

CANC.

COURSE NUMBER: 486

COURSE NAME: Special Topic :

SEMESTER: Summer Ses. 75

CALENDAR DESCRIPTION: "The most striking example of education as "the cultivation of modes of expression" is an activity that has no counterpart in American schools --something the English call "Movement", with a capital "M". One of the important aspects of the growth of informal education, the Plowden Committee writes, "has been the increasing recognition of the place of expressive movement in primary education. Children have a great capacity to respond to music, stoeies, and ideas, and there is a close link through movement, whether as dance or drama, with other areas of learning and experience with speech, language, literature, and art as well as with music".<sup>1</sup>

Austrian born Rudolph Laban has an accumulating reputation as a major twentieth century thinker and innovator in the field of education. His reputation rests mainly on his work in education as "the cultivation of modes of expression". Laban's analysis and classification of movement not only formed the base for most contemporary dance in Europe and North America, but also has enriched the "movement life" of children and the "movement literacy" of modern society.

A child learns, through this analysis, to understand "how, what and where" his body moves. Where this approach is used in a developmental way, sensitivity and confidence along with physical skill increase enormously. Furthermore, success is not limited to the athletic. An important characteristic of movement education is that it can provide satisfaction for the great majority of children.

Gymnastics and games have been affected by Laban's analysis, and so too has the classroom. Music, art, poetry and drama become natural extensions of the new "dance", acting sometimes together, sometimes singly, as both stimuli and accompaniment. In turn, art forms develop from a fresh and natural perspective.

<sup>1</sup>Silberman C. Crisis in the Classroom, Random House N.Y., 1970. p. 253.

COURSE INFORMATION:

Instructor	Dates	Day(s)	Time(s)
Warrell & others	May 6th-June 14th	M & W	4:30-8:30

Range of Topics:

Laban's analysis and classification of movement; movement and music; movement and poetry; movement and art; movement and drama.

Recommended Reading:

486 Reserve Book List  
Summer 1974

Movement Analysis

- GV 1753 L3      Laban, R. Modern Educational Dance. London and Evans, 1948.
- GV 443 J625      Jordon, D. Childhood and Movement. Oxford: Blackwell, 1966
- GV 1783 P7      Preston, V. A Handbook for Modern Educational Dance. London: MacDonal and Evans, 1963.

Dance

- GV 1799 B65      Boorman, J. Creative Dance in the Primary Grades. Toronto: Longmans, 1969.
- GV 1799 L65      Lofthouse, P. Creative Dance for Boys. London: MacDonal and Evans, 1969.
- GV 1799 R83      Russell, J. Creative Dance in the Secondary School. London: MacDonal and Evans, 1969.

Art

- N365 G7 F5      Field, D. Change in Art Education. (Students' Library of Education) London: Routledge and Kegan Paul, 1970.
- N350 M266      Marshall, S. An Experiment in Education Cambridge. Cambridge University Press, 1963.

Music

- MT 1 R53 Richards, M.H. Language Arts Through Music P.A. Trilogy. California: Richards Institute of Music Education and Research, 1971.
- ML 3923 T5 Thackray, R.M. Music and Physical Education. London: G. Bell and Sons, 1965.

Drama

- PN3171 G58 Goodridge, J. Drama in the Primary School. London: Heinemann Education Books, 1970.
- Slade, P. Child Drama. London: University of London Press, 1954.
- PN3171 W38 Way, B. Development Through Drama. London: Longmans, 1967.
- PN3171 G47 Cheifetz. Theatre in my Head. Littlebrown, Boston, 1971.

Language Arts

- PN6101 B52 Baldwin F. and Whitehead, M. (Eds.) That Way and This: Poetry for Creative Dance. London: Catto and Windus, 1972.
- Langdon, Margaret. Let the Children Write. London: Longmans, 1961.
- LB1576 M5 Moffett, James. A Student-Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers. Boston: Houghton Mifflin, 1968.

Requirements:

- (1) Attendance, participation and sequences -- 50%
- (2) Readings and three papers -- 50%