

Movement Language Elements for Dance in Education

Education 330

Section: E100

Term: 2014 Spring

Instructor: April Russell
aprilr@sfu.ca

Friday 4:30-7:20 pm EDB 7540 (mini gym)

Discussion Topics: This course will explore the body as a site for learning as well as for creating

foundational pedagogy and we will explore concepts in dance and performance in order to engage with this inquiry. This is primarily a studio class where students will develop movement vocabulary and greater physical awareness, exploring dance as a non-verbal expressive art form with a wide variety of aesthetic possibility. We will work with concepts such as spatiality, timing, and relationship as well as developing self confidence through specific performance skills such as group mind listening, taking risks and being in the moment. Students will develop awareness around concepts such as stage presence, aesthetic originality and the creative process. We will work with a variety of forms including contemporary dance, contact improvisation, yoga, creative improvisation which draws on both dance and theatre techniques, and clowning. This class is designed for those with or without previous dance experience who may wish to teach dance in community arts, PE or a classroom contexts where dance education could facilitate the teaching/ learning of other subjects. In this course, participation is mandatory and students will be expected to join into movement explorations, warm ups and improvisational structures which will expand and develop kinesthetic principles. Students will be expected to work both independently and in small groups, engaging with the creative process in an atmosphere of encouragement. Please wear loose comfortable clothing.

Grading: Assignments:

1. Performance Piece 30%
2. Teach Creative Dance/ Movement Class 25%
3. Reading Logs/Presentation/Class Participation including seeing one outside dance performance 25%
4. Body Narrative 20%

Requirements:

Performance Piece:

This is an opportunity for students to engage in a creative project all the way through to performance in a safe and encouraging environment. This can be a solo or group piece, twelve minutes maximum, involving and integrating the various movement principles we have developed over the course. Elements such as sound, lighting, use of space, conceptual notions and costume can be used to highlight the creative process. This can be considered a "showing" rather than a polished performance and grading will be based more on exploration of process than final product. Each student will hand in 2 pages explaining inspiration for piece and reflection on creative process. Teach Creative Dance/ Movement Class:

This is an opportunity for students to explore the pedagogical aspects of dance education by creating and teaching a short (half hour max) movement class. Ideas and activities used in class can be expanded upon or new group warm up exercises, choreographic patterns and/or improvisational structures which develop the student"s understanding of dance/performance can be employed. This assignment can be geared to any age group if students wish to practice teaching for a particular educational setting.

Movement Language Elements for Dance in Education

Reading Logs/ Class Discussion/ Participation:

Students will be assigned readings each week which will develop and expand upon principles we will work on physically in class. Students will keep a notebook where they will record key relevant concepts found in the readings as well as personal feelings/ideas/revelations and creative snippets from other mediums. Students are expected to share and participate in discussions around performance and movement concepts and integrate this analysis physically and creatively. Each week students will be assigned to lead the class discussion, coming prepared with questions, relevant research or creative input. As this is primarily a studio class, participation and class attendance are mandatory and will be considered for grading purposes. Students will hand in their reading logs at the end of term.

Body Narrative:

Choose a topic from the Reading Log or from personal experience which explores the body and its ways of knowing. This is autobiographical and experiential with a focus on transformation, as in how this particular experience has shifted your viewpoints, developed awareness or changed you in some way. This can be presented in a written format or through any other artistic medium, clearly identifying the relationship between the body&squots way of knowing and transformation. * You will be expected to attend at least one dance performance during the semester and hopefully we will do this as a group.

Required Texts: 1. Gilbert, Anne G. and Rossano, Alecia. Brain Compatible Dance Education. National Dance Association 2006. (original:University of Michigan.)
ISBN: 0883147661, 9780883147665

2. Albright, Anne Cooper and Gere, David (eds). Taken By Surprise: A Dance Improvisation Reader. Wesleyan University Press, CT. 2003
ISBN 0-8195-6647-0 ; 0-8195-6648-9

3. Various articles assigned throughout the semester

Recommended Texts:

Materials/Supplies:

Prerequisite/Corequisite: 60 Units including 6 credits in EDUCATION

Notes: Students in all Faculty

of Education courses are encouraged to review policies pertaining to academic

integrity available on the Undergraduate Programs website:

http://www.educ.sfu.ca/ugradprogs/student_resources/index.html

This outline is derived from a course outline repository database that was maintained by SFU Student Services and the University's IT Services Department. The database was retired in 2014 and the data migrated to SFU Archives in 2015.