

E89.2266 Artistic Resources in Dance Education Ten Hours plus 10 Hours Arranged, 1 Point

Fall 2009
Patricia Cohen

Mondays, 2 – 4 p.m.
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Course Description: Take a bite of The Big Apple! This course orients students to the major artistic, research and education venues with a focus on the New York City community. Students will engage in a series of selected, experiential fieldtrips to research centers (such as the Dance Collection at the NYC Public Library and the Schomburg Center for Research in Black Culture), performance-based education centers (such as the Joyce Theater, Dance Theater Workshop, City Center and the 92 St. Y), professional development venues (such as Lotus Fine Arts, The Field and Peridance) and materials venues (such as Theater Development Fund, the Foundation Center and Materials for the Arts.) Students will have the opportunity to network with education directors and other professionals who administer arts and education programs, examine program design and learn about volunteer and employment opportunities.

Course Goal: Students will build methods of accessing, investigating, and applying artistic resources to their teaching, scholarship/research and choreographic projects. They will develop a final project that applies their knowledge of artistic resources and materials into a vision and advocacy statement for furthering teaching.

Course Objectives:

Students will:

(Accessing)

- Know what print, Internet, and other resources are available to locate arts and cultural institutions, educational programs and artistic events.
- Become experienced with the special procedures needed to access particular institutions.
- Locate the residence of particular institutions within NYC and be able to physically navigate themselves independently within different institutions.
- Collect literature and know what kinds of events, programs, professional development and careers are available to K-12 students, teachers, dance artists and researchers at various institutions.
- Identify conferences (local, regional, national, international) that might inform your teaching/artistry/explorations.

(Investigating)

- Know how to determine what aspects of an institution and its services can provide a field for conducting research.
- Differentiate between the different cultures of each institution and how one might approach and access this culture sensitively and professionally.
- Understand the missions, goals and visions of various institutions and how their services operationalize these goals.
- Understand the operating structure that supports the institutions' programs
- Analyze the multiple aspects of an institution, evaluate the services provided and compare this to other similar venues.
- Conduct focused research on institutions of interest.

(Applying)

- Collect ideas of how one will apply the services of a venue to their own teaching, research and artistry.
- Develop a resource binder that can serve as a guide when teaching and working professionally.
- Participate in experiences provided by various venues.
- Network with professionals working at various venues.
- Document how the learning from this course is being applied or impacting other courses the student is enrolled in.
- Develop an institutional project that is focused around a venue(s) of interest and addresses the NY State Standards in Dance and the NYC DOE K-12 Dance Blueprint

ASSESSMENT:

15%	Attendance during class and fieldtrips
30%	Journal responses to fieldtrips (5)
10%	Documentation of alternative resource
15%	Midterm
10%	Resource binder
20%	Final project

RECOMMENDED RESOURCES:

Greene, M. (2001). *Variations on a Blue Guitar*. NY: Teachers College Press. (read pp. 5-16)
NX284.4.N7 G74 2001 On reserve

Consortium of National Arts Education Associations. (1994). *National standards for arts education*.
Reston, VA: Music Educators National Conference

Bobst: NX280 .D35 1994 On reserve

www.menc.org – national standards – follow links (or go directly) to www.artsedge.kennedy-center.org/teach/standards

The University of the State of New York. (1996). *Learning standards for the arts*. Albany, NY: New York State Department of Education

Bobst: NX284.4.N7 L4 1996 Non-circulating

NYC Department of Education Blueprint for Teaching Dance:

<http://schools.nyc.gov/projectarts/Media/PA%20PAM/Dance/Curriculum/dancecurriculumpage.htm>

NDEO *Standards for Dance in Early Childhood* (ages 1-5)

www.ndeo.org/standards

NDEO *Standards for Learning and Teaching Dance in the Arts* (ages 5-18)

www.ndeo.org/standards

NDEO *Standards for a K-12 Model Dance Program*

www.ndeo.org/standards

NDEO (2007) *Professional Teaching Standards in Dance in Arts Education* (PTSDAE)

www.ndeo.org/standards

Maps - NYC Transit (NYC subway and bus maps)

maps are also available at most subway stations

Travel Information at 718-330-1234; 7 days a week, 6:00 a.m. to 10:00 p.m.

Non-English speaking customers should call 718-330-4847

www.mta.info/nyct/maps/submap.htm

<http://newyorkcity2005.web.infoseek.co.jp/information/maps/subwaymap.html>

Course Expectations

- **Additional Fees:** Students may expect to spend approximately \$50- \$75 in performance or other fees that give them access to venues. Students will also need to purchase subway fares to travel on field trips.
- **Attire:** Please dress professionally, as though you were attending an interview or presenting at a seminar/conference. You represent the dance education program and NYU/Steinhardt. Wear your name tag from the time you enter the venue building until you leave. This identifies you as a

member of the NYU/Steinhardt community and allows the presenter to associate your name with your face. Our hosts are your potential connections to fulfilling your professional aspirations.

- **Food:** It would be unwise – and rude – to bring food to our visits. Water bottles are perfectly acceptable.
- **Attendance:** The very nature of this course makes attendance at all classes and field trips essential to the learning and discovering process. One excused absence is permitted with a doctor's note or other acceptable evidence. If you are going to be absent please send an email to the instructor. Additional absences will decrease the cumulative grade by one letter grade increment. Please make arrangements with a peer to collect course materials for you and contact the peer after the session for updates on the session activities and assignments.
- **Late arrivals/Early departures:** Being on time and staying for the duration of each class is to be expected. Three late arrivals, three early departures, or any three combinations of late arrivals and/or early departures to/from class will equate to an absence. A late arrival or early departure of more than 15 minutes will be counted as an absence. An unexcused absence will decrease the cumulative grade by one letter grade increment. Please allow extra time for travel to our various venues.
- **Late Assignments:** Late assignments are reduced in letter grade increment. Assignments may be handed in up to one week late. Late assignments may not receive significant feedback. Any assignments that are not complete at this time (one week late) will not receive a grade and will negatively affect your cumulative course grade.
- **Grading:**

Letter Grade	Number Grade	Legend
A	94-100	Exceptional
A-	90-93	Excellent
B+	87-89	Extremely Good
B	84-86	Very Good
B-	80-83	Good
C+	77-79	Satisfactory
C	74-76	Satisfactory
C-	70-73	Nearing Satisfactory
D+	67-69	Minimum Passing Grade
D	65-66	Minimum Passing Grade
F	0-64	Failure

- NYU does not allow A+ grades.
- **Incomplete Grading:** Incomplete grades are not a grading option. Under exceptional circumstances, such as those with a serious illness or other emergency, and at the discretion of the course instructor, an incomplete grade may be granted, based on the student's performance throughout the course of the semester.
- **E-mail Communication with Instructor(s):** Please keep your e-mails as succinct as possible. If you predict you will need to write more than one paragraph, it is an indication that you probably need to schedule a meeting rather than writing an e-mail.
- **Special Accommodations:** Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities located at 240 Greene Street, phone: 212.998.4980, or website address: www.nyu.edu/csd.

Specific Assignments:

Students are expected to prepare and ask pertinent questions of our hosts during site visits.

Please read pp. 5-16 in Maxine Greene's *Variations on a Blue Guitar* prior to our visit to Lincoln Center Institute.

Venue Reponses (5): Students are required to journal responses to five of the venues we visit together on the course Blackboard > Communications > Discussion Board. Responses should be between one paragraph and one page long, single-space and posted within 2-3 days of the visit. Students should discuss what they found most engaging, most distancing, most affirming/helpful or most confusing/puzzling about the reading. Students should utilize "I" statements regarding the reading, for example, "I learned..." "I remembered..." "I felt..." "I know..." "I need..." "I think..." "I wonder..." "I imagine..." etc. What further information/experiences would you like to receive from this venue? Students are encouraged to read the responses of their peers and respond to them prior to the next class meeting.

Documentation of Alternative Source: Students will visit at least one (1) alternative venue within the five boroughs of NYC, either from a list provided by the instructor or offered by the student and approved by the instructor. Please post your responses on Blackboard in the designated Discussion forum. Your postings should include information on accessing, investigating, and applying information as described earlier in the syllabus. Utilize "I" statements as in the venue response postings. These visits may inform your final project. In addition, your entries will contribute to a shared list of interesting potential resources for yourself and your peers.

Midterm: Students will write a 3 to 5 page, double-spaced paper outlining their developing ideas regarding potential application of the class resources (venues) to their own interests in

- a) teaching and/or
- b) scholarship/research and/or
- c) choreography/artistry

The paper will include your developing ideas on the impact of course findings on your concurrent or previous courses or teaching experiences. Refer to pertinent readings, e.g., NYC Blueprint. Some papers may be selected for sharing on Blackboard. I regard these papers as preparatory work towards the cumulative project

Resource Binder: Students will keep a binder of the resources they gather from the course; including materials they find when interacting on field trips to arts institutions and additional materials they find independently outside of class, including newspaper and magazine articles. The binder should include notation of peers' findings, as well. This binder will be useful for several courses during the remainder of program studies. I recommend a loose leaf binder with plastic page inserts for gathering brochures and flyers.

For each venue, keep a record of the following (as appropriate) on a cover page:

1. Name of organization
2. Address, phone/fax, website
3. Transportation notes (train/bus line, station/street stop)
4. Contact person(s) and contact information, including person's title and general job description
5. Accessing information (see syllabus objectives)
6. Researching information (see syllabus objectives)
7. Applying information (see syllabus objectives)
8. Your personal comments and reactions

Final Project: Students will propose/outline and then develop a project that is focused around one or more venues of interest. Example projects might include planning a dance research project for college or private school students, or instructional preparation for a K-12 dance fieldtrip. The project should focus on how you as a teacher might develop an artistic project or a research project with your students. It may also focus on how you as a teacher might develop a learning-to-teach project with K-12, university, private sector, or other students. All projects will show evidence of addressing standards and curriculum via reference to the National Standards in Dance Education, the NYS Standards in Dance Education, the Professional Teaching Standards in Dance as an Art, and/or the NYC DOE Dance Blueprint. Students will present their projects during the final session(s) of the semester.

Some approaches to consider for the final project :

Create a name, demographics, and a theme for one of the following (make modifications as needed):

- a) Your class of students (choose a level: elementary, secondary, post-secondary, etc. and environment, e.g., private sector, charter school) needs to research the socio-cultural environment for a particular dance style or form, and incorporate the information into their choreography, e.g., the rise of romantic ballet in Europe in the early-mid 19th century.
- b) You wish to create a dance for your artistic peers, with participation from members of the general community.
- c) For an upcoming concert (yours or your students') you need information on costumes and dance styles of a particular culture and period, e.g., India's Bharata Natyam.

Address the following:

- For PK-12, which Standards (national and state) and which aspects of the NYC Blueprint does your students' assignment satisfy?
- Which are the appropriate venues for your model? e.g., research facility, professional development venue, etc.
- How will you fund your project/program?

Class schedule: Mondays, 2:00 – 4:00 p.m.

Some dates have not yet been confirmed.

Stay tuned for further developments.

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FALL 2009

Course & Field Trip Schedule

<u>Date</u>	<u>Event & Speaker/Guide</u>	<u>Location</u>
September 14	Introduction: Syllabus; Categories of Inquiry; Materials including: National Dance Standards, NYC Blueprint; Binders; Final project	NYU Ed. Bldg. Room 305
September 21	Lincoln Center Institute – Holly Fairbank www.lcinstitute.org	Rose Bldg 7th floor: 65th St. between Columbus & Amsterdam (meet at Plaza level entrance)
September 28	On your own visits – to be arranged	
October 5	BAAD – Arthur Aviles www.BronxAcademyofArtsAndDance.org	BAAD 841 Barretto St. Bronx NY 10474 (6 train to Hunts Point)

October 12	Foundation Center – Leanne G-Bowley www.foundationcenter.org	Foundation Center 79 Fifth Ave. @ 16th St.
October 19	ArtsConnection – Carol Morgan www.Artsconnection.org 212-302-7433	ArtsConnection Offices 520 Eighth Avenue, Suite 321, 3rd Floor (bet. 36th & 37th Streets)
October 26	The Ailey Organization Heather McCartney www.alvinailey.org	Ailey - Joan Weill Center for Dance - Lobby 405 West 55th Street (at Ninth Avenue)
November 2	TBD	
November 9	NYPL Performing Arts Library Charles Perrier www.nypl.org	NYPL @ Lincoln Center Center (meet on 1st floor – Plaza entrance)
November 16	Materials for the Arts - Susan Anderson www.MFTA.nyc.gov	33-00 Northern Blvd 3rd floor Long Island City
November 23	Joyce & Joyce Soho Joanne Robinson Hill www.joyce.org	Joyce Soho 155 Mercer St. (south of Houston)
Nov. 30	Brooklyn Arts Exchange - Maya Visco www.Bax.org	421 Fifth Ave, Bklyn (Park Slope)
December 7	Harkness Dance Center @ 92Y Renata Celichowska RCelichowska@92Y.org jmsevilla@92Y.org	92 St. Y Lexington Ave. @ 92 St.
December 14	Final Presentations	NYU Ed. Bldg. Room 305