Douglas College

EFFECTIVE: SEPTEMBER 2005
CURRICULUM GUIDELINES

A.	Division:	Academic	Effective Date:	September 2005	
B.	Department / Program Area:	Science & Technology Sport Science	Revision	New Course	X
			If Revision, Section(s) Revised: Date of Previous Revision: Date of Current Revision:		

C: SPSC 5398 **D: Learning movement through dance** **E: 3**

Subject & Course No. | Descriptive Title | Semester Credits

F: Course Description: In this innovative and practical course, students will explore the teaching of movement through dance from early childhood to adolescence. A variety of forms will be used to examine dance as a vehicle for individual and creative expression, fitness development, skill development, and multicultural understanding.

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

Primary Methods of Instructional Delivery and/or Learning Settings:

1. Classroom setting: lecture and activities
2. Gymnasium: application and teaching

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

1. 1.5 hour
2. 1.5 hours

Number of Weeks per Semester:
15

H: Course Prerequisites:

I: Course Corequisites:

None

J: Course for which this Course is a Prerequisite

SPSC 5495

K: Maximum Class Size:

30

L: PLEASE INDICATE**:**

	Non-Credit
X	College Credit Non-Transfer
	College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes

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

1. plan a fun, developmentally appropriate "movement through dance" lesson for a group of elementary-aged students that demonstrates application of knowledge in section 1 of the course content below (N.1. Planning),
2. successfully teach a dance lesson appropriate for elementary-aged children by selecting and demonstrating an appropriate dance form from section 4 of the course content below (N.4. Dance Forms), and by incorporating selected teaching techniques from section 3 of the course content below (N.3. Teaching Methods and Class Management),
3. demonstrate the use of feedback, from section 3 of the course content below that encourages "movement through dance" by fostering a positive attitude towards dance as a movement option and develops self-esteem by providing avenues for improvement. (N.3.3. Feedback Techniques),
4. select and utilize an appropriate assessment strategy for their lesson objective(s) (N.3.7. Assessment),
5. identify a number of games resources available to aid in the teaching of games curriculum.

N: Course Content

<u>1. Planning</u>

- 1.1 space utilization
- 1.2 time utilization
- 1.3 lesson organization
- 1.4 stages of learning
- 1.5 developmental progressions
- 1.6 feedback techniques
- 1.7 assessment/evaluation of dance

<u>2. Safety Techniques</u>

- 2.1 warm-up and cool down
- 2.2 spatial awareness in dance
- 2.3 flexibility issues
- 2.4 standard of care
  - 2.4.1 environment
  - 2.4.1 supervision

<u>3. Teaching Methods and Class Management</u>

- 3.1 Presentational methods:
  - 3.1.1 whole-part
  - 3.1.2 part-whole-part
  - 3.1.3 add-on linked
  - 3.1.4 discovery approach
  - 3.1.5 problem-solving approach
- 3.2 Observational skills:
  - 3.2.1 techniques
  - 3.2.2 artistic aspects
  - 3.2.3 performance quality
- 3.3 Types of feedback:
  - 3.3.1 verbal and nonverbal
  - 3.3.2 acknowledgment
  - 3.3.3 positive-specific model
  - 3.3.4 error detection and correction (verbal)

3.3.5 guided manipulation

3.4 Teaching strategies:
- 3.4.1 cueing
- 3.4.2 imagery
- 3.4.3 demonstration
- 3.4.4 form specific methods
- 3.4.5 discovery method
- 3.4.6 problem-solving method

3.5 Classroom management:
- 3.5.1 teaching styles
- 3.5.2 safety concerns
- 3.5.3 time management
- 3.5.4 individualized learning

3.6 Motor-learning stages
- 3.6.1 verbal-cognitive stage
- 3.6.2 motor learning stage
- 3.6.3 autonomous stage

3.7 Assessment
- 3.7.1 formative and summative evaluation
- 3.7.2 performance evaluation
- 3.7.3 authentic assessment
- 3.7.4 use of written exercises and tests

4. Dance Forms

The student will participate in and/or teach a variety of dance forms. The following dance form examples are from the BC Ministry of Education K-7 Physical Education Integrated Resource Package. The course instructor and students will select dances from these forms, or others, to implement the above listed theoretical and practical components of teaching dance.

4.1 Rhythmics:
- 4.1.1 singing and clapping games
- 4.1.2 aerobic dance

4.2 Creative:
- 4.2.1 interpretive
- 4.2.2 modern

4.3 Multicultural
- 4.3.1 folk and square
- 4.3.2 First Nations
- 4.3.3 African
- 4.3.4 etc.

4.4 Contemporary
- 4.4.1 line
- 4.4.2 jive
- 4.4.3 partner

4.5 Multicultural
- 4.5.1 traditional
- 4.5.2 hip hop
- 4.5.3 funk

4.6 Ballroom
- 4.6.1 waltz

	4.6.2 foxtrot 4.6.3 tango 4.6.4 Latin-style.
O:	Methods of Instruction The course will be divided between lectures, demonstrations and practical application (practice). Lectures: Classroom time will be used to present the theoretical elements of the course via lectures, discussion groups, learning activities, and videos. Practical Application: Gymnasium time will be used to explore the teaching and learning of dance through a progression ranging from demonstrations to teaching peers. Progression from basic teaching points and techniques to more complex teaching strategies and assessment will be practiced in the course to maximize student learning and enjoyment.
P:	Textbooks and Materials to be Purchased by Students A list of recommended textbooks and materials is provided on the *Instructor's Course Outline*, which is available to students at the beginning of each semester.
Q:	Means of Assessment The selection of evaluation tools for this course is based upon: 1. Adherence to college evaluation policy regarding number and weighing of evaluations, for example a course of three credits or more should have at least three separate evaluations. 2. A developmental approach to evaluation that is sequenced and progressive. 3. Evaluation is used as a teaching tool for both students and instructors. 4. Commitment to student participation in evaluation through such processes as self and peer evaluation, and program/ instructor evaluation. The following is presented as an example assessment format for this course Practice teaching – mini lessons 30% Unit plan or Resource Binder Project 30% Quizzes 20% Preparation & participation 20% Total 100%
R:	Prior Learning Assessment and Recognition: Yes, this course is open for prior learning assessment and recognition

Course Designer(s): Brian Storey

Education Council/Curriculum Committee Representative

Dean/Director

Registrar

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