

Summer Session 2000

**EDUC 430 - 4**  
**Designs for Learning: Dance**

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**D01.00**

Mon, Wed, & Fri 13:00-16:50

**PREREQUISITE**

Educ 330 & Educ 401/402 or permission of instructor

**COURSE DESCRIPTION**

This course is for students and teachers with some movement/dance experience who are planning to teach dance in school or cultural settings, or integrate movement education in the wider curriculum. Students will continue experiential and theoretical explorations of movement language with increasing emphasis on expressive, formal and critical aspects of dance education. Emphasis will be placed on making, critiquing, and performing dance within a collaborative and supportive space for creating art. Central to this course is the importance of improvisation as a tool for artistic development and parallels between making dance and the pedagogical relationship will continue to be forged. Dance education will be connected to the work of practicing artists and ideas will be developed for integration of fine arts areas as well as various subject areas. Opportunity will be given to develop teaching skills in dance education, group and solo performative work developing curriculum, and enhancing the writing process.

**TOPICS**

Dance education (current issues)	Embodied writing
Body pedagogy	Children's literature and dance
Improvisation and teaching	Dance and culture
Integrating movement within the wider curriculum	Interacting with performance

**COURSE REQUIREMENTS**

1. Mini-teaching session - 30%
2. Writings from dance journal (incl. journal) - 30%
3. Performance piece or Curriculum unit - 40%

**REQUIRED TEXTS**

Zakkai, J. (1997). Dance as a way of knowing. L.A., CA: The Galef Institute.

Nachmanoavitch, S. (1990). Free play: The power of improvisation in life and the arts. NY: Tarcher/Pedigree Books.

Shapiro, S., (Ed.) (1999). Dance, power and difference: Critical feminist perspectives on dance education. Champaign, Illinois: Human Kinetics International.