

## **Movement Language Elements for Dance in Education**

Education 330

Section: E100

Term: 2012 Summer

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May 9 - Aug. 1

Wednesday 4:30-7:20 pm SFU Woodwards - Downtown

Courtyard Dance Studio 4525

**Discussion Topics:** This course explores the body, movement and dance as a place for creativity, inquiry and exploration for human expression. This is predominantly a studio class, which will develop movement vocabulary based on a variety of forms, including Laban technique, contemporary dance, creative dance, Interplay, and improvisation. It is designed for students with or without dance training, who want to teach dance in arts, P.E. or classroom contexts as well as explore for an understanding of body pedagogy. This course will explore dance and movement concepts as a nonverbal and artistic language, and students will be introduced to the creative process involved when using and teaching dance as an expressive art form. Connections will be made between creating movement out of the material of daily life and how dance is a space for the visceral imagination. Opportunity will be given to utilize the art of improvisation as a way of discovering movement language. There will be focus on integrating movement/dance in the various content areas of the curriculum as well as the centrality of movement to the practice of teaching. Time will also be given to explore movement in a variety of cultural forms as well as observing and making dance in contemporary culture. Students will explore a variety of ways of creating movement, planning and presenting dance lessons. Students will be required to attend a dance performance.

**Grading:** ASSIGNMENTS \x09(Details below)

1. \x09Movement Journal\x09\x0920%  
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2.\x09Create and Teach Group Dance 20%

3.\x09Performance piece 40%

4.\x09Body Narrative 20%

5.\x09Class Participation including attendance at performance is required (absences from class unless it is a very legitimate reason can affect your grade)  
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6.\x09Reading of Text and Articles It is assumed that the text will be read as well as any articles passed out. Response to reading will be integrated into your journal.

**Required Texts:** Gilbert, Anne G. Creative Dance for All Ages. National Dance Association: AHPERD, \x091992.

Nachmanovitch, S. Free Play: Power of Improvisation in Life and Arts NY: Jeremy  
\x09Tarcher/Putnam, 1990.

Essays

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Snowber, C. (2002). Bodydance: Fleshing soulful inquiry through improvisation in C. Bagley & M.B. Cancienne (Eds.), *Dancing the data*. (pp. 20-33). New York: Peter Lang. (will be handed out in class)

Snowber, C. (Winter 2011) Let the body out: A love letter to the academy from the body in *Epistemologies of Ignorance in Education* Erik Malewski and Nathalia Jaramillo (Eds.), Charlotte, N.C.: Information Age Publishing. (will be sent to you)

Recommended Texts:

Materials/Supplies:

Prerequisite/Corequisite:

Notes: Assignments

NOTE: This class focuses more on process than product so it is essential that you engage in the creative process throughout the semester rather than producing something at the end. Therefore even when there are deadlines, I would prefer you see them as windows and stopping points into your creative process. I want to stress the relationship between creativity, learning, and the opportunities for the body to unleash the imagination.

### 1. Movement Journal

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This is an opportunity for you to keep a journal of your connections between movement, the body and knowledge. This works under the premise as Thomas Edison says that Great ideas originate in the muscles and the body can be a site for knowing. The language of the body can be a place for discovery, exploration, and a place to foster an alive relationship to language. As we forge the connections in our own experience with movement in our daily life, we are able to bring those connections to the wider curriculum. Journal entries can be ignited through interaction with class time, texts, movement in daily life, and reflection of movement memory. It is expected that you would make at least three entries a week, approximately a journal page each. You are free to include other forms of writing within this as poetry, fragments, or even artwork.  
Due: July 18

### 2. Create and Teach Group Dance

Create a dance which can be taught to the entire class which can draw on various styles folk, line, circle, or cultural dances. This can also be a group piece, which incorporates different elements of the curriculum, i.e. integrating subject content and dance math and dance, geography and dance, personal growth and movement. This is an opportunity to integrate structural form and connecting with your own creativity. DUE: Throughout session

### 3. Body Narrative

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Elaborate on one bodily experience from your journal entry and explore the connections between the body and knowing. This body narrative will explore the relationship how knowing and learning takes place within the body and senses. It will be autobiographical and it is basically an entry from your journal that is honed and edited. We will be doing writing within class which has a similar vein so you will be able to see a model. DUE: June 6

### **4. Performance Piece**

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Create a solo or group movement piece, which is approximately 3 minutes long which integrates the various movement concepts and ways of creating dance/movement/voice/text learned within the semester. You are able to do this within duets or trios, however this can also be a bigger time commitment in terms of meeting with people. Please submit a one page typed piece explaining inspiration for piece and reflection on process on June 13th. Performance Shared/DUE: July 18 and July 25

### **5. Class Participation**

Since the majority of this class is participatory, attendance and attention is imperative. Outside Performances: You are required to attend at least one dance performance over the semester and I will give you options as the weeks go by. Hopefully we will do this as a class field trip.

Guest Teachers: There will be a few guest teachers who you will be privileged to have during the semester.

Site-Specific Work There will also be opportunity to do some site-specific dance/movement outside, and I will also perform a site-specific performance on the Port Moody Inlet. TBA

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

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