANP 426 Outcome E: Apply the given information from this course by teaching portions of a secondary level dance class	X		