



Course Code DANC-445	Course Title Approaches to Dance Pedagogy	ECTS Credits 6
Department Music and Dance	Semester Fall	Prerequisites DANC-329
Type of Course Required	Field Dance Pedagogy	Language of Instruction English
Level of Course 1 st Cycle	Year of Study 3 rd	Lecturer Julia Brendle
Mode of Delivery Face-to-face	Work Placement N/A	Co-requisites None

Objectives of the Course:

During this course approaches of arts education, and, more specifically, dance education will be studied. The theories and practices of current arts/dance educators and influential education theorists such as John Dewey, Margaret H'Doubler and Howard Gardner will be analyzed. Specific applications of theories to the teaching of various dance forms will be creatively and critically discussed. A theoretical and practical approach of different dance methodologies such as the Laban/Bartenieff system will be introduced as a base for the creation of sample lesson plans for different dance forms.

Learning Outcomes:

After the completion of the course students are expected to be able to:

1. Analyse and discuss basic theories that relate to dance education.
2. Develop practical ways in which the theories may be applied.
3. Create sample lesson plans based on understanding of basic knowledge about dance pedagogy

Course Contents:

1. Introduction to course and discussion of key topics: What is dance education? What is a dance educator? Why is it important to explore dance education on a theoretical level?
2. The history of arts education/dance education
3. Dance, culture and human development
4. Art education and experiential learning
5. Culture, aesthetics and arts education
6. Arts education and the building of character
7. Freedom, expression and learning
8. Introduction to Laban-based dance methodologies
9. Creative Movement
10. Arts Integration and dance/movement in the school curriculum
11. Process vs. product in dance education

12. Conclusion and Reflection

Learning activities and Teaching Methods:

Lectures, Presentations and Assignments

Assessment Methods:

In-class Participation, Assignments, Oral Presentation, Midterm Examination, Final Examination

Required Textbooks/Reading:

A Course Reading Packet including readings/excerpts from the following:

Authors	Title	Publisher	Year	ISBN
Dewey, John	<u>Art as Experience</u>	New York: Penguin Books	1934	0-399-53197
Fowler, John	<u>Strong Arts, Strong Schools</u>	Oxford: Oxford University Press	1993	0195100891
Gardner, Howard	<u>Frames of Mind: The Theory of Multiple Intelligences</u>	New York: Basic Books	1993	0465025102
Greene, Maxine	<u>The Dialectic of Freedom</u>	New York: Teachers College Press	1988	0807728797
H'Doubler, Margaret	<u>Dance A Creative Art Experience</u>	Madison, WI: University of Wisconsin Press	1940	0-299-01524-6
Hooks, Bell	<u>Teaching to Transgress: Education as the Practice of Freedom</u>	New York: Routledge	1994	0-415908086
Smith-Artaud, Jacqueline M.	<u>The Art of Dance in Education</u>	London: A&C Black	1994	0-713-66175-5

Recommended Readings/Texts:

Authors	Title	Publisher	Year	ISBN
Brinson, Peter	<u>Dance as Education: Towards a National Dance Culture</u>	London: Falmer	1991	1850007179
Gardner, Howard	<u>Creating Minds</u>	New York: Basic Books	1994	0465014542
Hanna, Judith Lynne	<u>Partnering Dance and Education: Intelligent Moves for Changing Times</u>	Champaign, IL: Human Kinetics	1999	0880115114
Plato; Jowett, Benjamin, trans.	<u>The Republic</u>	New York: Anchor Books	1973	0-385-09497-3