

DISCLAIMER: The course outline below serves as a general informational guide for students. Course content and assessment modes may vary for different lecturers. Actual course outlines will be made known to students on GeNIEus by the individual lecturers. DO NOT purchase textbooks based on the information contained in this document.

IPE3115 DANCE

COURSE DESCRIPTION

This course is designed to provide student teachers with the opportunity to develop their techniques, skills and performance in dance and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of dance in primary schools.

Student-teachers will be introduced to developmentally appropriate teaching styles/strategies/approaches that develop their pupils into confident and active participants of dance. These approaches include teaching methods (problem-solving, facilitation, command style, reciprocal) and resource for the planning and instruction of folk dances and creative dance. It also aims to give student teachers a chance to discover the creative juice in them and draw on the elements of dance to create their own dances.

Relevant Sports Science knowledge behind effective techniques, skills, and their development in dance, various dance-specific assessments as well as the use of information technology (IT) will also be introduced.

COURSE OBJECTIVES

At the completion of this course, student teachers will be able to:

1. Develop competency in dance to effectively demonstrate and teach the various techniques, styles and skills involved.
2. Design developmentally appropriate lesson ideas, content & progressions and plans that maximize opportunities for pupils to participate and acquire dance knowledge and skills.
3. Understand and apply developmentally appropriate teaching styles/strategies/approaches to develop their pupils into confident and active participants of dance.
4. Create personal movement vocabulary in response to a variety of images, ideas, feelings, themes and structures.
5. Understand how the elements of dance relate to other arts and disciplines.
6. Develop the ability to work freely and spontaneously from their imagination and personal experience.
7. Develop the ability to relate to self and others through independent and cooperative work in dance, appreciating individual capabilities and the interdependence to one another.
8. Appreciate the aesthetic and expressive movement styles of different culture.
9. Understand and apply sports science knowledge in the teaching of techniques and skills and the development of dance performance in their pupils
10. Develop the ability to move safely and efficiently through space.
11. Employ appropriate formative and summative assessment tools.
Infuse information technology (IT) effectively into their lessons to engage their pupils in learning dance.

COURSE CONTENT

1. International and game-related folk dances.
2. Exploration of Rudolf Laban's principles of movement, such as Body Awareness, Effort Awareness, Space Awareness and Relationships.
3. Exploration of suitable tasks and stimuli for creative dance: imagery, pictures, dance ideas or subjects, for example, "water", literary sources, music, props, percussion instruments, etc.
4. Learning basic dance techniques with emphasis on improvement of alignment, flexibility, strength, lift and placement, articulation and use of energy.

COURSE ASSESSMENT

	Component weightage	Due Dates
Class test	30 %	dd-mm-yr
Assignment	60 %	dd-mm-yr
Folk Project (30%) Individual/Group Composition (30%)		
Professional Attributes	10%	On-going

Participation in all classes is compulsory.

COURSE REFERENCES

Required/Recommended Text(s)

1. Leong, L.K. (2006). *Our world through creative dance*. Sin: Icon.
2. Hips, R. Harold & Chappell, W.E. 1970. *World of fun*. Nashville: Discipleship Resources.

Additional References

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2. Gilbert, Green Anne (1992). *Creative dance for all ages*. Virginia: AAHPERD.
3. Hengstman, Jolanda G. (2001). *Movement ABC's: an inclusive guide to stimulating language development*. Champaign, IL: Human Kinetics.
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9. Pica, Rae (1999). *Moving and learning across the curriculum: 315 activities and games to make learning fun*. New York: Delmar Publishers.
10. Preston-Dunlop, V. (1980). *Handbook for dance in education*. MacDonald and Evans.

11. Purcell, M. Theresa. (1994). *Teaching children dance: becoming a master teacher*. Champaign, IL: Human Kinetics.
12. Shreeves, R. (1990). 2nd Ed. *Children dancing*. Wardlock Educational.
13. Slater, Wendy. (1993). *Dance and movement in the primary school*. Plymouth, UK: Northcote House.
14. Slater, Wendy (1989). *Ring-'o'-Roses: poems for dance and movement*. Plymouth, UK: Northcote.
15. Stinson, Sue (1988). *Dance for young children: finding the magic in movement*. Virginia: National Dance Association.
16. The Physical Education Branch of the Education Department of South Australia (1982). *Daily Physical Education*. The Australian Council for Health, Physical Education and Recreation, Inc.