



## Course syllabus

<b>Course Code</b>	<b>Course Title</b>	<b>ECTS Credits</b>
DANC-446	Teaching Methodologies in Dance	6
<b>Prerequisites</b>	<b>Department</b>	<b>Semester</b>
DANC-445	Music and Dance	Spring
<b>Type of Course</b>	<b>Field</b>	<b>Language of Instruction</b>
Required	Dance Education	English
<b>Level of Course</b>	<b>Lecturer(s)</b>	<b>Year of Study</b>
1 <sup>st</sup> Cycle	Maria Kamberi	4 <sup>th</sup>
<b>Mode of Delivery</b>	<b>Work Placement</b>	<b>Corequisites</b>
Face-to-face	N/A	None

### Course Objectives:

The main objectives of the course are to:

- Expand students' knowledge and practical experience in teaching contemporary dance, creative movement and technique classes.
- Introduce students to effective and safe teaching methods for different age groups.
- Explore methods on how the dance teacher can create lesson plans and lesson units appropriate to the specific groups and how to approach the students in a sensitive and individual manner according to their stages of development.

### Learning Outcomes:

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

1. Create and teach a complete dance lesson.
2. Be able to create and build exercises.
3. Create lessons in order to integrate dance in school curriculum.
4. Develop skills on collaborate with other educators.

**Course Content:**

1. Introduction of course and discussion of keys topics:
  - a. Creating education tools according Blom, L., & Chaplin, L. Creating a toolbox appropriate for a dance educator.
2. Aesthetic Literacy. Brainstorming techniques.
3. Museum as a place for creating lesson plan using creative tools.
4. Dance research. How to do an action research with the focus in dance education. How a work of contemporary dance can be effective and useful source for the creation of a lesson plan?
5. Play Pedagogy in early childhood education. Cooperation and discussion with a teacher.
6. Create Lesson Plan. Create evaluation tools. Create observation table.
7. **Midterm Exam:** Plan and present a workshop event.
8. **Early childhood:** Lesson Plan/Teaching in a Public School children 3-5 years old.
9. **Elementary school:** Lesson Plan/Teaching in a Public School children 9-12 years old.
10. **Youth culture:** Lesson plan/ Teaching dance to teens in school.
11. **Adults and seniors** Teaching adults and seniors creative movement
12. Creating and teaching **technical exercises** for students: 7-10 years old, 11-13 years old, 14-17 years old.
13. Presentations
14. **Final Exam:** Creative movement day for teachers.

**Learning Activities and Teaching Methods:**

Lectures, Presentations, Discussions, Practical experience, Group works, Assignments, Observations

**Assessment Methods:**

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

**Required Textbooks and Reading**

Title	Author(s)	Publisher	Year	ISBN
Aesthetic literacy: The gold metal standard of learning excellence in dance.	Lussier, C.	<i>Physical &amp; Health Education Journal</i> , 76 (1)	2010	

The Arts and the Creation of Mind.	Eisner, E. W.	Yale University Press	2002	0-300-09523-6
Advocating for Your Program in the Age of COVID-19.	McGreevy-Nichols, S	Journal of Dance Education. Vol 20, Issue 4.	2020	
Creating Cultures of Teaching and Learning: Conveying	Dragon, A. D.	<i>Journal of Dance Education.</i> 15 (1)	2015	
Creating Minds	Gardner, H.	Basic Books	1994	0465014542
Creative movement as an approach of intervention for disadvantaged youth. The embodied self.	Kamberis, M.	C.C.R.S.M. <a href="https://stamp-music.org">https://stamp-music.org</a> .	2018	
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 &amp; the Arts.</i> 14 (5).	2013	0807728797

Embodied Curriculum Theory and Research in Arts Education. A Dance Scholar's Search for Meaning.	Stinson, S.	Springer 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
Interdisciplinary Working Practices: Can Dance Improve Math?	Leandro, R.C., Monteiro, E., Melo, F.	<i>Research in Dance Education.</i> 19 (1)	2018	
Practical Resources for Dance Educators! Choreographing Our WayThrough COVID-19.	Gingrasso, S.	Dance Education in Practice. Vol 6, Issue 3.	2020	
Seeking rhythmic attunement: Teaching to Dance; Dancing to Teach.	Hwang, Y. S.	Curriculum Inquiry Vol. 49, Issue 5.	2019	
Towards Play Pedagogy: Supporting teacher play practices with a	Loizou, E.	<i>European Early Childhood Education Research</i>	2017	

teacher guide about socio-dramatic play.		<i>Journal.</i> 25(5), 748-795.		
'You be my body for me': Dispossession in two valences.	Kellogg, C.	<i>Philosophy and Social Criticism.</i> 43 (1)	2017	