

EFD 790

FEB 10 2004

APPLICATION FOR NEW COURSE

Submitted by College of Education Date August 25, 2003

Department/Division offering course Kinesiology

Proposed designation and Bulletin description of this course

a. Prefix and Number KHP 396 b. Title* Dance Pedagogy for Middle & High
*NOTE: If the title is longer than 24 characters (including spaces), write
A sensible title (not exceeding 24 characters) for use on transcripts _____

c. Lecture/Discussion hours per week 2 d. Laboratory hours per week 2
Studio hours per week _____ f. Credits 3

g. Course description
This is a comprehensive study of teaching methods and materials for
teachers of middle and high school students.

h. Prerequisites (if any)
KHP 390 and / or KHP 393

i. May be repeated to a maximum of _____ (if applicable)

4. To be cross-listed as

Prefix and Number Signature, Chairman, cross-listing department

5. Effective Date Spring 2004 (semester and year)

6. Course to be offered Fall Spring Summer

Will the course be offered each year? Yes No
(Explain if not annually)

8. Why is this course needed?

This course is needed for meeting criteria in Dance Certification.

9. a. By whom will the course be taught? Rayma K. Beal

Are facilities for teaching the course now available? Yes No
If not, what plans have been made for providing them?

APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 12 - 25 students

11. Will this course serve students in the Department primarily? Yes No

Will it be of service to a significant number of students outside the Department?
If so, explain. Yes No

Students interested in Dance Certification will come from several departments such as: Kinesiology, Elem. Education, Arts Admin.

Will the course serve as a University Studies Program course? Yes No

If yes, under what Area? _____

Check the category most applicable to this course

traditional; offered in corresponding departments elsewhere;

relatively new, now being widely established

not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No

14. Is this course part of a proposed new program:
If yes, which? Yes No

Dance Certification

15. Will adding this course change the degree requirements in one or more programs? *
If yes, explain the change(s) below Yes No

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

18. Within the Department, who should be contacted for further information about the proposed course?

Name Rayma K. Beal Phone Extension 257-2706

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

Print Form

Clear Form

APPLICATION FOR NEW COURSE

Signatures of Approval:

John Hall

Department Chair

Rosette F. Sandegee

Dean of the College

9-24-03

Date

11/11/03

Date

Date of Notice to the Faculty

02-03-04

Date

*University Studies

Date

*Graduate Council

Date

*Academic Council for the Medical Center

Date

*Senate Council (Chair)

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

UNIVERSITY OF KENTUCKY
DEPARTMENT OF KINESIOLOGY AND HEALTH PROMOTION
KHP 396
DANCE PEDAGOGY FOR MIDDLE AND HIGH SCHOOL

INSTRUCTOR: RAYMA K. BEAL, Ed.D.
OFFICE: 222 SEATON
PHONE: 257-2706
DANCE STUDIO: BARKER HALL
PHONE: 257-4267
EMAIL: rkbeal01@uky.edu
OFFICE HOURS: MWF 12:00 - 1:00PM - BARKER HALL
TTH 11:30-12:30PM – BARKER HALL

DESCRIPTION:

Designed as a comprehensive study of teaching methods and materials for teachers of middle and high school students. Special emphasis is given to: A) development and the understanding of a total dance program; B) developing educators to become reflective practitioners; C) Academic Expectations for movement/dance and goals of KERA; D) Program of Studies for Arts & Humanities & Practical Living will be addressed for grades 6th – 12th; E) Kentucky's New Teacher Standards for Certification and National Dance Standards and the INTASC Arts Standards; F) the Academic Expectations, New Teacher Standards, and the National Dance Standards.

CREDIT: 3 hours

TEXT: Franklin, Eric (1996), Dance Imagery for Technique & Performance, Champaign, IL: Human Kinetics

ADDITIONAL TEXTS FOR REFERENCE & READING:

Gough, M. (1999), Knowing Dance: A Guide for Creative Teaching, London, England: Dance Books Limited. ISBN 1-85278-070-6

Franklin, Eric (1996), Dynamic Alignment Through Imagery, Champaign, IL: Human Kinetics

Additional readings as assigned.

OBJECTIVES:

- To develop a positive attitude toward dance as an activity and an art form for middle and high school students.
2. To demonstrate competencies for teaching dance techniques using the elements of Space, Time and Force at the middle and high school levels.
3. To demonstrate and evaluate different teaching methods of dance.
4. To develop a portfolio of dance activities for use in the classroom.
5. To increase the awareness of the need for dance in middle and high school through the use of KERA's Academic Expectations & Program of Studies, the National Standards for Dance, and the

INTASC Arts Standards.

6. To develop knowledge of Kentucky's New Teacher Standards and the College of Education's Conceptual Framework – "Professional educator as a reflective practitioner".

COURSE CONTENT:

Overview

- A. Imagery in Improvisation Exercises
- B. Characteristics of middle and high school students - physical, emotional and social
- C. Dance Education and KERA's Academic Expectations
- D. Use of the Program of Studies for Movement/Dance in middle and high school
- E. National Standards in Dance & INTASC Art Standards
- F. Kentucky's New Teacher Standards
- G. UK-College of Education Conceptual Framework

II. Content of Movement and Imagery for Teaching

- A. Imagery and Guidelines for its use in a class
- B. Floorwork
- C. Standing, Walking, Running
- D. Exercises at the Barre
- E. Swing, Arches and Spirals
- F. Upper Body Gesture
- G. Turns
- H. Jumping
- I. Partnering

III. Imagery in Choreography and Performance

- A. Psychology, Imagery and Choreography
- B. Imagery and the Choreographic Process
- C. Imagery and Performance Quality

IV. Relaxation of Students - rest and regeneration

V. Assessment

- A. Development of written and performance-based questions and rubrics

EVALUATION:

Characteristics of middle and high school students (physical, social, & emotional) – ages 11 through 18 Group project with two pages of characteristics and references. (Due _____)

15 POINTS

- II. Annotated bibliography on five (5) articles related to teaching dance in middle and high school. **TYPED (Due _____)**
25 POINTS
- III. Teach students at a middle school and at The School for Creative and Performing Arts a dance lesson exploring space, time, or force elements (**Lesson Plan Due _____**). Teaching Dates – _____. *Lesson is TYPED and Due on the day of teaching.* Observation and assessment of teaching by peers will be done during this time. **100 POINTS**
- IV. Develop written and performance assessment for middle or high school students. (**Due _____**)
100 POINTS
- V. Two Written Tests – **200 POINTS**
Absences on examination days are NOT excused.
A Doctor **MUST** verify a death in your immediate family or a medical emergency in order to reschedule the test. The test will be rescheduled within ONE week of the missed exam.
- VI. Exam – Skills test on development of warm-up that is taught to peers; combinations that use locomotors and basic dance steps, and small group dances that use imagery for their focus.
100 POINTS

***EXTRA CREDIT MAY BE EARNED BY PERFORMING CREATIVE DANCES AT THE IN-STUDIO DANCE PERFORMANCE _____.** (TIME TO BE DETERMINED)

Develop a Unit Plan that covers the History and Appreciation of dance (**Due _____**) **100 POINTS**

Instructional Bulletin Board – Weekly throughout class. **15 POINTS**

- IX. Attendance:
- A. Attendance is expected at ALL sessions – 5 points per class (**TOTAL 100 POINTS**)
 - B. Excused Absences: Acceptable reasons for excused absences are listed in Student Rights and Responsibilities. (5.2.4.2) Students will be given the opportunity to make up missed work and/or exams. You may be entitled to an excused absence for the purpose of observing major religious holidays; however, you must notify me in writing prior to the last day for adding class, which is _____ for the _____ semester. Information regarding dates of major religious holidays may be obtained through the office of the religious liaison, Mr. Jake Karnes (257-2754).
 - C. Each unexcused absence will lower your final grade 7 POINTS.
 - D. Written excuses may come from medical personnel or official university sources. Please talk to me before or immediately after class when you are absent or expect to be (documentation is often harder to get afterwards).
 - E. Perfect attendance will result in a 10 POINT BONUS on your final total points.
 - F. Absences on examination days are NOT excused. In order to reschedule the exam, a doctor must verify the medical emergency, or a death in your immediate family. The exam must be rescheduled within ONE week of the missed exam.

X. Readings from Franklin's Dance Imagery:

WEEKS 1 & 2	Part I: Chapters 1 & 2	pp. 1-60
WEEKS 3 & 4	Chapters 3 & 4	pp. 61-75
WEEKS 5 & 6	Chapters 5 & 6	pp. 77-90
WEEKS 7 & 8	Chapter 7	pp. 91-122
WEEKS 9 & 10	Chapters 8 & 9	pp. 123-148
WEEKS 11 & 12	Chapters 10, 11 & 12	pp. 149-194
WEEK 13	Chapters 13 & 14	pp. 195-212
WEEK 14	Chapters 15 & 16	pp. 213-245

KHP 396: INSTRUCTIONAL BULLETIN BOARD

The bulletin board is a place to share ideas and interests. In school settings you can usually count on having one or more bulletin boards as part of your teaching space. The board can be used effectively in three ways: instructionally, promotionally, and creatively. A bulletin board theme can be developed around any of the following dance-related topics: basic dance skills, national background, region or geographic location, instruction, manners and customs of an ethnic group, proper dress or costume of a region, international politics, ethnic groups, seasons, holidays and states. Develop a theme for the bulletin board that illustrates an aspect of dance, dance history, or teaching dance.

Before putting up your instructional bulletin board, draw it out on a sheet (8x10) of paper. Submit it to your instructor for approval. Be sure to make use of all the space on the board. (Measure the area) Think about the following elements of an effective bulletin board:

- Color combinations - primary, secondary and complimentary colors.
(Outline yellow in a dark color.)
- 2. Design and placement of pictures can help make your point.
- 3. Lettering should be readable and in proportion to the size of your space on the board.
- 4. Background paper or fabric can help make the board interesting.
- 5. All pictures and letters must be stapled securely. Curling edges are unattractive.

Due Dates: Two (2) will be done each week

-Please have bulletin board up by class time (_____) on _____
and taken down by (_____) on _____ before the next one is due.

Grading Scale for Total Points:

92% - 100%	=	<i>A</i>
82% - 91%	=	<i>B</i>
72% - 81%	=	<i>C</i>
62% - 71%	=	<i>D</i>
61% & Below	=	<i>E</i>