DNCE 160- CREATIVE DANCE FOR CHILDREN
Spring 2013, 3 Units
Prof. Lorelei Bayne
Office-SHS 110
Office Phone- 916-278-7721
Shasta 132 Dance Studio

CATALOG DESCRIPTION
Exploration of creative dance as it applies to young children (and adaptable for other populations); including exploration of non-locomotor and locomotor movement patterns through problem solving and guided discovery techniques.

Prerequisites - Upper division standing

Everyone possesses a degree of creativity-a unique gift used for self-expression. -Marcia L. Lloyd

COURSE DESCRIPTION/ COURSE GOALS
The goals of this course are designed to emphasize creative expression and its relationship to the aesthetic development of students of all ages. This course integrates applicable movement experiences and pertinent research materials—all in an effort to understand some of the many ways to relate dance and creative inventiveness with students in “learning” environments.

Students will be introduced to the field of creative movement and how it works in the world of teaching. Embedded in this process are the following: movement exploration; lesson planning; practice teaching; reflection, revision, and feedback. This works toward actual teaching in the community. Attention will be paid to the development of skills applicable to varying settings and populations. Students will gain knowledge and expertise in teaching through observations, class discussions, journal-keeping and practical experiences. Self-evaluation and peer evaluation will provide on-going feedback. This course will explore how creative movement/dance is used in the community and school systems, the latter fundamentally tied to the Content Standards for California Public Schools. This course offers the opportunity for students to discover the role of dance in education and to gain valuable hands-on teaching experience.

REQUIRED TEXT/READINGS
Course Reader (CR): Available at Simply Brilliant Press, 925 Howe Ave. –Near Panera Bread, 916-641-5535
Visual and Performing Arts Content Standards for California Public Schools: Dance
Available for download in Text or PDF format at-http://www.cde.ca.gov/be/st/ss/damain.asp
Additional Handouts provided

LEARNING OUTCOMES
With successful completion of this course, students will be able to:

• Analyze and compare the principles of creative dance/movement through discussion, research, observation and participation.
• Articulate, define and explain teaching and learning goals.
• Create, design and implement creative dance/movement classes.
• Observe and constructively assess creative dance/movement classes and instructors.
• Analyze and identify an advocacy position and articulate and illuminate that position.

COURSE REQUIREMENTS/GRADING SYSTEM
1. In class Performance/Attitude/ Participation and Feedback: (100 points) Students will be crucial in the feedback process. They will be graded on feedback as well as overall participation, attitude, dynamic physical involvement in movement experiences and written assignments, informed effort in class discussions and on being a vital member of the class community. In class performance is based on the student’s ability relative to an absolute standard of excellence. This standard is reflected by class attendance and concentration in class, prompt completion of all assignments, ability to assimilate suggestions, willingness to try new things, and intellectual curiosity. Over
2. **Lesson Plans**: (50 Points) each teaching/lesson will necessitate a clear, comprehensive lesson plan. Lesson plans will be developed throughout the semester. *Copies of all lesson plans must be distributed (via email) to the entire class.* See Sample Lesson Plan Format. Further details on lesson plan requirements will be distributed throughout the semester.

   - **Lesson Plan #1**: Creative Movement – 25 pts.
   - **Lesson Plan #2**: Creative Movement & Curriculum – 25 pts.

3. **Experiential Teaching Assignments**: (100 Points) each student will engage in the teaching of two creative dance lessons. The first two lessons will be taught on fellow students in the class and will serve to prepare students for the largest and final lesson. (The “final community project” lesson (entire lesson) will be taught to students in the public schools/community. Details on each of the teaching assignments will be distributed throughout the semester.)

   - **Teaching #1**: Creative Movement -50 pts.
   - **Teaching #2**: Creative Movement & Curriculum -50 pts.

4. **Advocacy Project** - (100 Points) Students will identify an advocacy position and construct a brief annotated bibliography or article that illuminates their chosen position. Project Guidelines will be distributed. Students must utilize all relevant aspects of the course reading and their research in order to support opinions and arguments.

5. **Resource Binder** (90 pts. 45 mid term, 45 final) Students will compile a 3-ring binder resource to be evaluated at mid-term and at the end of the semester, of all lesson plans, notes on each class meeting, personal notes on education, assignments, handouts, CA Dance Content Standards, etc.

6. **Final Community Project** (100 pts.) Students will go into public school in pairs, to teach 3 creative dance lessons. Students will develop one of their previous lesson plans for this project. The lessons will be videotaped. Oral presentation and final written reflection included. Guidelines provided.

7. **Live Dance Concert Attendance**- (60 points) –attach ticket stub with one paragraph impression of performance, use 3rd person-relate to class material.

8. **Rigorous Attendance Policy**: Three absences allowed. Every absence thereafter will result in a deduction of 55 points off the total grade. Three lateness’s and/or early departures equal 1 absence.

### COURSE EVALUATION/ASSESSMENT

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>In class Assignments/Participation</td>
<td>100</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>50 (25 + 25)</td>
</tr>
<tr>
<td>Experiential Teachings</td>
<td>100 (50+50)</td>
</tr>
<tr>
<td>Advocacy Project</td>
<td>100 (50 + 50)</td>
</tr>
<tr>
<td>Resource Binder</td>
<td>90 (45 +45)</td>
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<tr>
<td>3 Concert Attendance</td>
<td>60 (20 +20+20)</td>
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<tr>
<td>Final Community Project</td>
<td>150</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>650 points</strong></td>
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<th>Grade</th>
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<tbody>
<tr>
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<td>613-650</td>
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<tr>
<td>A-</td>
<td>591-612</td>
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<td>569-590</td>
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<td>B</td>
<td>546-568</td>
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<td>390-411</td>
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*Supplemental readings s will be provided. Video will be used in class occasionally.

*Please feel free to make an appointment with instructor for any questions or concerns you may have regarding this course and its requirements at any time during the semester.

***Student Tutorial on how not to plagiarize: [http://library.csus.edu/content2.asp?pageID=353](http://library.csus.edu/content2.asp?pageID=353), There is a ZERO TOLERANCE Policy for Plagiarism. ***If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with me after class or during my office hours early in the semester.
(Heading)

- Date
- TEACHER NAME
- Number of Participants
- Space Needed and/or Available
- Materials Needed
- Target Age
- Time Limit/Needs

Unit Title:

Lesson Title:

Lesson Objectives:

Focus Questions:

(Progression of Activities)
All activities must be clearly described so that anyone reading the lesson plan would be able to conduct the lesson. Activities must include a listing of each Content Standard for Dance that is addressed in the lesson. Include the Standard number and full description. Include all other Content Standards as they apply.

- Hook
- •Warm-Ups
- •Movement Exploration Activities
- •Gathering Activity
- •Relaxation
  (• Include Variations and Trouble Shooting Suggestions for each)
- Discussion/Reflection
## DNCE 160: CREATIVE DANCE, Spring 2013  
### TENTATIVE WEEKLY OUTLINE  
(Flexible depending on class needs)  
Visitations to Area Public Schools - TBA

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Tues., Jan. 29</td>
<td>Course introduction, Handout: “Toward a definition of Dance Education”</td>
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</table>
| Thurs., Jan. 31 | **What is creative movement/dance? Content Standards – Part 1.**  
Video: What does creative movement look like? • CA Reading: Dance Content Standards |
| Tues., Feb. 5  | **What is creative movement/dance? Dancing**  
Video, Con’t.: What does creative movement look like? Reading: CA Dance Content Standards |
| Thurs. Feb. 7  | Movement Exploration: *Warm up & The Body*  
Video Brain Dance  
Reading: Chapter 1 Lloyd, “First Steps” |
| Tues. Feb. 12 | Movement Exploration  
Video - Teaching Creative Dance  
| Thurs. Feb. 14 | Movement Exploration: *Time & Space*  
| Tues. Feb. 19  | Movement Exploration: *Force*  
(Ailey Legacy Feb. 21-23) |
| Thurs. Feb. 21 | • Lesson Plans – Part I |
| Tues. Feb. 26  | • Master Class-Sunny Mitchell-Due: Teaching/Lesson Plan #1 |
| Thurs. Feb. 28 | Due: Teaching/Lesson Plan #1.  
(S/BAD Opens till Mar. 10) |
| Tues. Mar. 5  | • Creative Movement in the Curriculum; Content Standards – Part 2  
Handout—“Schools Integrate Dance into Core Academics” |
| Thurs. Mar. 7  | Creative Movement meets Language Arts.  
| Tues. March 12 and Thurs. Mar. 14-Work days-Instructor away at ACDFA | |
| Tues. March 19 | Creative Movement meets Math & Science |
| Thurs. March 21 | Creative Movement meets Social Sciences |
| Tues. March 26 & Thurs. March 28- SPRING BREAK | (HATCH at the Crocker Museum March 28) |
| Thurs. April 4 | Due: Advocacy Project |
| Tues. April 9  | • Due: Teaching/Lesson Plan #2. • Due: Site for Teaching #3 |
| Thurs. April 11 | Due: Teaching/Lesson Plan #2  
Teaching #2/Discussion and Feedback. •  
(UNITE at Crocker Museum, April 11, 5-9p) |
Tues. April 16. Due: Teaching/Lesson Plan #2 Teaching #2/Discussion and Feedback. •

Thurs. April 18 Preparation for Final Project

Tues. April 23 Preparation for Final Project

Thurs. April 25 • Preparation for Final Project

Tues. April 30 –TBA- Due: Final Project Proposals

Thurs. May 2 TBA -No class, field work (Instructor Available for Assistance)

Tues. May 7- TBA-No class, field work (Instructor Available for Assistance)

Thurs. May 9 • No class, field work (Instructor Available for Assistance)

Tues. May 14 •Due: Teaching #3 Oral Presentation, Video & Lesson Plan

Thurs. May 16 •Due: Teaching #3 Oral Presentation, Video & Lesson Plan

Tues. May 21. -FINAL EXAM PERIOD- 10:15am-12:15pm
•Due: Teaching #3 Oral Presentation, Video & Lesson Plans, Final Reflection/ Discussion

Etiquette for Dance Classes-
In class performance/attitude is based on the dancer’s ability relative to an absolute standard of excellence. This standard is reflected by quality of presence in class and class attendance, ability to assimilate corrections, individual growth, professionalism, and willingness to take personal risks.

Treat instructor, yourself and fellow classmates with respect to maintain a positive and productive environment. Disrespectful behavior includes-Cell phone usage, Text messaging, Computer use, Talking while another individual is speaking, Sleeping, Eating, Arriving late or leaving early and excessive chattiness. Any of these may be cause for early dismissal from class at the discretion of the professor. Upon repetition of disrespectful behavior, it will be suggested that you drop the course.
- Do not chew gum.
- Turn off or Silence cell phones.
- Bring bottled water, and drink as you need. Adequate hydration is key to good health and good dancing.
- Ask questions when you have them and remember you learn as much from listening, watching, and doing, as you do from asking questions.
- Maintain a healthy, positive attitude and respect the classroom and learning processes.
- Let the instructor know if you need to leave the studio for any reason.

Required Attire/ Dress Code: Student will do an observation of class if dressed inappropriately
- Bare feet for modern, slippers for ballet, jazz footwear determined by instructor; black leotard of your choice for women, white or black t-shirts for men, black stretch bottoms (workout or dance attire), no street attire, no jeans. Warm-ups-sweat shirts, etc., may be worn for the first 15 minutes of class. No visible “logos” on black tops or bottoms.
- Hair pulled back and secured.
- No extra-baggy clothing, hats, no chunky or obtrusive jewelry.

GUIDELINES FOR USE OF DANCE STUDIO SPACES
Our SLN 1010 and Shasta 132 dance studios are our second home; Treat these spaces with care and respect for optimal creating, learning and exploring. ABSOLUTELY NO UNAUTHORIZED USE OF SPACE. Space must be reserved through Lorelei Bayne, Dept. of Theatre and Dance, Dept. Office and Campus Facilities.

NO food/drink, except water, and please CLEAN UP any trash left behind.

DO NOT touch scrim in SLN 1010. Remove shoes before walking in studio.

SLN 1010 Theatre Seats –NO EATING or DRINKING anything other than water.

Dressing Room in SLN 1010 only used for faculty and performances.

Clear space and turn off sound system when leaving for next class/rehearsal-this includes props and furniture. Lock and secure space if necessary.