DNCE 600: Movement and Dance—Framing a Research Question (3 credits)

Professor: Christy O’Connell-Black, M.A., Christy.oconnellblack@unco.edu, (970) 351-4133

Prerequisites: B.A. or B.S. degree

Required Texts and Other Reading:

4. Choose one of the following books depending on your possible area of interest for your thesis project.
5. Dance research articles of your choice found in research journals or on the internet. All articles must be pre-approved by the course instructor.

Course Description: Students learn how to frame a research question and effective research strategies for use in dance education contexts. The purpose of this course is to produce a protocol, requiring detailed preparatory research, testing of ideas, and presentation of theories and concepts in practice. Students work under faculty supervision and prepare a documented written report that will directly translate to the Thesis I and II courses.

Course Objectives:

1. To identify different research methodologies necessary to be successful in a Master’s program.
2. To examine the best approaches for research or a research-based project in the field of dance education leadership.
3. To strengthen skills in research and writing about movement and dance-based research.
4. To evaluate and analyze merits of various types of research sources.
5. To devise work for Final Thesis Project. The thesis project, completed in the final semester of the program, can be:
a. The creation of an actual dance production directed and choreographed by candidate based on research or
b. Designing an original dance technique or choreographic curriculum plan based on pedagogical inquiry formulated in this course or
c. Designing an original research-based dance history curriculum based on a series of questions formulated in this course or
d. Designing an original research-based interdisciplinary dance curriculum based on a series of questions formulated in this course or
e. Development of a qualitative dance education research project (topic of interest) which explores questions formulated in this course.

Outline of Course Content:

1. Reading assignments in texts
2. Electronic research assignment
3. Developing a research question
4. Understanding discipline-based research
5. Web site assignment
6. MA thesis reading assignment
7. Protocol development
8. Discussion board comments

Course Requirements:

1. All assignments should be submitted in MLA format 7th edition (ie. Proper heading and pagination, standard 1” margins, no Right justified, and 12 point Times New Roman font only. ) Check out the following site for format requirements
2. All Assignments and Blackboard postings due by Sunday at midnight.

Course Outline:

Week One: Depth of Knowledge & Writing Evaluation Assignment.
Discussion Board:
1. Write an introduction about yourself and post it in Forum One- Week One on the discussion board in Blackboard. This introduction should tell us something about you such as where, who and what you teach, your family and any hobbies you might have. Please also include a picture of yourself.
Assignment:
2. Read pages ix-32 in Writing about Dance by Wendy Oliver. Also, read the example of a critique on page 95, the sample research paper on page 154, and the article posted under Week One of the Course Materials section of Blackboard. After you have read the three examples post the following to the Week One Course Content section of Blackboard:
   a. In paragraph form, explain how each type of article addresses the points Oliver has listed on pages xi and xii of her book.
Discussion Board:
3. Next, answer the following four questions by posting them on the Discussion Board in Blackboard under Forum Two- Week 1. Please respond to at least 2 other discussion board posts using these queries or research questions to discuss and debate with other members of your class.
   a. Compare and contrast the three articles you read in terms of their depth of knowledge.
b. Explain how you took notes as you read Oliver’s materials and the three articles.
c. Did you note that there was any use of sexist language in the three articles? If you found sexist language, note the sentences in which it was found.
d. Describe the plan and long-term problem that the author was attempting to solve in the research articles.

Week Two: Observation & Movement Analysis Assignment.

Assignment:
1. Read pages 33-65 in Oliver’s book *Writing about Dance*. After you have read this section of the book post the following to the Week Two Course Materials section of Blackboard:
   a. Complete the artistic statement writing assignment on pages 40-41.
   b. Choose 1 quick writing exercise from each of the next two categories: Creative Process and Focus on Writing. Complete the exercise and describe in detail how, when, why, and when you might use this exercise in a class you currently teach.

Discussion Board:
2. Next, observe the YouTube video posted under the course materials for Week Two. Answer the following questions by posting them on the Discussion Board in Blackboard under Forum Two-Week 2.
   a. Questions #2-10 in Oliver’s class observation criteria on page 43.
   b. Search YouTube for a video of a class of your choice and answer two of the 10 questions from Oliver’s class observation criteria on page 43. Please post the video or link for others to view.
   c. Respond to at least two other discussion board post using these queries or research questions to discuss and debate with at least two other members of your class.

Week Three: Structure & Sources Assignment.

Assignment:
1. Read pages 131-163 in Oliver’s book *Writing about Dance*.
2. Next, read the three dance articles posted in the Course Materials section of Week Three on Blackboard. One of these articles is about producing a dance concert; another explores a question from dance history; and the third develops and analyzes a dance curriculum.
3. After reading these articles and taking notes on them, answer the following questions in paragraph form to the Week Three Course Materials section of Blackboard:
   a. What is the guiding research question in each article?
   b. Which of the sources noted in the body of the article and the reference list do you consider to be primary sources? Secondary sources? Tertiary sources? Be sure to explain why you classified the sources for the articles as you did.
   c. Do you think all of the sources are appropriate in relation to the content of each article? Be sure to explain the reasoning behind your answer for question three.
   d. Finally, outline the structure you found in each of the articles.

Week Four: Qualitative vs Quantitative Research Assignment.
Assignment:


2. Then, read the two articles posted in the Course Materials section of Week Four on Blackboard. Answer the following questions in paragraph form in the Week Four Course Materials section of Blackboard.
   a. Do you think that each of the articles you read this week answered the research question posed in a thorough manner? Be sure to include your reasons for answering this question as you did.
   b. Provide an outline of each of the articles. In this outline, explain how the content in each section of an article addresses the title of the section. For example, one section in many research articles describes the research methodology used. Thus, you would explain how the author described his or her research methodology. Another typical section in many research articles is titled summary and conclusions. Here you would explain how the content of this section provides conclusions for the research.
   c. Tell us which of the articles is qualitative and which of the articles is quantitative. Be sure to tell us, as well, why you think an article is qualitative or quantitative.
   d. Also, tell us what the guiding research question is in each article.
   e. Peruse the information at [http://criticallinks.org/cl_step_six.html](http://criticallinks.org/cl_step_six.html) to help determine the research approach and inquiry processes used in this type of methodology. How does the research approach of critical links aid in both quantitative and qualitative research?

Week Five: Postpositivist Research Assignment.

Discussion Board:

1. Read pages 91-123 in *Researching Dance: Evolving Modes of Inquiry* by Sandra Fraleigh and Penelope Hanstein.

2. Then, answer the following questions in Forum Five-Week 5 on the Discussion Board on Blackboard.
   a. Is postpositivist research qualitative or quantitative? Be sure to tell us why you came to your decision.
   b. Formulate an appropriate dance research question that could be explored using postpositivist research.

Assignment:

3. Next, read the two articles posted in the Course Materials section of Blackboard for Week Five and answer the following questions. These questions are to be answered in the Week Five Course Materials section of Blackboard.
   a. What is the research question in each of these articles?
   b. What are the major sections in each of these articles?
   c. What conclusion and interpretation was the outcome of each of these pieces of research?
   d. What future directions did the author provide at the end of each of the articles?

Week Six: Scientific Research Assignment.

Discussion Board:
1. Read pages 124-161 in *Researching Dance: Evolving Modes of Inquiry* by Sandra Fraleigh and Penelope Hanstein.

2. Then, answer the following questions in Forum Six-Week 6 on the Discussion Board in Blackboard.
   a. What do you understand as the basic difference between postpositivist research and scientific research?
   b. Formulate an appropriate research question that could be explored using scientific dance research.
   c. Respond to at least two other discussion board post using these queries or research questions to discuss and debate with at least two other members of your class.

Assignment:

3. Next, answer the Study questions at the end of the chapter and post to the Week Six Course Materials section of Blackboard.

**Week Seven: Historical Research Assignment.**

Discussion Board:

1. Read pages 225-248 in *Researching Dance: Evolving Modes of Inquiry* by Sandra Fraleigh and Penelope Hanstein.

2. Then, answer the following questions in Forum Seven-Week 7 on the Discussion Board on Blackboard.
   a. What do you understand as the basic differences between postpositivist research, scientific research and historical research or historiography?
   b. Formulate an appropriate dance research question that could be explored using historiography.
   c. What strategies and methodologies can the historian devise to document evidence during the research and writing process?

Assignments:

3. Next, read the article posted in the Course Materials section of Blackboard for Week Seven and answer the following questions. These questions are to be answered in the Week Seven Course Materials section of Blackboard.
   a. What is the research question in the article?
   b. What are the major sections in the article?
   c. What conclusion and interpretation was the outcome of this piece of research?
   d. What future directions did the author provide at the end of the article?

**Week Eight: Developing a Research Question.** This week you will begin to develop your own research question for a project you could complete by the end of this program.

Assignment:

1. To begin, read the four assigned articles. These articles cover the areas of dance concert production, dance curriculum design, dance history and interdisciplinary learning in dance located in the Course Materials section of Blackboard for Week Eight.

2. Then, answer the following questions in 2-3 pages and post to the Week Eight Course Materials section of Blackboard.
   a. The four articles you read are not research articles. However, if these articles were to be re-designed as research, what would or could be the research question in each one.
   b. Now, select one of the articles that you are most interested in and describe how the subject of this article could lend itself to a qualitative research project.
c. Using the same article you selected in b, how could the subject of this article lend itself to a quantitative research project.
d. Again, using the same article you selected above, what specific research methodologies might you use to assist in attaining the desired results?

Discussion Board:
3. The additional questions that follow should be posted in Forum Eight-Week 8 on the Discussion Board on Blackboard.
   a. Design five query sentences or research questions that could be used to investigate issues in each of the following areas:
      - Producing a research-based dance concert,
      - Designing a research-based dance technique or choreographic curriculum,
      - Creating a research-based dance history curriculum,
      - Creating a research-based interdisciplinary curriculum,
      - Investigating a dance education question using qualitative methods
   b. Respond to at least two other discussion board post using these queries or research questions to discuss and debate with at least two other members of your class.

**Week Nine: Electronic Research Assignment I.** This assignment is designed to help you select and then assess on-line resources.

Assignment:
1. Outline the key points relative to assessing Internet sources on the site below, and post this outline in the Course Materials section for Week Nine on Blackboard. http://guides.library.jhu.edu/content.php/?pid=198142&sid=1657518.

Discussion Board:
2. Begin to review/read the information on the CO state dance content academic standards website most closely related to the age group you currently teach or are interested in teaching. You may also choose to use your own state dance standards. Using the Prepared Graduate Competencies in Dance, Grade Level Expectations, Evidence Outcomes, and Inquiry Questions from a standard of your choice generate a research question that you might use as a possible query for the final thesis project.
3. Next, check the Internet sites at http://www.unco.edu/library and any of your local libraries, locating articles or books that you think would be helpful to completing research for this newly generated your thesis project.
4. Finally, list some of the materials that you found as well as your thesis research question on Forum Nine-Week 9 in the Discussion Board. Use the standard MLA citation form when listing these resources.

**Week Ten: Electronic Research Assignment II.** This week you will complete an electronic research assignment.

Paper:
1. Locate three on-line articles on dance related topics that you think could help you complete your thesis project. You may use the question your generated in Week Nine or decide that through your research you want to revise your possible thesis project.
2. Then, write a 3-5 page paper that:
   a. Reflects and summarizes the articles you found on the internet.
b. This paper should also be an assessment of the three articles based on the information you gleaned from the first internet site noted above in the week nine materials.
3. Be sure to cite any references to the articles in MLA style at the end of your paper and post the paper in the Course Materials section of Week Ten on Blackboard.

Discussion Board:
4. In addition, provide links to Forum Ten-Week 10 in the Discussion Board on Blackboard to the research articles you found on the Internet, as well as some brief comments as to what you learned from each article and how it will be used for your future research. Also, discuss how the electronic research methodology you used will need to be adjusted in order to gain additional information necessary for your project.
5. Respond to at least two other discussion board post using these queries or research questions to discuss and debate with at least two other members of your class.

Week Eleven: Developing Discipline-Based Research Themes.

Discussion Board:
1. This week you will define three themes or ideas that you could use to develop a fully realized and original research-based dance concert, or an original research-based dance curriculum, or an original qualitative research project. The themes you develop in this assignment should be those that you might like to research later. Describe each theme briefly and why you chose it in fifty words or less and post to the discussion board on blackboard in Forum Eleven-Week 11. Please give comments to at least two other posts that will assist your classmates in their process.

Paper:
2. In addition, describe in 2-3 pages how the materials you read from the two texts or any of the articles you have read for this class helped you arrive at and create your themes. In your answers please address the following questions:
   a. Why did you choose the theme or themes?
   b. Did your choice of a theme evolve from the needs of your students or potential students?
   c. What big picture questions might you pose in order to accomplish this project or research?
   d. Be sure to indicate how and why you answered the questions as you did.
3. In your paper reference any of the readings or other resources you used in its development. The MLA style should be used to cite your references. This paper should be posted in the Course Materials section for Week Eleven on Blackboard.

Week Twelve: Developing a Discipline-Based Research Project. The assignment this week encourages you to focus on a project that you could possibly pursue as your thesis project, although this idea could change later. If you would like to produce a dance performance as your thesis project you will read in the Schlaich and Dupont book. If you would like to design a dance technique or choreographic curriculum as your thesis project, you will read in the McCutchen book. If you would like to create a research-based dance history curriculum thesis project, you will read in the Lihs book. If you would like to work with a research-based interdisciplinary teaching strategy, you will read the Zakkai book. And if you would like to do a qualitative dance education research project, you will read in the Hatch book.

Paper:
1. In each case, carefully examine the text you have selected and read chapters and sections that you think would help you design your final thesis project.

2. Then, answer the following questions in a 2-3 page paper posted in the Course Materials section for Week Twelve on Blackboard.
   a. What sections of your selected text did you read?
   b. How did the sections you read help you come up with questions or ideas that you would like to explore in your thesis project?
   c. What projects did you come up with? Describe at least three projects here.
   d. For what student population is your project or research designed?

3. Be sure to include any references you used in the MLA format.

Week Thirteen: Developing a Discipline-Based Research Project II. You will continue to read in the text you selected for your reading in week twelve. Thus, you will read sections in your selected text that help you develop your potential thesis project in greater depth.

Assignment:
1. After you have done your reading, create an outline of the following items in steps you will take to pursue your possible thesis project to completion. You will outline these steps in the Course Materials section of Blackboard for Week Thirteen.
2. Please address the following points in your outline:
   a. Narrow your project or research question to one project or question you would like to explore in your thesis.
   b. Describe in greater depth the population for which your thesis project or thesis research is designed.
   c. Describe the steps you would pursue in completing your thesis project.

Discussion Board:
3. In addition, post a synopsis to the above questions in Forum Thirteen-Week 13 on the Discussion Board on Blackboard.
4. Then, read through the answers posted by others in your class.
5. After you have read all the posts on the Discussion Board for this week’s lesson, select the two that involve a project or research question that is similar to yours and ask 2-3 questions that you need to ask of this person in order to help them clarify their goals for their project or research.

Week Fourteen: MA Thesis Reading Assignment. Locate a Master’s Thesis in Dance or Dance Education and review it according to the following questions. (Please limit your paper to 5-7 pages.) This paper is to be posted on the Course Materials section of Week Fourteen on Blackboard.

Paper:
1. Identify the arguable opinion (thesis) that the thesis writer sets out to prove.
2. How is the argument structured to prove the thesis? What are the strong points of the thesis?
3. What are its weak points?
4. Is the presentation lively and interesting?
5. What kind of sources does the writer cite?
6. Are you persuaded in the end?
7. What did you learn?
8. How is the first chapter organized?
9. What seems to be its purpose?
10. How is the conclusion organized?
11. Does the writer suggest future directions for study?
12. Describe the “method” of the thesis, drawing on the following list of terms (as many as you deem necessary): postpositivist, scientific, historical, descriptive, analytical, interpretive, quantitative, qualitative and theoretical.

Week Fifteen: Protocol Assignment. The protocol assignment consists of written and found materials/sources that will assist you in developing your final thesis. The protocol assignment is intended to help you begin written work on a fully realized dance concert, dance curriculum or qualitative dance research project. You should include at least three sources you have discovered in this assignment. This 3-5 page paper should contain the following:

Paper:
1. Background information such as:
   a. A biography and history of the author if possible
   b. Author’s comments on the production or curriculum or research project if available
   c. Information about events within the world of the author or researcher that can further shed light on the production, curriculum or research project
2. A production history or the steps involved in creating the curriculum or steps involved in the qualitative research project such as:
   a. What is the time frame or other reasons for developing the project in the way it was developed?
   b. Outline of the steps used to create and develop the production, curriculum or research project about which you have read.
   c. Include other details that help in understanding the development of the production, curriculum or research project you investigated
3. Respond to and reflect on the materials you have discovered and read by answering the following questions.
   a. What were your first responses to or impressions of the materials you read?
   b. What pluses did you see in the production, curriculum or research project about which you read?
   c. What minuses did you discover in the production, curriculum or research project about which you read?
   d. How would you change the production, curriculum or research project about which you have read?
4. Include additional materials that reflect the world in which the dance concert, dance curriculum, or qualitative research was developed.
5. The answers to the above question are to be submitted in outline form in the Course Materials section for Week Fifteen on Blackboard. Your professor will respond to your outline so that you can develop it in a more detailed paper during the last week of the semester. Any materials you used to develop this outline must be cited using the MLA format.

Finals Week Sixteen: Continuation of Protocol Assignment.

Paper:
1. Using the paper from Week 15, write a comprehensive 5-7 page paper incorporating the following:
2. In your paper, take your professor’s comments and response to your outline into consideration. In other words, how would you revise your responses made during week fifteen of this class in relation to your professor’s suggestions? Be sure to cite any
references to the articles in MLA format at the end of your paper and post the paper in the Course Materials section of Week Sixteen on Blackboard.

**Evaluation Procedures:** There will be a specific number of points allotted for each week’s assignment. A running total of points earned each week will be posted on the Grade Center in Blackboard.

**Method of Evaluation:**

letter grade:
A=270-300 points
B=240-269 points
C=210-239 points
D=180-209 points
F=179 and under

Plus and minus letter grades are available at teacher discretion.

Rubrics are available for each of the three types of assignments listed below. You may view them on blackboard

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<th>Discussion Board Posts</th>
<th>Every week except weeks: (3, 4, 12, 14, 15, 16)</th>
<th>5 points each</th>
<th>10 total posts</th>
<th>50 points possible 17% of final grade</th>
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<td>Papers</td>
<td>Weeks 8, 10, 11, 12, 14, 16</td>
<td>25 points each</td>
<td>6 papers</td>
<td>150 points possible 50% of the final grade</td>
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<td>Assignments (anything other than discussion board posts or papers)</td>
<td>Week 1- Depth of Knowledge</td>
<td>10 points each</td>
<td>10 Assignments</td>
<td>100 points possible 33% of the final grade</td>
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300 points possible
Student Code of Conduct
All students are expected to adhere to the University’s Student Code of Conduct, designed to promote a safe and respectful learning environment. For more information about your rights and responsibilities as a UNC student see http://www.unco.edu/dss/UNChonorCode.html.

Academic Integrity: Plagiarism / Consequences
It is expected that members of this class will observe strict policies of academic honesty and will be respectful of each other. Any instances in which cheating, including plagiarism and unauthorized use of copyrighted materials, computer accounts, or someone else’s work is determined, will be referred to Student Services and will be investigated to its full extent. Consider providing a definition of plagiarism and examples if desired or referring students to: http://www.unco.edu/english/wcenter/academicintegrityindex.html.

Students with Disabilities
Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Sexual Misconduct/Title IX Statement
The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040).
If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

Equity and Inclusion Statement
The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at http://www.unco.edu/biasresponse/.

Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the
classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**UNC Policies**: UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website, Student Handbook link [http://www.unco.edu/dos/handbook/index.html](http://www.unco.edu/dos/handbook/index.html)

**Evaluating Colorado Teachers Standards** (August 2012)

**Quality Standard I**: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

**Quality Standard II**: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

**Quality Standard III**: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

**Quality Standard IV**: Teachers reflect on their practice.

**Quality Standard V**: Teachers demonstrate leadership.

**Colorado Academic Standards for Dance**

**Standard Grade Level Expectations:**

The content of this class satisfies the following Colorado Dance Standard:

**Standard 4: Reflect, Connect, and Respond**

- Use criticism and analysis to reflect upon and understand new works, reconstructions, and masterpieces.
- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion.
- Discover the connections of dance to a variety of human endeavors.
- Discover connections to academic content areas, social activities, mass media, and careers.

and the following **Standard Grade Level Expectations:**

**High School – Extended Pathway**

- Apply critical analysis to new dance works, reconstructions, and masterpieces.
- Articulate connections to dance.

**High School – Fundamental Pathway**
• Respond to, reflect upon, and analyze new dance works, reconstructions, and masterpieces.
• Articulate connections to dance.

**Eighth Grade**
• Communicate choreography through written, oral, and practical applications.
• Formal critiques and analysis demonstrate an understanding of dance-making.

**Seventh Grade**
• Formal analysis and critique protocols.

**Sixth Grade**
• Critical analysis of dance works requires specific criteria and documentation.

**Fifth Grade**
• Analyze and evaluate dance works.
• Use basic dance vocabulary to analyze dance works.

**Fourth Grade**
• Compare and contrast the work of well-known choreographers.
• Evaluate the functions of dance training and rehearsal as they contribute to a performance.

**Third Grade**
• Research the life and work of a well-known choreographer.
• Describe the use of dance elements in choreography.

**Second Grade**
• Compare and contrast different dance styles and world dance forms.
• Describe the feeling that is communicated through various dances.

**First Grade**
• Respond to different dance styles using basic stylistic vocabulary.

**Kindergarten**
• Observe different dance styles, and describe one movement you remember.
• Use knowledge of cultural and historical dance forms to translate into performance.

**The National Council for Accreditation of Teacher Education (NCATE) Standards**

**Standard 1: Candidate Knowledge, Skills, and Professional Dispositions**
Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

**Standard 2: Assessment System and Unit Evaluation**
The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

**Standard 3: Field Experiences and Clinical Practice**
The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

**Standard 4: Diversity**
The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

**Standard 5: Faculty Qualifications, Performance, and Development**
Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

**Standard 6: Unit Governance and Resources**
The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.