



Course syllabus

Course Code	Course Title	ECTS Credits
DANC-445	Approaches to Dance Pedagogy	6
Prerequisites	Department	Semester
None	Music and Dance	Fall
Type of Course	Field	Language of Instruction
Required	Dance Education	English
Level of Course	Lecturer(s)	Year of Study
1 st Cycle	Maria Kamberi	4 th
Mode of Delivery	Work Placement	Corequisites
Face-to-face	N/A	None

Course Objectives:

The main objectives of the course are to:

- Introduce students to approaches to education, art education and more specifically, dance education.
- Examine theories about the Body, Creativity and Creative Movement.
- Discuss application of theories of dance pedagogy to the teaching of dance as art and technique
- Create sample lesson plans and units based on a theoretical and practical approach of different dance pedagogies

Learning Outcomes:

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

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

Course Content:

- Introduction to course and discussion of key topics: What is education? Why is it important to explore dance education on a theoretical level? Educational philosophers and aesthetic education.
- The Body. Embodied learning.
- What is dance? Dance as art. Dance approaches and techniques.
- Dance Educator. Aesthetic Literacy.
- Creativity. Creativity and children.
- Creative movement. Creative movement tools.
- Creating a lesson plan (reading lesson plans. Focus on objectives, outcomes, activities, built up).
- Creating a lesson plan (evaluation, unit, and theme, age, culture, and ethics).
- Creating a lesson plan (integrated lesson, online lesson).
- Sample lesson.
- Presentations, Conclusion and Reflection.

Learning Activities and Teaching Methods:

Lectures, Presentations, Group work, Writing Assignments and Embodied sections

Assessment Methods:

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

Required Textbooks and Reading

Title	Author(s)	Publisher	Year	ISBN
The Arts and the Creation of Mind.	Eisner, E. W.	Yale University Press	2002	0-300-09523-6

Creating Cultures of Teaching and Learning: Conveying	Dragon, A. D.	<i>Journal of Dance Education.</i> 15 (1), 25-32.	2015	
Creating Minds	Gardner, H.	Basic Books	1994	0465014542
Creativity. Theories and Themes: Research, Development, and Practice.	Runco, M.	Elsevier Academic Press.	2007	978-0-12-602400-5
Curriculum and the Aesthetic Life: Hermeneutics, Body, Democracy, and Ethics in Curriculum Theory and Practice: A Review Essay.	Kimber, A.	<i>International Journal of Education & the Arts.</i> 14 (5).	2013	0807728797
Embodied Curriculum Theory and Research in Arts Education. A Dance Scholar's Search for Meaning.	Stinson, S.	Spinger International Publishing.	2016	978-3-319-20785-8
Essentials of Creativity Assessment.	Kaufman, J., Plucker, J., Baer, J.	John Wiley & Sons, Inc	2008	978-0-470-13742-0
Frames of Mind: The Theory of Multiple Intelligences	Gardner, H.	Basic Books	1993	0465025102

Seeking rhythmic attunement: Teaching to Dance; Dancing to Teach.	Hwang, Y. S.	Curriculum Inquiry Vol. 49, Issue 5.	2019	
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