

**SIMON FRASER UNIVERSITY  
FALL SEMESTER 2004**

**EDUC 330-3**

**MOVEMENT LANGUAGE ELEMENTS FOR DANCE IN  
EDUCATION  
(E01.00)**

DR. CELESTE SNOWBER

Office: EDB 8648

Phone: 291-4453

TUESDAYS 16:30-19:20 in EDB 7540 (mini-gym)

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**PREREQUISITE** 60 credit hours

**DESCRIPTION**

This course is designed for people with or without dance training, who want to teach dance in arts, P.E. classroom contexts, or integrate movement education within a wider professional community. In this experiential class, students will develop an understanding of the movement concepts (action, space, time, force, and relationship) which are the framework for making and teaching dance. This course will explore dance as a nonverbal and artistic language, and students will be introduced to the creative process involved when using and teaching dance as an expressive art form. Opportunity will be given to utilize the art of improvisation as a way of discovering movement language and its importance for skills for teaching and life. Focus will be on integrating movement/dance in the various content areas of the curriculum as well as the centrality of movement to the practice of teaching or what I call a body pedagogy. Time will be given to explore movement in a variety of cultural forms as well as observing and making movement in contemporary culture. Students will explore a variety of ways of creating movement, planning and presenting dance lessons.

**ASSIGNMENTS**

1. Create and teach group dance 30%
2. Performance piece 30%
3. Movement Reflection Essay 30%
4. Class Participation and Attendance 10% includes attending performance
5. Movement Journal It is recommended you keep a movement journal which you can draw from when writing your movement essay.

**REQUIRED READING**

Gilbert, Anne G. Creative Dance for All Ages. National Dance Association: AHPERD.

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

Tarcher/Perigree Books.

**RECOMMENDED**

Bagley, C. & Cancienne, M. (Eds.) (2002). Dancing the data. New York: Peter Lang.

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