

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Department of Kinesiology

KIN 314--Creative Dance for Children
Monday – Wednesday—11 a.m.- 12:40 p.m.

Carolyn Barbian
Spring 2008

COURSE OUTLINE

In this class you will engage in intensive focus on one of the four arts areas. Every course in the visual and performing arts curriculum of the Liberal Studies major at CSUN includes discussion and activities related to all four arts domains: visual art, music, dance, and theatre. Students are expected to apply and integrate the knowledge of the art form under study to all of the arts, and to address the four strands of the Visual and Performing Arts Framework in a holistic manner. Students are guided through discussion, reflection and application to extend their depth and breadth of understanding in one arts area to the others, resulting in an integrated appreciation of the power of the arts to shape human experience.

Course Objectives

1. To understand time, space and energy as related to creative dance for children.
2. To be aesthetically aware of the total body as an instrument of emotional expression.
3. To explore directions of teaching dance to children which emphasize and encourage non-verbal communication and cooperative creation among student, peers, and teacher.
4. To understand the structuring role of the teacher - how to involve the child as the main resource to bring the best movement of the child into use.
5. To explore how dance facilitate language acquisition.
6. To understand stylized dance forms and experience rhythmic activities and dances from various cultures and ethnicities.
7. To expand the understanding of other art forms (visual arts, theatre, music) through the study of dance and the contribution that the arts make to the human condition.
8. To develop lesson plans based on the California State content standards for dance k-12.
9. To gain experience integrating dance throughout the core curriculum.
10. To provide an opportunity to work with children in the area of dance.

Required Resources:

Green Gilbert, Ann. *Creative Dance for All Ages*. Reston, Virginia: NDA/AAHPERD Publications., 1992.

Barbian, Barnes. *A Syllabus for KIN 314, Creative Dance for Children*

Visual and Performing Arts Content Standards for California Public Schools, Kindergarten through Grade 8. Available online: <http://www.cde.ca.gov/be/st/ss/damain.asp>

Content Outline

- I. Overview of dance which includes definition, scope, brief history, purposes, and relationship of dance to other art forms.
- II. Elements of Dance: exploration of elements of time, space, energy, as they relate to children's dance as an art form.
- III. Expressive needs of the child for personal discovery: imagination, spontaneity, improvisation, growth and development needs.
- IV. Role of dance in language acquisition
- V. Multi-cultural dances for children
- VI. Structuring role of teacher in children's dance
- VII. Evaluation of children's dance as an art form
- VIII. Resources for teaching dance: instruments, music, books, etc.
- IX. Laboratory experience - observing and teaching creative dance in an elementary school setting.

Basis of Evaluation

1.	Teaching Unit	30%
	Overall Goals	
	4 Lesson plans	
	4 Evaluations	
	Overall Evaluation	
	Teacher/Supervisor's Evaluation	
2.	Multi-Cultural Project	15%
3.	In-Class Teaching Presentation	15%
4.	Participation	15%
	Attendance-	
	0-1 classes missed	A
	2 " "	B
	3 " "	C
	4 " "	D
	Class work	
	Projects	
	Discussions	
5.	Exams	25%

Plus/minus grading will be utilized.

Office Hours: Monday and Wednesday 9-10:00 a.m.;
Tuesday and Thursday 10-11:00 a.m.

Office:

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Students with Disabilities: This instructor, in conjunction with California State University, Northridge is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the office of Students with Disabilities Resources located in 110 Student Services Building, or call (818) 677-2684 for an appointment. Any information regarding your disability will remain confidential. Requests for accommodations should be made as early as possible.

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Kin. 314/314L Creative Dance for Children
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PROPOSED SCHEDULE (SUBJECT TO CHANGE)

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| January 23 | Orientation
Assignment: Textbook—p. 3-7; Print <i>California State Content Standards for Dance, Kindergarten through Grade 12:</i>
http://www.cde.ca.gov/be/st/ss/damain.asp
Children's Definition of Dance |
| January 28 | Definition of Dance
Dance and Pantomime
Assignment: Textbook Review; Content Standards Review |
| January 30 | Movement Exploration
Elements of Movement
Video
Assignment: Work on Textbook Review; Content Standards Review; Textbook—p. 79-164 |
| February 4 | Elements of Dance: Force Activities
Assignment: Text—p.191-226 |
| February 6 | California Content Strands/Standards for Dance;
Movement Exploration; Elements of Dance
Assignment: Text—p. 191-238; Syllabus—p. 4-8 |
| February 11 | Strand: Creative Expression; Artistic Perception
Elements of Dance; Sign-up for In-Class Teaching
Assignment Due: Analysis of Content Standards
Assignment: Text—p. 239-306 |
| February 13 | Strand: Creative Expression; Artistic Perception
Elements of Dance
Assignment: Text—p. 12-59; Syllabus—11-16
Assignment Due: Textbook |
| February 18 | Lesson Plan Construction; Teaching Styles
Bring text, syllabus, content standards |

February 20	<p>Assignment: Text—165-190; Syllabus—p. 9-10 Strand: Creative Expression; Artistic Perception Rhythm and Meter Assignment: Syllabus—p. 22, 48-57</p>
February 25	<p>Strand: Creative Expression; Artistic Perception Rhythm and Meter Strand: Historical and Cultural Context Folk Dance Assignment Due: In-Class Lesson Plan for those teaching on March 3</p>
February 27	<p>Strand: Historical and Cultural Context Folk Dance: presenting and cuing dances Assignment Due: In-Class Lesson Plan for those teaching on March 5</p>
March 3	<p>In-Class Teaching Presentations Assignment Due: In-Class Lesson Plan for those teaching on March 10</p>
March 5	<p>In-Class Teaching Presentations Review for Midterm Readings for Midterm: Text—p. 3-11; 22-40; 153-226; 227-238; Syllabus—p. 4-16; 22; 48-57</p>
March 10	<p>In-Class Teaching Presentations Review for Midterm</p>
March 12	<p>Midterm Exam Strand: Historical and Cultural Context Folk Dance</p>
March 17-21	<p>Spring Break—no classes</p>