Unit Syllabus:

_The Holistic 6DC Pedagogical Model Applied to Literacy in the Course Content_

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**Unit description:** This unit digs deep into the holistic model of educational dance as it is presented in *Teaching Dance as Art in Education.* It also provides insights into the contextual paradigm shift in dance pedagogy that is changing the way dance is approached in Education. The implications affect all teachers of dance, especially in-service dance specialists. The symbiotic relationship between national standards (NCCAS) and the six defining characteristics of educational dance (6DC model) which guide this journey becomes clear. Other points of pedagogical emphasis include student stages of development, the artistic processes, the pivotal role of inquiry, contextualized learning, enduring understanding of mega ideas and the impact of the 6DC model on pedagogy and curriculum. As we learn to teach from a broader context than in the past, we discover why the old teaching models no longer serve dance and how they must expand. As the unit unpacks the conceptual-based model of holistic dance education, it explores avenues to transform present day dance education to make it more effective. This broadened perspective empowers participants to take what they do to the next level.

We investigate key topics: integrated teaching methods that profoundly impact student development; intertwined curricular content, instruction, and assessment; maximized instructional minutes; and the conceptual base required for literacy in dance (often missing from dance instruction). We discover the required vocabularies that transcend style and genre in order to facilitate literacy in all of dance’s artistic processes.

Four cornerstone disciplines integrate in support of pedagogy around the content of this course. The unit alternates between “experiential sessions” and “processing sessions” to support participant growth and facilitate satisfactory completion of graded assignments. Be advised the unit is fast-paced so any absence will jeopardize success.

**Reading:** Required reading is from the text. **Chapters Emphasized:** 1, 4, 5, 6, 13. They provide the contextual understanding to delve further into core content. Come prepared to generate quality discussion about your reading, to actively apply it to classroom experiences, and put the concepts into pedagogical practice.

**Requirements:** Attend all sessions. Prepare outside assignments and readings as foundation for further expansion, as vital to collective understanding, and as basic to completing graded assignments. To fulfill the requirements of the unit, participants write 3 insight papers, create teaching materials, and create holistic lesson outlines around the course content.

**Attendance, In-class Participation:** Attendance and full participation are required. The unit accumulates content and experiences, giving no avenue to remediate missed experiences. Due to its nature, active participation is vital for success. To avoid distraction, cell phones will be turned off and conspicuously absent during class.
Assessment: The assessment plan is an outgrowth of the desired outcomes of the unit’s content and methods. Ongoing assessments are organically embedded into the content and experiences. Authentic assessments are employed to take participant understanding and skills to the next level.

Pre-Course Preparation: Reading Assignments Each Day. In addition, Insight Papers 1 and 2 brought to class the first day 7/25

Participants are to digest two sections of Teaching Dance as Art in Education before the first class meeting with McCutchen (7/25) to absorb the two main philosophical foundations that underpin educational dance (and the unit):

Day 1. The 6DC Model of Educational Dance

Chapter 1 (pp. 3-17)

to internalize the six defining characteristics that guide our pedagogical path (stop before “Arts Education Reform Agenda”)

Student-Centered Learning and Child Development

Chapter 4 (pp. 63-88)
to investigate the four main areas dance pedagogy must persistently advance

- pp. 63-65 for the overview of child-centered learning
- pp. 66-67 Kinesthetic-Motor Development—(also look closely at stages)
- pp. 72-78 Aesthetic-Artistic Development—(also look closely at stages)
- pp. 78-83 Cognitive-Intellectual Development—Bloom, Gardner, Perry, Jenson—(also look closely at levels)
- pp. 87-88 Psychological-Social Development—(also look closely at stages)

Day 2. Cornerstone 1: The Universal Elements and Vocabularies

Chapter 6 (pp. 129-152)

Reading only (no insight paper)

Day 3. Dance Literacy and Fluency (integration)

Chapter 13 (401-406)

Day 4. Final Project Day

Insight paper due which synthesizes unit experiences (see below).

Insight Papers: (Review Criteria at the end of the syllabus.) (No late submissions accepted.)

Three 3-page papers support the unit’s emphasis and outcomes. Papers emerge from the assigned readings and reflecting on the content. Insight papers require time to digest the reading material and form personal insights. Each insight paper prepares participants to successfully make the pedagogical shift to holistic learning. The first two insight papers are due (7/25). Insight papers

- express the main points of the chapter
- reflect on how an effective school-based program incorporates them
- convey the relevance of the points to Education and to student growth

Paper #1 due 7/25 on Chapter 1: “The 6DC Model of Educational Dance and Its Contribution to Holistic Education in Dance”

Paper #2 due 7/25 on Chapter 4: “Student Centered Learning and Its Obligation to Improve Student Development in Four Strategic Areas”

Paper #3 due 7/29 on Chapter 13, (pp. 401-411): “How the Cornerstones’ Artistic Processes Interact for Meaningful Education in Dance”

Grading and Calculation of Unit Grade: Grade is determined by the quality points earned.

1. 3 Insight Papers @ 12 points each = 36 points
2. Quality Points @ 5/day x 3 days-- daily preparation = 15 points
3. Quality Points @ 5/day x 3 days--daily contribution = 15 points
4. Quality of Pedagogical Tools Created = 14 points
5. Use of 8SP in Lesson Planning (Final Project) = 20 points

Total points = 100 points

The grading system is an absolute standard based on the number of points earned out of the possible 100 points. The minimum points required for each grade: A= 94; B+ = 92; B = 86; C+ = 84; C = 78; (no D+); D = 71

[[A=100-93, B=86-93, C=78-85, D= 71-77, F=70 or lower]]
Unit Outline (693):

1. MONDAY (parts of Chapters 1, 4, 5)
   - Introduction to the Holistic 6DC Pedagogical Model: The overarching role of the 6 defining characteristics of dance education
   - Peer Review of Insight Papers #1 and #2
   - The impact of student-centered learning and child development, especially stages and levels
   - Investigating the four developmental areas and how they integrate to teach the "whole child"
   - How the 6 DC model plays out in relation to content, instruction, and assessment (Ch. 5)
   - The pivotal role of inquiry
   - The Cornerstone Disciplines and their respective artistic processes (NCCAS)
   - Experiential Session: Demonstration lesson on how to activate the 6DC’s in a student-centered classroom
   - Facilitated discussion to deconstruct the demo lesson pedagogically
     → Leave with a homework assignment related to the Dance Elements: familiarize yourself with Chapter 6, pages 129-152 to prepare for tomorrow’s class.

2. TUESDAY (Chapter 6 and parts of Chapters 12)
   - Investigating the Big Ideas of skills and techniques
   - Viewing UBD priorities for Enduring Understanding (a game changer)
   - The Dance Elements as universal movement language for dance literacy
   - The holistic framework for teaching “Dancing and Performing” (Ch 6)
   - Determining the main areas of technique development
   - Enhancing somatic awareness and body integration
   - Applying dance styles and stylistic terminology
   - Partner Work: Identifying the main technique areas served by the dance styles of this course
   - Topic for final project set. (Randomly drawn among the dance styles presented in 693.)
   - → Two homework assignments for next class
     o Draft a list of elements, techniques, and stylistic priorities to teach in the selected style to use Thursday in your Final Project
     o Bring one performance sample of the assigned style (or accessible link for class use)

3. THURSDAY (aspects of Chapters 12 and 13)
   - Identifying the Big Ideas of the artistic process: performing
   - Part 1 Final Project: Creating Tools To Clarify The Big Ideas Around Dance Skills and Techniques
   - Dance literacy and fluency
   - Holistically integrating the artistic processes from the cornerstone disciplines (Ch. 13)
   - How the Eight-Step Plan’s (8SP and 5SP) delivers an organic, holistic 6DC model
   - Work on Part 2 Final Project: Creating 8SP/5SP lessons which utilize the tools in Part 1 above
   - New Teaching Tools Around One Assigned Style (from the Course)
   - Part 3 Final Project: Presenting your newly created lessons to the cohort for feedback and insights for refinement
     → Homework assignment: Reading and Insight Paper on the interaction of artistic processes

4. FRIDAY
   - Peer review of insight paper #3
   - Part 4: Discussion, review of the unit, reflection on the paradigm shift and its value to education
     → Provide copies of your lesson outlines and catalysts so everyone has teaching materials on the styles featured in the course.
Dance 693 Final Project (20 points total)

Part 1. Creation of Pedagogical Catalysts (6 pts)
Participants are guided as a group during class to create conceptual teaching materials based on the course content in Dance 693. Materials will emphasize key movement aspects and stylistic attributes of each dance style. (Incorporate what was learned in Dance 570 about safe use and care of the body, somatic awareness, and body integration in order to promote sound technique development across styles.)

Part 2. Creation of MS Lesson Outlines Using the 8SP/5SP (10 pts) (Thursday, Session 2)
Each duo designs 3 sequential lesson outlines on one designated dance style. Lesson outlines employ Part 1’s catalysts to facilitate conceptual understanding of technique and of the style assigned. Lessons use an integrated 8-Step Plan (8SP) or 5-Step Plan (5SP). They synthesize experiences and information acquired in Dance 693 and incorporate the holistic 6DC model. Big Ideas are present in each lesson that promotes enduring understanding about one or more of dance’s artistic processes. Use of one video sample creates the context for the lessons. The dance elements are vital to the learning context and to increase literacy and enduring understanding. Lessons emphasize the first two UBD “Priorities” (bull’s eye ring).

Part 3. Informal Presentation of the Lesson Concepts and Catalysts (4 pts)
Thursday, Session 3: Present to the cohort and receive feedback.
Friday, Session 1: Process the experience of designing and refining integrated lessons:
- How did the content catalysts advance conceptual understanding and retention of dance’s big ideas (cognitive development)?
- How did the content catalysts advance artistic growth (cognitive, artistic, and/or kinesthetic development)?
- How did the content catalysts increase psychosocial development?
- Which of the six defining characteristics were the strongest in your lesson designs? The weakest? How would you amend to strengthen?
- How would you incorporate Day 1’s critiquing lesson demo into this unit to advance the elements and vocabulary for technique development?
- Offer insights and connections made about holistic learning in dance.

The professor reserves the right to make changes in the syllabus or pace the schedule as needed.
Colorado dance standards compared to NCCAS are found at:
http://www.cde.state.co.us/coarts/coloradoandnationalartsstandards
Criteria for Reviewing Insight Papers (3 page papers):
Criteria provided to guide the writer and the reviewer, not to use as an outline.

1. **Chapter 1: “The 6DC Model of Educational Dance and How It Promotes a Holistic Approach to Dance Education”**
   a. 1- Describes dance education from an arts education perspective.
   b. 1- Defines what is meant by “K-12 Educational Dance.”
   c. 1- Identifies the six defining characteristics (6DC).
   d. 2- Defines each of the six characteristics (6DC).
   e. 2- Defines each of the six characteristics enhances and impacts educational dance.
   f. 1- Synopsizes how “educational dance” differs from other teaching models.
   g. 2- Shares insights about the potential interaction between the six defining characteristics (6DC) to enhance each other.
   h. 2- Shares insights on how some or all of the six characteristics could strengthen your own teaching.

2. **Chapter 4: “Student Centered Learning and Its Obligation to Improve Student Development in Four Areas”** (This paper emphasizes “stages” more than “ages.”)
   a. 1- Explains the meaning of a “balanced curriculum.”
   b. 1- Identifies four child development areas an education in dance must improve.
   c. 2- Expresses the importance of each developmental area to the education of the whole child.
   d. 2- Clarifies the five-scale continuums for development which aid teacher planning and assessment.
   e. 1- Explains the role of the 6DC holistic model in the student developmental areas.
   f. 2- Identifies why teachers must focus on the child’s “age” and “stage of development” to plan effective student-centered instruction.
   g. 1- Explains why teachers are necessary to a child’s Artistic Development.
   h. 2- Concludes with own insights about child development and the role of the teacher in advancing all areas.

3. **Chapter 13: “How the Cornerstones’ Artistic Processes Interact for Meaningful Education in Dance”**
   a. 2- Distinguishes between literacy and fluency.
   b. 2- Clarifies how the artistic processes interact with each.
   c. 2- Explains points of entry and points of emphasis and their importance.
   d. 2- Explains the Eight-Step Plan (8SP) and how it operates.
   e. 1- Explains what happens before and after the 8SP.
   f. 1- Explains the circumstances in which a 5SP is also appropriate.
   g. 2- Shares insights into holistic lesson planning and its impact on student learning.