

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**  
**Department of Kinesiology**

**KIN 314/L Creative Dance for Children**

**Course Information:**

Units: 2,1

Semester/Year: Spring, 2008

**Instructor Information:**

Instructor: Terry Sweeting, Ph.D.

Phone: 818-677-7570

E-mail: terry.l.sweeting@csun.edu

Office Location: Kin (Redwood) #254

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.

**Required Textbook and Materials:**

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

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

*Visual & Performing Arts Content Standards for California Public Schools, PreKindergarten Through Grade 12*. Available online at:

[www.cde.ca.gov/cdepress/standards-pdfs/visual-performing-arts.pdf](http://www.cde.ca.gov/cdepress/standards-pdfs/visual-performing-arts.pdf)

**Course Description:**

The study of the elements of time, space, and energy as related to children's dance as an art form. Principles, techniques, and exploration of directions of teaching dance to children. Lecture and lab taken concurrently: 2 hours lecture, 2 hours lab.

**Course Objectives:**

Upon completion of this course, students will have:

1. An understanding of time, space and energy related to creative dance for children.
2. An aesthetic awareness of the total body as an instrument of emotional expression.
3. An understanding of how to explore directions of teaching dance to children which emphasize and encourage nonverbal communication and cooperative creation among student, peers and teacher.

4. An understanding of ways to explore how dance can facilitate language acquisition and how to integrate dance with other subject areas in the curriculum.
5. An understanding of 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.
6. An awareness of how to structure dance experiences and develop lesson plans for children based on the California Content Standards for Dance.
7. To expand the understanding of other art forms (visual arts, theatre, music) through the study of dance and the contributions that the arts make to the human condition.
8. Experience rhythmic activities and dances from various cultures and ethnicities.

### **Course Content:**

- 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.

### **Course Attendance Policy:**

See information regarding Participation/Attendance.

### **Student Performance Evaluation:**

1. Final exam - 30%; includes information obtained in class and assigned readings
2. Creative Dance lesson plan and peer teaching assignment (partners) - 20%
3. Multicultural Project (groups of 3) – a) Lesson plans (three) and display materials– 30%  
b)Group presentation – 10%
4. Participation/ Attendance - 10%

**\*It is expected that students will actively participate in all class sessions and contribute to class discussions. Your presence and full participation are vital to your success and skill acquisition. It is critical that you dress appropriately (no blue jeans or skirts).**

**\*\*Attendance will be taken during each class; Excessive tardiness will be noted.**

### **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. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting.

### **Grading Scale:**

A	92-100	C	72-77
A-	90-91	C-	70-71
B+	88-89	D+	68-69
B	82-87	D	62-67
B-	80-81	D-	60-61
C+	78-79	F	<60