Teaching Creative Movement
MPADE-GE 2452.001: Spring 2016

**Days:** Tuesdays  
**Time:** 5:00-6:30 class content, 6:30-7:00 lab work and research  
**Points:** 2

**Instructor:** Professor Deborah Damast, B.F.A., M.A.  
**Phone:** 212. 998.5865  
**e-mail:** Deborah.Damast@nyu.edu  
Office hours by appointment:

**Description:**  
Examines theories, methods & assessment tools in the teaching of creative movement to children in grades pre-K-5. Concentrates on basics of movement learning, developmentally appropriate activities, lesson planning, & skill in classroom instruction. Integration of dance in pre-K-5 curriculum & diverse environment is discussed. Observation of dance classroom settings required.

**Course Goal:**  
The course is designed to prepare students to create a unit in creative movement for elementary aged students. The students will learn to center the creative process in the classroom in:

- LMA elements  
- Dance learning standards  
- Diverse instructional approaches  
- Diverse instructional materials  

With a clear knowledge of the creative process itself, lesson plan creation, and child development.

**Objectives:**  
The Students will:
1. develop an understanding of creative dance for children in pre-elementary and elementary school ages as a foundation for choreography and technique classes  
2. learn how to create a lesson plan and unit plan for creative dance  
3. be able to apply the creative process in the early childhood curriculum  
4. be able to adapt creative movement classes for children with different abilities  
5. explore a variety of materials, methods, and developmentally appropriate lessons in a creative dance format  
6. become introduced to the NYC Blueprint for Dance

**Expectations:** We will be building on concepts and technical knowledge each week, and participation is crucial to full understanding of the course content. Come dressed in comfortable clothes that you will be able to move freely in. If you are injured and cannot
dance, you must come to observe. **One absence is allowed per semester. Please email instructor if you must be absent. 3 late arrivals constitute one absence.**

**Assignments:**
- Reading assignments from *Teaching Dance as Art in Education*
- Presentation of theme/subthemes and action words. Write up be handed in at beginning of presentation.
- Present one 6 lesson unit plan. Full 6 lesson unit plan outline with 2 fully realized lessons to be handed in at beginning of presentation. Included in unit plan will be 2 full lessons, unit overview, teacher goals, student learning outcomes, methods of instruction, support materials and assessment plan. May be presented online.

**Assessment:**
- Attendance and Participation 30%
- Midterm activity 20%
- Final Unit plan 30%
- Presentation of unit 20%

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**Tuesdays 5:00-6:30 studio 305**

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<thead>
<tr>
<th>january 26</th>
<th>Introductions, overview of course, semantics of movement vs. dance, advocacy for creative dance, intro activity with names.</th>
<th>Hand out syllabus, lesson plan format, final unit requirements. Dance/Movement. Name game with variations, letter of name dance creation (take first letter of name, make a shape. Find Choose favorite shape, change level, make it turn, locomote. Connect 3 variations. Find a partner. Teach variations to partner, exchange roles. Connect 2 phrases, perform simultaneously, share. DEL LMA charts</th>
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<tbody>
<tr>
<td>february 2</td>
<td>What is a warm up in creative movement vs. technique class? How do we apply LMA to</td>
<td>Outline CRM lesson plan with rationale for organization. Warm up, theme, exploration (improv)</td>
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<td>Date</td>
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<td>February 9</td>
<td>BENCHMARKS FOR EARLY CHILDHOOD</td>
<td>BENCHMARKS for Early Childhood in domains: affective, cognitive, kinesthetic, social. Watch videos of children moving and videos of Minnesota developmental benchmarks. Discuss, get into age groups, present and find activities. Gardner U curve,</td>
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<td>Reading due: McCutchen ch. 4, “emphasizing aspects of student-centered leaning” pp.63-100</td>
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<td>February 16</td>
<td>EXPLORE SPACE THEME-SUBTHEME-ACTION WORDS-MOVEMENT SENTENCE</td>
<td>Space; personal/general, spots in room, near middle far, levels, pathways. ABC spots game, Negative space over/under through lesson. Freedom dance</td>
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<td>Brainstorm possible themes, explain process to get to movement sentence</td>
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<td>February 23</td>
<td>Creating a lesson plan. Reading due: McCutchen ch. 5, “Identifying the cornerstones of dance as art in education” pp.101-121</td>
<td>Demo hatching hawks lesson and collectively come up with a Winter theme dance</td>
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<td>March 1</td>
<td>MIDTERM Group 1: THEME-SUBTHEME-ACTION WORDS-MOVEMENT SENTENCE with ideas for lesson plan</td>
<td>Hand in midterm and present. Present theme and teach exploration and development to class</td>
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<td>March 8</td>
<td>MIDTERM Group 2</td>
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<td>March 15</td>
<td>SPRING BREAK</td>
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<td>March 22</td>
<td>SYMBOL SYSTEMS and LITERACTY: haiku, Color dance and LOD symbols, biographies</td>
<td>Explore haiku, learn color dance and applied LOD symbols Bill T. Jones “Dance” Biographies: Alvin Ailey, Jose!, Happy Feet, index cards exploration</td>
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<td>April 5</td>
<td>Working with Masterworks: NY Export: Opus Jazz, Parsons, Taylor, etc</td>
<td>Watch videos and deconstruct for key concepts, recreate into lesson plans</td>
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<td>April 12, 19</td>
<td>Cultural dance forms, prepare for final units</td>
<td>China trip, Uganda lesson plan, Blueprint connections</td>
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CREATIVE MOVEMENT READING LIST

Required:
*Teaching Dance as Art in Education*
Brenda McCutchen
isbn-10: 0-7360-5188-0
Human Kinetics, publishers

Suggested:

*Adventures in Creative Movement Activities: A guide for teaching*
second edition
Marcia L. Lloyd, Ed.D.
isbn 0-945483-71-6

*Using Movement to Teach Academics: The Mind and Body as One Entity*
Sandra Minton
isbn-13 978-1-57886-784-4

*NYC Blueprint for the Arts: Dance: Grades K-12*
New York City Department of Education
www.nycenet.edu/projectarts

*Dance for Young Children: Finding the Magic in Movement*
Sue Stinson
Isbn 0-88314-381-X

| April 26, May 3 | Final Presentations of Units, hand in Unit plan |
Partnering Dance and Education: Intelligent Moves for Changing Times
Judith Lynne Hanna
Human Kinetics, Publishers
ISBN 0-88011-511-4

Building Dances: A Guide to Putting Movements Together
Susan McGreevy-Nichols, Helene Scheff, Marty Sprague
Human Kinetics, publishers, second edition