DNCE 560: Dance Movement Skills (Modern & Jazz) & Pedagogical Approaches, (3 credits)

Professor: guest instructor

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

Required Texts and/or Required Reading List:

2. Selected articles from the *Journal of Dance Education*.

Recommended Text:


Course Description: Class involves the study of the technique and performance qualities of Modern and Jazz Dance. The focus is on an in-depth discovery of the methods of pedagogy for dance technique classes.

Course Requirements:

1. Wear dance attire that shows the contour of the body. Leotards and tights or unitards are recommended, but sweat pants and t-shirts that fit snugly are acceptable. (It is highly recommended that men wear a dance belt.)
2. Jazz shoes are recommended for the jazz dance portion of the class. Either soft soled or sneaker type jazz shoes are acceptable. During the modern dance portion of the class we will dance barefoot. Foot undies are acceptable.
3. Long hair should be tied back.
4. Do not wear bulky or dangling jewelry.
5. No food, drink or gum chewing is permitted in the dance studios. A tightly capped water bottle is acceptable.

Course Objectives:

1. To advance technical movement skills in the areas of modern and jazz dance.
   a. Improvement of perception—includes eye to muscle coordination with focus on perceiving the essence of movements demonstrated.
   b. Honing of movement performance—energy, dynamics, focus, accents, character influences, eye contact & breath.
   c. Increased awareness of space—movement direction, size, level & floor pattern accuracy
   d. Development of rhythmic sense & accuracy
   e. Development of motor abilities, coordination & movement memory
   f. Building of strength & flexibility
   g. Increased awareness of correct placement & body alignment
2. To encourage personal enjoyment of moving & dancing
3. To increase understanding of dance as an art form
4. To understand & utilize technically-based and anatomically correct warm-ups for the purpose of:
a. Taking dance technique class  
b. Rehearsals  
5. To develop technically-based and anatomically correct warm-ups for:  
a. Typical jazz & modern dance classes  
b. Jazz isolations  
c. Across the floor combinations  
   • Turns  
   • Leaps  
   • Traditional steps  
6. To create a repertoire of teaching combinations & choreography for:  
a. Jazz dance class  
b. Modern dance class  
7. To increase knowledge of pedagogical instructional methods for jazz & modern dance  
a. Applying best practices for teaching dance warm-up  
b. Using best practices for teaching dance movement combinations  
c. Applying best practices for conducting class cool-down  
8. To develop a pedagogically sound teaching philosophy for technique classes  
9. To encourage an appreciation of dance professionals who influenced the jazz & modern dance genres.  
10. To become acquainted with and combine state dance standards with educational practice  

Outline of Course Content:  

1. Reading text  
2. Reading articles connected with course content  
3. Improving movement skills or technical abilities in jazz & modern dance  
4. Increasing enjoyment of dancing  
5. Understanding dance (jazz & modern) as an art form  
6. Developing warm-up exercises for jazz & modern dance classes  
7. Creating a repertoire of jazz & modern dance combinations  
8. Becoming familiar with various pedagogical instructional methods  
9. Understanding the anatomically correct method for teaching jazz & modern dance movements  
10. Becoming familiar with professionals who have contributed to the development of jazz & modern dance  
11. Connecting with one’s state dance standards & using them to guide lesson design  
12. Designing jazz & modern dance lessons & curricula or units  

Day One:  

1. Read chapters 1-3 in Teaching Dance: The Spectrum of Styles before the first day of class.  
2. Jazz Dance technique class.  
3. Course overview of syllabus  
4. Jazz Dance repertoire class—learning movements from jazz dance choreography.  
5. Discuss reading on pedagogical approaches to teaching dance.  
6. Anatomy overview
7. Student groups create movements for inclusion in a jazz dance class
   a. Original jazz dance warm-up
   b. Original jazz dance across the floor combination

8. Assignment for Tuesday
   a. Groups continue working on warm-up & across the floor combination
   b. Read chapter 4 in Teaching Dance: The Spectrum of Styles
   c. Read the following articles:
      • Andrzejewski, Carey E. “Toward a Model of Holistic Dance Teacher Education.”
      • Warburton, Edward C. “Beyond Steps: The Need for Pedagogical Knowledge in Dance.”
      • Nemecek, Sarah M. & Steven J. Chatfield. “Teaching & Technique in Dance Medicine &
        Science: A Descriptive Study with Implications for Dance Educators.” Journal of Dance

9. Time to work in class

Day Two:

1. One group of students lead jazz dance warm-up
2. Reflect on & discuss warm-up
3. Jazz dance technique class
4. Reflect on & discuss reading in text
5. Student group presents their across the floor jazz dance combination
6. Reflect on & discuss combination presented by other students
7. Jazz dance repertoire class
8. Reflect on & discuss assigned articles
9. Second group of students leads afternoon warm-ups
10. Second group of students presents their across the floor jazz dance combination
11. Reflection & discussion of warm-up & across the floor combination

12. Assignment for Wednesday
   a. Pairs of students prepare another jazz dance combination to teach in Wednesday’s class
   b. Students each write a paper on the process used to create a dance warm-up. Paper should
      include:
      • Why & how the warm-up is used
      • What role the warm-up would play in your particular teaching situation
      • How would you vary a traditional warm-up to suit a variety of teaching situations,
        lessons or units?
      • In what way does the text for this class connect ideas for warm-ups for practical use?

13. Time to work in class

Day Three:

1. Warm-up
2. Student pairs present their jazz dance combinations
3. Reflection & discussion of jazz dance combinations
4. Participation in modern dance class
5. Discussion of modern dance class in terms of:
   a. Basic movement principles
   b. Teaching techniques
   c. Other teaching aids & strategies
6. Presentation on different modern dance technical styles (Limon, Graham, Cunningham, Horton, etc.)
   a. Students experience movements from some of the modern dance technical styles
   b. Students view videos of various modern dance technical styles
   c. Students compare aspects of various modern dance technical styles
7. Discovering anatomy through modern dance
   a. Increasing awareness of specific body parts using modern dance exercises
   b. Discussion of anatomically safe practices
8. Making connections with state dance standards
   a. A perusal of dance standards dealing with teaching movement skills
   b. Comparing dance standards from different states
   c. Comparing evidence outcomes designed for students in different age groups
9. Assignment for Thursday
   a. Read the following articles:
   b. In addition, student groups develop a one minute modern dance combination based on the following criteria:
      • Combination should be based on a movement skills standard from your home state.
      • Create a second version of this same modern combination that reflects possible differentiation of students in terms of their abilities in a class.
      • Design three essential questions connected to your group’s combination that would help students understand correct performance.
10. Time to work in class

**Day Four:**

1. Instructor led warm-up
2. Participation in modern dance class taught by instructor
3. Reflection on & discussion of reading
4. Student group teaches one minute modern dance combination
5. Reflection & discussion
6. Discussion of how modern dance combinations created by students relate to the dance standards of the different states
7. Another student group teaches one minute modern dance combination
8. Reflection & discussion
9. Another student group teaches one minute modern dance combination
10. Reflection & discussion
11. Discussion of final project—the creation of a curriculum or unit on teaching jazz or modern dance movement skills
   a. Outline for final project
      • Groups create a short original curriculum or unit based on modern or jazz dance.
      • Include what is to be taught on a daily & weekly basis in your unit.
      • Explain how each element of your unit will come to be understood by your students.
      • Connect your unit to one state’s dance standards.
      • Connect the content of your unit to specific details from dance history, pedagogical approaches, assessment techniques & culminating activities.
      • Be prepared to teach one class on the final day of class that is part of your unit.
      • Have copies of your unit for the others in your class.

   b. Time for questions on final project

12. Assignment for Friday
   a. Student groups design an entire modern dance lesson
   b. Student groups begin work on final project
   c. Read chapters five, eight & nine in *Teaching Dance: The Spectrum of Styles*

13. Time to work in class

Day Five:

1. Warm-up
2. One student group presents their entire modern dance lesson
3. Reflection & discussion
4. Reflect on & discuss the reading
5. Second group presents their entire modern dance lesson
6. Reflection & discussion
7. Assessing dance movement skills
   a. Some possible components in dance movement skills assessment
   b. Discussion of age appropriate assessments
   c. Groups consider components that would be on an assessment sheet
   d. Groups share their assessment sheet ideas
8. Third student group presents their entire modern dance lesson
9. Reflection & discussion
10. Teaching improvisation
    a. How to teach improvisation
    b. The role of improvisation in dance education
11. Class participates in teacher led improvisation which is video taped
    a. Class watches video of improvisation experience
    b. Reflect & discuss
12. Student groups have time to work on their final project

Day Six: (half day only)

1. Student groups continue to refine their final projects
2. Each student group presents a lesson from their final project
3. Reflection & discussion of each group’s lesson presentation
4. Student groups share their curriculum or unit design

**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.

**Evaluation & Grading:** letter grade

1. Movement participation—20%
2. Class presentations—30%
3. Class discussions/reflections—20%
4. Written work—30%

**Disability Support Services:** 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.

**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

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

Standard 1: Movement, Technique, and Performance

- Understand that dance performance requires technical competency.
- Demonstrate competence and confidence in performing a variety of dance styles and genres.
- Demonstrate awareness of fitness, wellness, and the body’s potential for movement.
- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance and verbal discussion.

Standard Grade Level Expectations:

High School – Extended Pathway

- Display dance movement skills, synthesizing technical proficiency, kinesthetic body awareness, and artistic interpretation. Perform advanced movement with expression and artistry.
- Perform advanced movement with expression and artistry.

High School – Fundamental Pathway

- Demonstrate dance movement skills with technical proficiency and kinesthetic body awareness.
- Anatomical awareness heightens movement potential.
- Perform with expression and artistry.
- Understand the components of the performance process.

Eighth Grade

- Various foundational dance styles (ballet, modern, jazz, tap)
- Articulate correlations among anatomy, kinesiology, and dance movement.
- Develop a proper nutrition regimen for dance.

Seventh Grade

- Demonstrate alignment control during warm-up and locomotor sequences.
- Demonstrate performance skills.
- Demonstrate foundational dance forms (ballet, modern, tap, jazz).
- Demonstrate value of sequence in a warm-up.
- Identify appropriate posture.

Sixth Grade

- Demonstrate movement originating from a strong center.
- Perform basic movement phrases containing choreographic intent.
- Demonstrate skills in foundational dance forms (ballet, modern, tap, jazz).
- Perform a basic dance warm-up.
• Make appropriate nutritional choices for dance performance.

**Fifth Grade**

• Perform basic dance movement/technique.
• Perform a movement phrase, or dance with a variety of intent.

**Fourth Grade**

• Perform dance phrases using dance elements and movement skills.
• Perform dances from at least two different styles or genres.

**Third Grade**

• Perform dance studies with accuracy.
• Move with intent while developing technique.

**Second Grade**

• Perform simple dance studies.
• Explore moods and feelings in performance.

**First Grade**

• Perform movement phrases alone and with others.
• Demonstrate the elements of dance (space, time, and energy).

**Kindergarten**

• Demonstrate simple phrases of movement in time and space.
• Move with intent to music and other stimuli.

**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.

**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

- 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.
- Display, discuss, and demonstrate appropriate etiquette at a dance performance.

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.