Minnesota State University, Mankato
Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU’s curricular process for recommendations and decisions.

College: Arts and Humanities
Department: Theatre and Dance
Program: Dance
Type of Change: COURSE PROPOSALS
Proposed Change in Course: Title: Methods and Materials for Teaching Creative Dance and Drama
24-Char. Abbrev.: DANC 324

Title Current: Methods and Materials for Teaching Dance

Effective Date of Change: 07-06
Academic Year: 07-08

Proposal #: 1346

(For Office Use Only)

Course Designator: DANC 324
Number of Credits: 3
(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

This course is first in a two-part series of courses required for the K-12 Dance Education license. It examines the theory and practice of dance education and applies this knowledge to simulated teaching and to selected clinical settings.

Rationale or Justification for change:

This course will become part of the K-12 Dance Education program once it is reinstated. The course title change more accurately describes the course content because it no longer includes theatre content.

***For General Education or Cultural Diversity Courses Only***

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

*7 For Writing Intensive Courses, attach a description of the kind and quantity of writing.
7 For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course’s student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students’ achievement of each GE competency or CD designation.

***For New Courses***

<table>
<thead>
<tr>
<th>Instructional Type:</th>
<th>Lecture/Lab</th>
<th>Course will be offered:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>√ Fall Semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Spring Semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Summer Session</td>
</tr>
</tbody>
</table>

Other courses are being changed or eliminated. (Explain.)

☐ Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course’s student learning outcomes.
c. A list of resources required to offer and support this course.
d. A description of how teaching this course will affect department staffing.
e. If 400/500 level course, an explanation of added expectations of graduate students.

Revised September 2002
<table>
<thead>
<tr>
<th><strong>Curriculum Proposal</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended</strong> (Category/ies)</td>
</tr>
<tr>
<td><strong>Not Recommended</strong> (Category/ies)</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended</strong> (Category/ies)</td>
</tr>
<tr>
<td><strong>Not Recommended</strong> (Category/ies)</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended</strong> (Category/ies)</td>
</tr>
<tr>
<td><strong>Not Recommended</strong> (Category/ies)</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Education Subcommittee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended</strong> (Category/ies)</td>
</tr>
<tr>
<td><strong>Not Recommended</strong> (Category/ies)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate Curriculum and Academic Policy Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended</strong> (Category/ies)</td>
</tr>
<tr>
<td><strong>Not Recommended</strong> (Category/ies)</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Association Graduate Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended</strong></td>
</tr>
<tr>
<td><strong>Not Recommended</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended</strong></td>
</tr>
<tr>
<td><strong>Not Recommended</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Affairs Council</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended</strong> (Category/ies)</td>
</tr>
<tr>
<td><strong>Not Recommended</strong> (Category/ies)</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Vice President and Vice President for Academic Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Approved</strong> (Category/ies)</td>
</tr>
<tr>
<td><strong>Not Approved</strong> (Category/ies)</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
</tr>
</tbody>
</table>
Dance Program  
Department of Theatre & Dance  
K-12 Dance Education License

New Course Proposal Support Documentation

**DANC 324: Methods and Materials for Teaching Dance**

a. Course Syllabus

(see attached)

b. Student Learning Outcomes

1. Students will be able to demonstrate knowledge of the National Standards in Dance Education (NSD) and the Minnesota Standards in the Arts in Dance (MNSD).
2. Students will be able apply NSD and MNSD to all course content.
3. Students will experience dance in the P-12 setting through clinical experiences.
4. Students will be able to demonstrate knowledge of the theory and practice of teaching dance in the P-12 setting.
5. Students will read, review, and apply current research in dance education

c. Resources needed: None

d. Effect on departmental staffing: None

e. n/a
Dance Program
Department of Theatre and Dance
DANC 324: Methods & Materials for Teaching Dance

Instructor: Julie A. Kerr-Berry
Time/Location: 9:30-10:50 p.m., t/h, PAC 126
Office/Phone: PAC 210, 389-2125
Credit: 3 hours
e-mail: julie.kerr-berry@mnsu.edu

Course Description
This is a methods course designed to prepare pre-service teacher for teaching dance in the P-12 setting. The theory and practice of dance education will be examined relative to developmental appropriateness/grade level. Activities will focus on experiential learning modules and simulated teaching opportunities.

Student Learning Outcomes
1. Students will be able to demonstrate knowledge of the National Standards in Arts Education in Dance (NSD) and the Minnesota Standards in the Arts in Dance (MNSD).
2. Students will be able apply NSD and MNSD to all course content.
3. Students will experience dance in the P-12 setting through clinical experiences.
4. Students will be able to demonstrate knowledge of the theory and practice of teaching dance in the P-12 setting.
5. Students will read, review, and apply current research in dance education.

Critical Questions
1. What value do the arts bring to children through young adult learning?
2. What is a "standard?"
3. What are the NSD and MNSD, and what is their relevance to this course?
4. What are the Elements of Dance?
5. How does dance education methodology and content change as it progresses through the P-12 curriculum.

Learning Activities
1. Daily studio experiences.
2. Development of curricular ideas, which connect dance to other disciplines.
3. Working with guest teaching artists.
4. Clinical observations.
5. Alignment of course learning modules with National and State Standards in dance education.
6. Unit Assignments.
7. Final Teaching Project (dance or theatre emphasis).

Assessment Methods
1. observation
2. lesson plans 
3. assignments 
4. participation in class discussion 

**Dress**

Students must be attired in appropriate dance/movement clothing. In addition, dancing barefoot is mandatory (no socks!). Failure to dance in bare feet will result in a low or failing grade. Blue jeans, skirts, and dresses are prohibited. Failure to comply with appropriate classroom dress will be reflected in the participation percentage of the final grade.

**Required Texts**


**Supplemental Required Reading:** See "Course Organization" that follows.

**Grading**

30% Quality of Participation
   Preparedness and Knowledge of Content
   Engagement/Performance in Class
   Improvisations and Collaborations
   Dress
   Absences (2 absences allowed)

20% Unit Assignments (4 @ 5%)

40% Peer Teaching Mini Lessons (4 @ 10%)

10% Final Project: 20 Minute Teaching Lesson
Assessment Rubric
A = High Quality Work - exceeds course requirements and standards consistently and completely; demonstrates excellence, a thirst for knowledge, originality in thinking, and the ability to synthesize content; constantly contributes to class.
B = Good Work - meets course requirements, challenges oneself to think originally, but not with consistency; pushes oneself beyond the subject matter; contributes to class.
C = Satisfactory Work - usually performs at a level which meets most of requirements, which are average; does not push oneself beyond the subject matter; occasionally contributes to class.
D = Unsatisfactory - often performs below course requirements, demonstrating lack of commitment and disengagement; does not produce or contribute to the class.
F = Upgradeable - seldom attends class; contributes little when in class.
Course Organization by Unit, Date, and Content


JANUARY

(t) 18th COURSE INTRODUCTION: Scope & Sequence: Arts Overview; National Standards in Arts Education (NSAE): a Visit to the "Toy Room"

HAND OUTS:
"Ancient Chinese proverb"
"4 Directions, 4 Movements"
"Silent Hellos"
"Sound & Motion"
"A Typical Class"
"Champions of Change"
"Wheel of ARTS Learning"
"NAEP 8th Grade Findings"

SAMPLE WARM-UPS: "4 Directions, 4 Movements," "Silent Hellos," and "Sound and Motion"

(h) 20th FOCUS: Elements of Dance

READ: NSAE, "Preface," pp. 5-19
READ: K-12, NSAE for Dance (NSD)
READ: Engaging, "Dance Overview," p. D1; "Media Arts Overview," p. MA1;
READ: "Overview of Dance Elements and Skills"
READ: Large Processes: Wheel of Dance & Theatre Learning"
READ: "What are the National Standards and Why Are They Important?"

(t) 25th FOCUS: (1) Connecting the NSD to the MNSD; (2) Infusing the Arts into the Academic Curriculum; (3) Brain Research

READ: Root-Berstein's "Learning to Think with Emotion"
READ: Paulson's "Emotions, The Brain, and Learning"
READ: North Carolina's "Balanced Curriculum"
READ: Kerr-Berry's "Dance Teaching Techniques and Practices: Informing Other Disciplines" [JODE]
ASSIGNMENT #1: One paragraph synopsis of each assigned reading. Be prepared for discussion. (5%)  

(h) 27th  
FOCUS: Best Practices and Lesson Plan Format  
HAND OUTS:  
"Ways to Experience Learning"  
"Profile of Dance & Theatre Education in the P-12 Education"  
Sample Lesson Plan Format  

Unit II: Elementary Dance and Theatre (P/K-3rd): Creative Dance, Creative Dramatics, and Interdisciplinary Teaching  

FEBRUARY  
(t) 1st  
FOCUS: Methods for Teaching Creative Dance & Dramatics  
(1) Green Gilbert's Model for Creative Dance  
(2) Heinig's Model for Creative Dramatics  
REVIEW: National (K-4) & State Standards (K-3) in Dance and Theatre  
READ: Green Gilbert, Creative Dance for all Ages, pp. 3-72  
READ: Heinig, Creative Drama Resource Book, pp. 1-47 [Karina, only]  
READ: "What is Creative Dance and Dramatics: P-6th?"  
READ: "Gross Motor Attributes in Early Childhood"  

ASSIGNMENT #2: Two page synopsis outlining either Green Gilbert's or Heinig's Model.  

(h) 3rd  
FOCUS: (1) J.K.B. Sample Lesson and (2) Class Work Session, Creating a G.G. Lesson  
REVIEW: Remainder of Green Gilbert's Creative Dance for all Ages  
HANDOUT: Where the Wild Things Are [text for 2/8/05]  
SATURDAY, FEBRUARY 5th, DANCE SUMMIT:  
PERPICH CENTER FOR ARTS EDUCATION  

(t) 8th  
FOCUS: Building Drama Using Children's Literature [Interdisciplinary Learning Language Arts]  
(1) "A Snowy Day" [Children's House]  
(2) "Where the Wild Things Are"  
READ: "Story Dramatization" [J.K.B. handout]

**ASSIGNMENT #3:** Part I: A piece of children’s literature appropriate for story dramatization along with a rationale for this use. Part II: Create a mask for a character in the *Wild Things*. (5%)

**CLINICAL:** Children’s House Visit, Dance/Theatre for preschool Children: "The Snowy Day"

(h) 10th  
**FOCUS:** Teaching Academic Subjects through Movement [*Vowels, Volcanoes, Angles, and Maps*]  
READ: Green Gilbert, *Teaching the Three Rs*, pp. 3-20  
REVIEW: remainder of Green Gilbert’s *Teaching the Three Rs*

(t) 15th  
**Video:** Teaching Math Through Movement  [Julie @ BPN]

(h) 17th  
**Peer Teaching Mini Lessons:** 6 @ 10 minutes, 1/2 hour critique.  
Make sure you make copies of your Lesson Plan for all class members.

**UNIT III:** Intermediate Dance (4th-5th): Creative Dance & Creative Dramatics  
[Story Dramatization, Puppets, Masks, and Props]

(t) 22nd  
**FOCUS:** Creative Dance for Grades 4th-5th  
REVIEW National (5th-8th) and State Standards (4th-5th) in Dance  
READ: D. Clark’s "Considering the Issue of Sexploitation of Young Women in Dance" [IODE]

(h) 24th  
**FOCUS:** Composition for Grades 4th-5th

**MARCH**

(t) 1st  
**FOCUS:** Linking the Schools to Community Education  
SPECIAL GUEST & TEACHING ARTIST: Wendy Muhlhauser  
[props, masks, and puppets]

(h) 3rd  
**SPECIAL GUEST, Continued.**

(t) 8th  
**Peer Teaching Mini Lessons:** 6 @ 10 minutes, 1/2 hour critique.  
Make multiple copies of your Lesson Plan for all class members.

(h) 10th  
**CLINICAL:** Dayton’s Bluff Elementary, St. Paul, MN  

**SPRING BREAK & ACDF**
UNIT IV: Middle School Dance (6th-8th) Technique, Improvisation, Composition, Accompaniment and Responding to Dance

(t) 22nd  
FOCUS: PART I: Introducing Dance Technique  
REVIEW: Green Gilbert's Chapter 8, "Dance Technique"  
REVIEW: National Standards (5th-8th) and State Standards (6th-8th)  
REVIEW: Engaging, "Dance Overview," pp.D2

HANDOUT: Basic Concepts of Dance and Dance Making  
HANDOUT: Middle School Profile  
HANDOUT: Penrod & Plastino's "Glossary" (pp. 127 - 133)  
HANDOUT: Class Structure for Middle School Dance Technique

(h) 24th  
FOCUS: PART II: Structuring a Dance Technique Class  
READ: Penrod and Plastino, Chapter 3: "Technique Analysis," (pp. 27 - 49)  
READ: Crook's "Benefits of Dance Education in the Middle School Setting" [JODE]  
READ: Erkert, pp. 189, 190  
EXPLORE: McGreevy-Nichols', "Building Dances"

(t) 29th  
FOCUS: Dance Improvisation & Composition  
EXPLORE: McGreevy-Nichols', "Building Dances" (continued)  
HANDOUT: Hip Hop Bingo

(h) 31st  
FOCUS: Dance Science  
READ: Penrod and Plastino's Chapter 4: "Anatomy, Injuries, and Diet" (pp. 50-62)

ASSIGNMENT #4: 2 examples of "non-lyriced" music appropriate for dance accompaniment. Be prepared to:
1. Identify the CD title & composer, tempo, and meter.
2. Identify what phase of an m.s. dance class you would use it.
3. Demonstrate the application by teaching ONE example to class members. (5%)

APRIL

(t) 5th  
FOCUS: Responding to Dance - Describing and Evaluating

(h) 7th Peer Teaching Mini Lessons: 6 @ 10 minutes, 1/2 hour critique. Make multiple copies of your Lesson Plan for all class members.
UNIT V: High School Dance (9th-12th): Technique, Dance Science, Giving Corrections, Improvisation, Composition, Evaluating Dance, Working with an Accompanist, Musical Theatre Choreography

(t) 12th
FOCUS: Building Toward a More Sophisticated Technique Class
REVIEW: National Standards (9th-12th) and State Standards (9th-12th)
READ: Erkert, Chapters: 1, 6, 7, 8 & 9
HANDOUT: Dance Technique Class Structure: Some Universals

(h) 14th
FOCUS: Working with an Accompanist
SPECIAL GUEST & TEACHING ARTIST:

(t) 19th
FOCUS: The Role of Improvisation
REVIEW: Erkert, pp. 14, 15

(h) 21st
FOCUS: Student Composition
READ: R. Carney's "Teaching High School Dance Composition"
READ: NSAE, pp. 75-77

(t) 26th
FOCUS: Responding and Evaluating Dance
BRING DANCE COMPOSITION MATERIALS TO CLASS

(h) 28th
CLINICAL: Southwest High School Dance Program, Mpls., Colleen Callahan, Director

MAY
U-REP TECH WEEK BEGINS

(t) 3rd
FOCUS: Musical Theatre Choreography for the High School Musical
READ: Phillips' "Anything Doesn't Go: A Critical Look at Dance in Musical Theater" [JODE]
Special Guest & Teaching Artist: Paul Finocchiaro and Musical Theatre Choreography

(h) 5th Peer Teaching Mini Lessons: 6 @ 10 minutes, 1/2 hour critique. Make multiple copies of your Lesson Plan for all class members.

U-Ren Spring Concert, May 5th and 6th @ 7:30 p.m.

(h) 12th
Final: 8-10:00 a.m.; 20 Minute Lesson Plan