Douglas College

EFFECTIVE: JANUARY, 2008
CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: January, 2008

B. Department / Program Area: Sport Science Revision [ ] New Course [X]

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision:

C: **SPSC 1317** **D**: **Applied Methods: Creative & Social Dance** **E:** **3**

Subject & Course No.	Descriptive Title	Semester Credits

F: Calendar Description:

This course will provide students with the knowledge and experience necessary to plan and teach creative and social dance lessons. Student participation in analyzing, planning, leading, and performing creative and social dance lessons is required for course completion.

(Students may receive Bachelor of Physical Education and Coaching graduating credit for either SPSC 1312 or SPSC 1317, but not both).

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture/Lab

Number of Contact Hours: (per week / semester for each descriptor)

4

Number of Weeks per Semester:

15

H: Course Prerequisites:

None

I: Course Corequisites:

None

J: Course for which this Course is a Prerequisite:

None

K: Maximum Class Size:

35

L: PLEASE INDICATE:

[ ] Non-Credit
[ ] College Credit Non-Transfer
[X] College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)

M: Course Objectives / Learning Outcomes

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

1. Explain the definitions and a brief history of creative and social dance-related activities
2. Demonstrate the ability to apply systematic observation and analysis in order to accurately recognize effective and ineffective performance in creative and social dance
3. Describe a movement vocabulary for the components and movement patterns inherent in creative and social dance activities
4. Describe and demonstrate instructional strategies for leading safe, effective, and inclusive creative and social dance
5. Demonstrate and explain the developmental factors and learner attributes that contribute to effective performance in creative and social dance
6. Demonstrate proficiency in selected performance elements of creative and social dance
7. Demonstrate an understanding of the planning skills associated with effective teaching of creative and social dance
8. Apply appropriate pedagogical principles for effective instruction

N: Course Content

Creative Dance

1. Historical and Theoretical Factors in Creative Dance

   1.1 Origin and historical development of creative dance
   1.2 Concept and scope of the creative dance

2. Fundamental Factors for Effective Performance

   2.1 Affective, cognitive, and psychomotor elements in creative and social dance settings
   2.2 Fundamental Movement Patterns using the Laban's Movement Analysis framework

3. Fundamental Concepts of Creative Dance

   3.1 Physical attention and relaxation
   3.2 Use the body expressively
   3.3 Move safely in both personal and general space
   3.4 Move in a variety of levels, pathways, and directions, using a variety of body shapes
   3.5 Move in time to a variety of rhythms, metres, and tempos
   3.6 Balance in movements
   3.7 Dance techniques associated with particular genres
   3.8 Principles of movement (alignment, balance, flexibility, strength, rhythm, tempo, breathing, etc.)
   3.9 Basic proficiency in building genre choreography
   3.10 Fitness, health, and safety consideration to movement

4. Fundamental Movement Concepts of Laban's Movement Analysis

   4.1 Weight
   4.2 Time
   4.3 Flow
   4.4 Body awareness
   4.5 Personal space
   4.6 General space

5. Creative process and choreography

   5.1 Understanding of the creative process and its relation to dance creation and ultimate expression
   5.2 Transition from individual creative dance to group, and choreography of presentations

Social Dance

1. Historical and Theoretical Factors in Social Dance

   1.1 Origin and historical development of social dance
   1.2 Understand and organize variety of movement vocabulary that will contribute to effective performance in social dance

2. Fundamental Factors for Effective Performance

   2.1 Affective, cognitive, and psychomotor elements in creative and social dance settings
   2.2 Fundamental Movement Patterns using the Laban's Movement Analysis framework

3. Creative process and choreography

   3.1 Physical attention and relaxation
   3.2 Use the body expressively
   3.3 Move safely in both personal and general space
   3.4 Move in a variety of levels, pathways, and directions, using a variety of body shapes
   3.5 Move in time to a variety of rhythms, metres, and tempos
   3.6 Balance in movements
   3.7 Dance techniques associated with particular genres
   3.8 Principles of movement (alignment, balance, flexibility, strength, rhythm, tempo, breathing, etc.)
   3.9 Fitness, health, and safety consideration to movement
   3.10 Ability to construct a dance performance with a group that communicates an intent, specific subject or theme
   3.11 Ability to work cooperatively and effectively in a large group, and the ability to self-reflect and evaluate the process

4. Techniques and Movement Patterns in Social Dance

   4.1 Posture, centering, and frame alignment
   4.2 Music structure and ear-foot coordination
   4.3 Partner dynamics and etiquette
   4.4 Basis steps, transitions, and variations
   4.5 Foxtrot
   4.6 Swing
   4.7 Waltz
   4.8 Polka
   4.9 Cha-cha

5. Observation and Analysis Methods and Procedures

   5.1 Scope: components of observation and analysis
   5.2 Approaches: types and methods of observation and analysis
   5.3 Qualitative and quantitative analysis
   5.4 Error detection, prioritizing, and correction
   5.5 Analyzing individual performance

6. Instructional Strategies and Professional Development

6.1 Alternative teaching and coaching approaches
6.2 Class management strategies
6.3 Progressions and sequencing
6.4 Principles of effective instruction
6.5 Assessment and observational skills

O: Methods of Instruction

Lecture
Discussion groups
Practical applications and experiences
Performance observation
Technology assisted learning

P: Textbooks and Materials to be Purchased by Students

Gilbert, A. (1992). Creative dance for all ages, American Alliance for Health, Physical Education, Virginia
Bennett, J., Riemer, P. (2006). Rhythmic activities and dance, Champaign,IL: Human Kinetics Publishers Inc.
Paterson-Wright, J. (1992). Social dance – step to success, Champaign,IL: Human Kinetics Publishers Inc.
Course pack & supplementary materials if required by Instructor

Q: Means of Assessment

Assessments forms will be left to instructor discretion in relation to the following guidelines and understanding that all four of the following areas are relevant to course objectives and are to be included in the assessment processes stipulated by the instructor.

Professionalism and Personal Movement Competence	30% to 35%
Creative and Social dance Knowledge	20% to 30%
Movement Analysis	20% to 25%
Instructional Knowledge and Skill	20% to 25%

	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Not at this time

Course Designer(s) – Zefo Bernath

Education Council / Curriculum Committee Representative

Dean / Director – Sandy Vanderburgh

Registrar

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