EXPANDED COURSE DESCRIPTION
DANCE
School of the Arts, Media, Performance and Design
Dance Department
FA / DANC 3368 3.0 SECTION M
TEACHING DANCE TO CHILDREN
FALL 2019 / WINTER 2020

Last Modified Date: 01/14/2020

COURSE CALENDAR DESCRIPTION

Presents theories, models, tools, strategies, and applications for teaching age appropriate dance to children (ages two and a half with a caregiver/parent to eight). Explores contexts for dance learning appropriate for the young dancer's progress and experience. Examines concepts of skill acquisition and the arts-making processes of dance creation as regards to the young dance student. Demonstrates approaches to integrating dance to life and other disciplines. Prerequisites: FA/DANC 2368 3.00 or permission of the department. Note: A Placement is required for this course.

Presents theories, models, tools, strategies, and applications for teaching age appropriate dance to children (ages two and a half with a caregiver/parent to eight). Explores contexts for dance learning appropriate for the young dancer's progress and experience. Examines concepts of skill acquisition and the arts-making processes of dance creation as regards to the young dance student. Demonstrates approaches to integrating dance to life and other disciplines. Prerequisites: FA/DANC 2368 or permission of the department. Three hours lecture/studio, one-hour practicum. Note: A Placement is required for this course.

INSTRUCTOR(S)

<table>
<thead>
<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
<th>Contact Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bolt, Jennifer</td>
<td>Sec. M / STDO / W</td>
<td><a href="mailto:jbolt@yorku.ca">jbolt@yorku.ca</a></td>
<td>416-736-5137 Ext. 22254</td>
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SPECIAL FEATURES

Course: FA/DANC 3368 3.00 Teaching Dance to Young Children
Term: Winter Term 2019
Course Instructor: Jennifer M. Bolt Ph.D.
(416) 736-2100 Ex. 22254
ACE 314

Course email: jbolt@yorku.ca
Course consultation hours: by appointment
Course Webpage: https://Moodle.yorku.ca/Moodle/mod/forum/discuss.php?d=1342743#p3120155
Time and Location: Fridays 1:00-4:00 pm ACE Rm. 201
Prerequisite / Co-requisite: Prerequisites: FA/DANC 2368 or permission of the department. This course is the second of a series of Dance Education courses for BFA students in the Dance Education stream. Please note that it is assumed that students enrolled in this course have a well-established physical dance practice. It is not suitable for those new to dance.
Format: Three hours of lecture/studio per week, one hour of observation per week.
**Philosophy of Dance Education in the Department of Dance:** The Dance Education stream offers students the opportunity to explore theoretical and practical aspects of teaching dance in a range of settings. Through theory and practice, students develop skills for leading dance classes in diverse dance education learning contexts with diverse populations across age, gender, ethnicity and ability. Upon graduation, students in this stream will be prepared to pursue dance teaching leadership positions in recreational, community, and private educational settings. The dance education stream also provides a theoretical and practical foundation for students to pursue a consecutive degree in Education, graduate level studies, and/or other related certifications.

**TOPICS AND CONCEPTS**

DANC 3368, Teaching Dance to Children provides students with theories, models, tools, strategies and applications for teaching dance to children ages 2 with a caregiver/parent to 8. Through lectures, discussion, studio explorations, in-studio group work and on-line Moodle discussions forums, students will be able to build on theoretical concepts explored in DANC 2368 3.0 Introduction to Dance Education, to evolve an inclusive, student-centered dance pedagogy appropriate for diverse populations of children and youth across gender, race, class and ability and appropriate for a variety of dance learning contexts.

Study, discussion, and experiential learning will broadly explore the following questions:

- Why is Creative Dance important in the lives of children?
- What elements comprise the Creative Dance form making it uniquely suitable for children ages 2 to 8 years?
- What pedagogical understandings need to be considered when planning and conducting Creative Dance classes or programs in elementary schools, community centres, daycares, studios, or other settings?
- When and how might sources of stimuli and prop development be incorporated into Creative Dance classes for children and youth?
- What are the teaching and learning conditions that allow creative expression through movement flourish?

Laban’s elements of dance, (Body, Effort, Space, Time, Relationship) serves as the primary movement language through which to identify, discuss, explore teaching Creative Dance to children. The theoretical component of this course will be covered predominately through experiential learning, class activities, discussions, films, videos, assigned readings, and research while the experiential component will be covered through the practicum placement as well as in-class activities designed to provide students with the opportunity to try out and experience different teaching approaches.

**Course Text/Readings/Viewings**

**Required Texts**

Stinson, S. (1988). Dance for young children: Finding the magic in movement. Reston, Virginia: American Alliance for Health, Physical Education, Recreation and Dance. (Please note – this text is now out of print. A course kit has been made of the text and can be purchased through the York University Bookstore. It will come available at the end of the first week in January. Alternatively you may be able to find it as a used book through:


**Required Ministry Documents**
Ministry of Education Documents can be found at http://www.edu.gov.on.ca/eng/ Links for these documents can also be located through the password protected Moodle site.

The Kindergarten Program (2016)


Observation Documentation Interpretation http://www.edu.gov.on.ca/childcare/oelf/observation/


Equity and Inclusive Education in Ontario Schools


Ontario’s Equity and Inclusive Education Strategy quick facts

Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements (2011)

http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

The Ontario Curriculum, Grades 1-8: The Arts (2009)
http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf

Recommended Texts
Required Practicum Placement: Students are required to complete an 8-hour practicum placement in which they will assist and/or teach Creative Dance to children ages 2 with a parent or caregiver to the age of 8. Students may complete their placement in a childcare, at a community centre, in an elementary school or in a private studio setting. Mandatory police checks are required of all students in advance of their practicum start date.

At the end of the placement, the supervisor will be asked to provide feedback, which will go towards the student's final grade. Placements will be arranged to be completed between January and April 2020. Since many students’ mandatory dance technique courses are scheduled in the mornings, it is anticipated that most students will arrange to have afternoon/weekend practicum placements for this course.

Please note: There may be special presentations, events, performances, meetings and/or workshops during class time as part of the course schedule (TBA). To take full advantage of the expertise of faculty and graduate students in the Dance Department, guest teachers will be invited to share their knowledge in this course (TBA).

LIST OF LEARNING OUTCOMES AND EXAMPLES OF

The purpose of this course is to assist students in developing a critical understanding of the theories and methods of teaching Creative Dance to children between the ages of 2.5 and 8 years of age to diverse populations across age, gender, ethnicity and ability and diverse dance learning contexts.

Students achieve the following specific learning objectives in the areas of:

Breadth, depth and application of knowledge,

By the end of this course students will be able to:

• Identify, discuss and apply a range of pedagogical practices for teaching diverse populations of children and youth appropriate for a variety of dance learning contexts.
• Evolve and exemplify an inclusive, student-centered dance teaching philosophy and pedagogy suitable for teaching dance to diverse populations of children and youth for a variety of dance learning contexts.
• Observe and assist a host dance teacher working with young children of a selected age range.
• Design a draft Creative Dance lesson plan that effectively integrates a prop and/or stimulus.
• Design a Creative Dance unit plan that integrates
• Build upon the Creative Dance unit plan and design a draft lesson plan that makes appropriate use of a prop/stimulus
• Further build upon the unit plan by integrating revisions of the draft lesson plan with prop stimulus and creating 4 additional lesson plans that focus on one or two elements of body, space, time, energy, and/or relationships for a group of young children consistent with the children in the practicum.
• Value the role gender, race and class and/or disability plays in the lesson and unit planning and lesson planning process.

Knowledge of methodologies

By the end of this course students will be able to:

• Propose a teaching philosophy statement on the value of teaching Creative Dance to children and youth.
• Compare and contrast transformative, age appropriate student-centered pedagogies.

Communication skills

By the end of this course students will be able to:

• Hone verbal communication skills suitable for teaching children and youth ages 2 to 8.
• Discuss, synthesize and evaluate required reading material through written in-class discussion and presentation of weekly Triple Entry Journal (TEJ) sharing of required readings.
• Hone verbal and written communication skills through 8-online weekly practicum reflections.
• Articulate and advocate for Creative Dance for children and youth within their community practicum placements and beyond.

**Awareness of limitations of knowledge**

By the end of this course students will be able to:
• Identify, evaluate and appreciate one’s strengths and limitations of dance literacy and fluency through the process of acquiring new embodied and theoretical knowledge of teaching children and youth Creative Dance.
• Evaluate and appreciate peers’ strengths and limitations of dance literacy in their embodied and theoretical knowledge of teaching children and youth Creative Dance.
• Identify concrete goals and strategies on how to improve areas of weakness for themselves and for their colleagues through self and peer evaluations.

**Autonomy and professional capacity**

By the end of this course students will be able to:
• Exemplify outstanding professional conduct in the classroom space of DANC 3368 by consistently demonstrating but not limited to, exemplifying and maintaining good classroom citizenry; advocating for democratic values; practicing positive self-talk to maintain a positive, collaborative and sustainably supportive learning space inside and outside the studio; contributing to and conducting positive on-line discussion behavior; staying up to date with required readings and TEJ’s submissions and presentations.
• Exemplify outstanding professional conduct in their practicum placement by consistently demonstrating but not limited to: arriving on time to all practicum sessions with appropriate dress, and prepared lesson plans; following all rules and regulations of practicum placement location; checking in with practicum leader/teacher regarding how to appropriately interface with parents; committing to the health and well-being of the children and youth they are teaching /assisting.
• Create a rubric for the host teacher to evaluate student’s autonomy and professional capacity.

**GRADED ASSESSMENT**

**Graded Assessments**:  

**Breadth and Depth of Knowledge 15%**
Exemplified by the written submission of best 3 of 4 Triple Entry Journals 15%
Due Online: Weeks 2,3,5 and 8 (proof of completion towards participation grade)
Submit 3 Polished TEJ for Grade by Week 12 April 3.

**Knowledge of Methodologies 15%**
Assignment #1: Philosophical Statement:
Why teach Creative Dance to Children? 15%
(Due Week 4: Jan. 31)

**Awareness of Limitations of Knowledge 10%**
5 on-line practicum discussion/reflection forums
(Due Weeks 2, 6,7,8,9)

**Application of Knowledge 45%**
Assignment #2: Unit Plan 15%
(Due Week 7: Feb. 28)
Assignment #3: 1 DRAFT Lesson Plan  
(Due Week 9: March 13)  
10%

Assignment #4:  
5 Lesson Plans (Can be applicable to practicum placement)  
(includes revised DRAFT lesson)  
(Due: April 3)  
20%

Communication 5 %  
Exemplified by in-class collaborative teaching activities and in-class participation  
(assessed throughout the term based on consistency)  
5%

*Professional Autonomy  10%  
Practicum/host teacher feedback  
(Includes submission of host teacher evaluation form in a  
sealed and signed envelope and breakdown of hours)  
(Due April 3)  
10%

Total  
100%

*Please see course Moodle page for assignment purpose, description, format requirements and other related  
details.

ADDITIONAL INFORMATION

Important University Sessional Dates (classes start/end dates, reading/co-curricular week, add/drop  
deadlines, holidays, etc.):  
http://registrar.yorku.ca/enrol/dates/

York University Grading System:  

"20% Rule":  
No examinations or tests collectively worth more than 20% of the final grade in a course will be  
given during the final 14 calendar days of classes in a term. The exceptions to the rule are classes which  
regularly meet Friday evenings or on Saturday and/or Sunday at any time, and courses offered in the  
compressed summer terms.

Last date to drop a full year (Y) course without receiving a grade: February 3, 2020
Last date to drop a Fall term (F) course without receiving a grade: November 8, 2019
Last date to drop a Winter term (W) course without receiving a grade: March 13, 2020

Course Withdrawal Period: (withdraw from a course and receive a grade of “W” on transcript)  
Last date for full year (Y) course: February 4 to April 5, 2020
Last date for Fall term (F) course: November 9 to December 3, 2019
Last date for Winter term (W) course: March 14 to April 5, 2020

Please note that financial deadline dates differ from add/drop deadlines.

Department of Dance Studio Dress Requirements:  
In order to give students the best possible guidance in Contemporary Ballet and Modern studio dance classes,  
teachers must be able to see the entire body. Postural alignment and joint and muscle use cannot be corrected  
in these classes if loose or bulky clothing hide the body. World Dance and other dance forms we teach may
require specific footwear, props, and/or other clothing options. Please make sure to check your outlines for each of your studio dance classes for the specific dress requirements and the details each teacher will require.

The general requirements are:

- Form fitting clothing that covers torso and legs should be worn. Bring close-fitting warmer clothing and socks for cold days. (No loose-fitting or ragged clothing unless specified).
- Hair must be worn off the neck and face for Ballet, and back and off the face for Modern.
- Tight buns are not recommended for Contemporary/Modern as they may impede floorwork.
- Students can wear leotard and tights (any solid colour), and ballet slippers for Ballet and bare feet for Modern.
- Please be considerate of your fellow dancers; avoid long fingernails and jewellery (including piercings, watches, earrings, necklaces, bracelets, and large rings). Ensure hair-wear is secure.

**Department of Dance Studio Use Regulations:**

- There is absolutely no food or drink (other than water) permitted in the studios.
- **Leave street shoes and boots in the cubbies** outside the studio or preferably, in your locker. If you must bring street shoes and boots in to the studio, please place them inside a bag. Grit and dirt brought into the space pose a safety hazard for dancers (particularly for those working barefoot) in addition to damaging the floor surfaces. **NO BARE FEET** in the Dance Department hallways, stairs, elevators, or bathrooms. Bring indoor flip-flops or slippers to go from studio to studio.
- Do not prop the studio doors open by using the deadbolt, the mirror curtain, or anything that blocks the studio entrance.
- Please return studio furniture to its rightful place according to the floor plan posted by the door in each space.

**Department of Dance Video Guidelines:** The Department of Dance has developed these guidelines in order to raise awareness of expected behaviour regarding recording/videotaping curricular work, and to foster a culture of respect for intellectual and creative property, as well as for individual privacy.

While the Department recognizes the democratizing effect of the internet, **the Department requests that students do not post curricular work publicly to the internet, unless by express permission of the Chair of the Department, and waivers signed by all concerned.** Work is to be shared only via private file-sharing access. This applies to documentation made by the Department and/or by individual students for their own archives.

**Department of Dance Guidelines For Scented Products:** York University endeavours to provide an indoor environment that supports the University community at work and study. Some people experience severe health problems from exposure to chemicals contained in scented products including aftershave lotions, hair spray, deodorants and fragrances. In consideration of those who are affected by such chemicals, **use unscented products only.**

**Department of Dance Guidelines For Physical Demands of the Program:** Courses in the Department of Dance may include elements that are physically demanding. Prior injuries can be aggravated by strenuous exercise so check with your physician and inform the Course Director before beginning the course. Be sure to share with the Course Director any changes in your injury or health that may affect your participation.

Courses in the Department of Dance may also include the possibility/likelihood of human contact (i.e., correction of alignment or technical execution as well as the possibility of collision with colleagues). Students uncomfortable with the use of touch are requested to relay feelings to the Course Director as soon as possible.

**Department of Dance Guidelines For Safety and Wellbeing:** Should an accident occur in studio, there is a very clear protocol for reporting. This information is posted in every studio. Faculty members and staff are well versed in the protocol. For the various minor issues that come up in your day-to-day life as a dancer, it is recommended that you carry a well-stocked personal first aid kit in your dance bag. Programs Assistant
Flannery Muise and faculty member Claire Wootten are the department’s certified first-aid reps.

**Department of Dance Attendance and Participation Policy:** Students are expected to participate in every dance class, both studio and lecture courses. Under exceptional circumstances they may miss, without penalty, half the number of classes per term as the class meets in the week. (i.e., If your class meets two times a week, you may miss ONE class over the entire course without penalty.)

**For studio classes that meet one (1) time per week:**
- Absences or early departures in excess of 1 per term can result in a grade deduction of 4% per occurrence.
- Partial class participation beyond 1 class per term results in a 2% grade penalty.
- Non-participation beyond 1 class per term results in a 4% grade penalty.

**For studio classes that meet two (2) or more times per week:**
- Absences or early departures in excess of 1 per term can result in a grade deduction of 2% per occurrence.
- Partial class participation beyond 1 class per term results in a 1% grade penalty.
- Non-participation beyond 1 class per term results in a 2% grade penalty.

**For all classes:**
- In the event of an absence or limited participation, all missed material is to be learned prior to returning to class.
- In the event of an injury or illness preventing full participation for more than 1 class in a term, it is the student’s immediate responsibility, in consultation with the Course Director, to devise a plan for make-up work. The sooner this is done, the less stress you will experience from the uncertainty of the situation. If you are injured or ill, obtain and submit a hard copy doctor’s note. The doctor’s note will allow you to arrange for appropriate make-up work. **Grade penalties can still apply**, but the documentation assists in gauging the amount of penalty and make-up work needed.
- As detailed in the Injury Guidelines in the Department of Dance, students must complete a minimum of 60% of the studio work to receive course credit.
- Finally, in consideration of all participants, if you are ill, stay home and/or see your healthcare provider. You will recover faster and, should your illness be contagious, you will have shown others consideration by limiting their exposure. Do NOT come to class if you are ill!

**Department of Dance Technical Evaluation Policy:** It is the Department’s responsibility to ensure that every dance major experiences optimal training and educational conditions. This is especially important in physical practice where safety is a pedagogical imperative. To that end, all students enrolled in dance technique courses (i.e., Contemporary Modern and/or Contemporary Ballet) participate in technical level evaluation at the beginning of the Fall term. Dance faculty conduct evaluations in a traditional group class setting. Students who have successfully completed the pre-requisite courses, have maintained an appropriate level of fitness, and have continued with technical training over the spring and summer months normally proceed to the next level. It must be noted that a satisfactory grade in the pre-requisite course does not guarantee placement in the next level of technique. Some students may be required to remain at the previous level to safely develop additional technical skill. Extended illness, injury, or insufficient technical skill are some of the factors that lead to such a decision.

The study of dance as a physical and artistic practice requires a commitment to year-round technical training, body conditioning, and cross training. Students are, therefore, expected to independently seek out and maintain an appropriate training regimen all 12 months of the year.

**York University Academic Senate Policies and Information:**
All students are expected to familiarize themselves with the Policies and Regulations information which can be found on the 2019/20 Academic Calendars page:
http://calendars.students.yorku.ca/2019-2020/programs/dance

We recommend carefully reviewing all three sections: About, Degree Requirements, and Faculty Rules. Important information is explained here including the Policy on Academic Honesty, Academic
Responsibility and Student Responsibility, and Academic Standing. Further details are available on the Secretariat Policies website, http://secretariat-policies.info.yorku.ca/, which covers the following topics:

- Academic Accommodation for Students with Disabilities:

York provides services for students with disabilities (including learning, mental health, physical, sensory, and medical disabilities) needing accommodation related to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University. Students in need of these services are asked to register with Counseling & Disability Services as early as possible to ensure sufficient advance notice so that appropriate academic accommodation(s) can be provided. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs. (https://counselling.students.yorku.ca/)


York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course Director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services, Student Services Centre or online at https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs

- Code of Student Rights and Responsibilities:

- Academic Honesty: http://calendars.students.yorku.ca/2019-2020/policies-and-regulations/student-conduct/academic-honesty

- Academic Integrity Site: http://www.yorku.ca/academicintegrity

- Academic Integrity Tutorial: https://www.yorku.ca/tutorial/academic_integrity/


- Alternate Exams/Tests: http://altexams.students.yorku.ca/

- University Secretariat: http://secretariat.info.yorku.ca/senate/

Many courses utilize Moodle, York University’s course website system. If your course is using Moodle, click here to access it.

Moodle @ York University