UNIVERSITY OF NORTHERN COLORADO  
College of Performing & Visual Arts  

DNCE 565: Interdisciplinary Teaching & Advocacy in Dance, (3 credits)  

Professor: Dr. Sandra Cerny Minton, Professor Emeritus, Dance  
Phone: 303-450-6347 Cell: 303-656-0002 E-Mail: sandra.minton@unco.edu  
URL: www.scmdance.com  


Other reading: Rabkin, Nick and Robin Redmond. eds. *Putting the Arts in the Picture: Reframing Education in the 21st Century*. Chicago: Columbia College P. Print. Only a selection from this book will be read. It will be handed out in class along with any other reading.  

Course Description: Class involves learning how to use creative movement and dance to teach non-dance concepts and ideas, including using movement and dance to teach multicultural content. Techniques for dance education advocacy will also be presented along with information about dance and technology.  

Course Objectives:  
1. To examine how selected movement experiences feel kinesthetically on the body level  
2. To analyze observations of movements, dances and other materials presented in class  
3. To analyze and compare movements in terms of the movement elements—space, time & energy  
4. To transform non-dance concepts and ideas from academic disciplines into movements, movement sequences and dances using both literal and abstraction methods  
5. To create movements, movement sequences and dances based on multicultural concepts and ideas.  
6. To analyze how movement communicates nonverbally  
7. To examine the use of movement as a symbol  
8. To create movements, movement sequences and dances based on Laban motif symbols  
9. To work with Laban Efforts  
10. To design movement-based lessons appropriate for age and grade level  
11. To examine the significance of the kinesthetic moving body in the academic learning process through reading about and working with the following topics:  
    a. Theories that help explain the movement/body basis of knowing  
    b. Educational theories  
    c. Neuroscience discoveries  
    d. The new core dance standards  
12. To orally describe and explain answers to discussion questions
13. To examine the relationship between dance and technology
14. To learn about how technology can be used to enhance dance performances
15. To devise both factual and conceptual questions based on lesson content
16. To examine what students can learn from movement-based lessons
17. To understand how to advocate for dance with administrators, teachers, parents and the public
18. To design a dance advocacy proposal for use in the setting(s) where you teach

Outline of Course Content:

1. Day one—Chapters 2, 3 and 7 in *Using Movement to Teach Academics* should have been read prior to coming to class.
   a. Introductions
   b. Summary of class content
   c. Body awareness exploration
   d. Discussion of kinesthetic imagery
   e. Introduction inquiry-based teaching—advocacy
   f. Work with the movement components
   g. Movement and dance analysis exercises
   h. Introduction to core dance standard, creating—advocacy
   i. Literal movement transformations (science, math & language arts)
   j. Connect kinesthetic sense to movement components

2. Day two
   a. Brain Dance
   b. Learning theories discussion & analysis—advocacy
   c. Classroom atmosphere & creative work
   d. More literal movement transformations
   e. Introduction to abstraction
   f. Exercises using abstraction in movement transformations
   g. Theatre games to stimulate creativity—presented by guest
   h. Analysis of integrated dance lessons (literal or abstraction)
   i. Discussion reading & benefits of dance making—advocacy
   j. Visual arts & dance making—presented by guest
   k. Time to work on Thursday lesson presentation

3. Day three
   a. Mind/body exercise
   b. Discussion of reading—benefits of dance making—advocacy
   c. Dance Standard, responding—advocacy
   d. Dance making exercises—series, text-based, tableau, problem solving, chance dance, ABA, rondo, theme & variations
   e. Orff movement-based presentation, integrating music—presented by guest
4. Day four
   a. Lesson presentations
   b. Work with different types of symbols
   c. Work with Laban motif symbols
   d. Creative work with Laban’s efforts—presented by guest
   e. Creative lesson planning—presented by guest
   f. Discussion more complex integrated arts lessons
   g. Discuss lesson presentations for Saturday
5. Day five
   a. Introduce more complex integrated arts lessons
   b. Learning about factual & conceptual questions
   c. Critical thinking explorations—advocacy
   d. Neuroscience exercises based—advocacy
   e. Introduction to dance & technology
   f. Dance & technology applications—presented by guest
   g. Further discussion of Saturday presentation & time to work
6. Day six (half day)
   a. More complex lesson presentations
   b. Using the Connecting Standard
   c. 21st Century Skills
   d. Discussion of advocacy proposal

**Evaluation Procedures:** There will be a specific number of points allotted for each assignment during the week.

**First presentation:** Your group will present a lesson to the class.

- In this lesson summary your group will present a movement/dance-based lesson to the rest of the class. That is your group will move the rest of the class through your lesson.
- This lesson should include 3-4 nondance concepts or ideas that can be transformed into movement.
- The concepts should be age appropriate.
- The concepts should be from one subject matter area. Be sure to explain each concept.
- Some of the possible movement transformations should be literal and others should be abstractions.
- Describe possible ways the resulting movements could be woven together to create a dance. Identify possible dance types (series, tableau, chance, etc.).
- A written outline of your lesson summary is to be handed in to the professor immediately following your presentation.
• This lesson will be presented during the morning of the fourth class on July 14. This presentation and the accompanying outline are worth a total of 20 points.

**Final presentation:** Your group will present a second more complex integrated arts lesson to the class.

• You will summarize a longer and more complex integrated arts lesson for the class.
• This lesson should follow the format or organization of more complex integrated arts lessons previously described and worked with in this class.
• Include the following in your presentation and outline: 1) the goals or target ideas to be learned in your lesson; 2) the school team of teachers and/or artists to be involved in your lesson; 3) the steps or stages to be achieved along the way in order to accomplish your goals; and 4) two reflection questions your group would use at the end of the project to increase student understanding of content and concepts.
• **This lesson will be presented to the class on Saturday morning, July 16. This presentation and the accompanying outline are worth a total of 20 points.**

Both presentations will be evaluated using the following rubric.

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**Advocacy proposal:** This proposal should include the following:

• School or location where you would use the advocacy proposal.
• Target population(s) at which the advocacy proposal is directed.
• The sequence of components to be included in the proposal.
The advocacy proposal is to be done individually. It is due in hard copy by the middle of the week following the completion of the interdisciplinary class. 20 points

The advocacy proposal will be evaluated using the following rubric.

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**Class participation:** Class participation includes the following:

- Presenting answers to discussion questions.
- Individually answering other questions posed by the professor during class.
- Participating in class experiential movement/arts experiences.

**Class participation is worth another 20 points of your grade.**

**Course Policies:**

- **Attendance is mandatory.** You are expected to attend class and participate in all experiential work and discussions. Learning in this course is dependent on your participation. Experiential work and discussions cannot be made up. If there is a severe emergency in your life, contact me immediately and we will work something out. This class policy is not flexible and you are responsible for any missed work.
- **No late work is accepted.** If you have a personal emergency that prevents you from turning in work on time, you must contact the instructor before the deadline to make other arrangements.
- **Please type any work you hand in if possible.**
- ‘A’ level work has evidence of critical and careful thought and time. **Please proofread all your work.**
- Plagiarism and other forms of cheating are considered academic misconduct and will not be tolerated.
- **Cell phone calls and text messaging will not be permitted in class.** If you are expecting an emergency call, inform the instructor before class and keep your phone on vibrate.
• It is very important for you to do the **required reading before each class**. Coming to class without doing the reading means coming to class **unprepared**.

• **Physical risk:** As part of this class, you will be participating in various movement/dance activities and other types of hands-on activities. Please let the instructor know ahead of time if you have an injury or other reason that you cannot participate in a particular activity. **If you participate, you agree to take on all risks involved and the professor and University are not liable.**

**COURSE EVALUATION:** A total of 80 points are possible in this class.

- 80-70 points = A or A-
- 69-59 points = B+, B or B-
- 58-48 points = C+, C or C-

**DISABILITY STATEMENT:** Students who believe they may need special accommodations in this class are encouraged to contact the Disability Access Center at 970-351-2289 as soon as possible to ensure that accommodations are implemented in a timely fashion.

**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)