



School of Education

EDST6720
Dance Method 1

Semester 1, 2018

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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6720 Dance Method 1 (6 units of credit)
Semester 1, 2018

2. STAFF CONTACT DETAILS

Course Convener: Rach Kirsten
Email: r.kirsten@unsw.edu.au
Availability: By email, and 15 minutes before each tutorial

3. COURSE DETAILS

Course Name	Dance Method 1
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_S1.html

Summary of Course

This course introduces students to teaching dance in secondary schools. The course is designed to increase a student's content and pedagogical knowledge for teaching dance in Years 7-12, with a specific focus on the Dance Years 7-10 syllabus. Students will practically and critically investigate how various approaches to teaching dance inform a personal philosophy of teaching to meet the requirements of NSW dance syllabuses.

The main ways in which the course has changed since last time as a result of student feedback:

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4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The course content in Dance Method 1 introduces students to the structure, requirements and content of NSW dance syllabuses. The course provides opportunities for students to develop knowledge of approaches to teaching dance in secondary school contexts and build understanding of the continuum of learning in dance and how students in Stages 4 and 5 learn about dance as an artform.

The course provides opportunities for students to lead and participate in simulated teaching and learning sessions. Throughout the course, students will participate in critical discussion, group work, individual planning and reflective activities through tutorial workshops. These practical sessions will be supported with explicit, modeled teaching in tutorials as well as through course readings.

5. TEACHING STRATEGIES

The teaching strategies used in this course include tutorials and microteaching workshops.

The tutorials introduce students to a range of methodologies for teaching of dance in secondary schools, standards of professional practice in teaching and their application to teaching dance, and the structure and content of the Dance Years 7-10 syllabus.

Microteaching workshops provide students with the opportunity to plan, enact and evaluate teaching strategies in a controlled and supportive classroom context, while building a repertoire of sample lessons for dance content.

6. COURSE CONTENT AND STRUCTURE

Week	Topic	National Priority Area
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HURDLE REQUIREMENT (Assessment 3)
MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson over a defined period of time (a 45 minute lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed **lesson plan using the prescribed template**, including a statement of expected learning outcomes
2. A 45 minute lesson

Initial Lesson Plan: All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

Microteaching: This will be assessed according to the attached criteria, and will be graded as **Satisfactory or Unsatisfactory**. Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

NOTE: If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.

Plan a lesson in Performance, Composition or Appreciation using the Dance Years 7-10 syllabus. The lesson should reference 'Essential Content' at Year 7-10 level.



ASSESSMENT ITEM 1: Lesson plan for Stage 4

DUE DATE: 11 April 2018 (Week 6)

WEIGHTING: 40%

Task description:

Plan and design one 60-minute lesson for a mixed-ability Stage 4 class. The lesson plan must follow a standard SED format and be presented using the template provided.

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students and students with various religious and cultural backgrounds. Some students may have low levels of literacy. Differentiation to cater for some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress?
2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you

choose an appropriate topic for the year group

support your rationale using references indicating your professional reading

choose appropriate outcomes and lesson content

demonstrate knowledge of effective teaching and learning strategies

use appropriate format and provide sufficient detail for an effective lesson plan

include an aspect of literacy/numeracy which integrates with th34(uf) 5 (f) 5 -1 5 0.24 493.1064 0 44

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6720 DANCE METHOD 1

Student Name:
Assessment Task 1: Lesson plan for Stage 4

Student No.:

SPECIFIC CRITERIA

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ASSESSMENT TASK 2: Outline of a unit of work for Stage 5
DUE DATE: 16 May 2018 (Week 11)
WEIGHTING

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FEEDBACK SHEET

- Loughran, J. (Ed) (1999). *Researching Teaching: Methodologies and Practices for Understanding Pedagogy*, London: Falmer Press
- Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne
- Marzano, R.J., & Marzano, J.S. (2003) *The key to Classroom Management*. Educational Leadership, Vol 61, No 1, 2003, pp 6-13.
- NSW Department of Education and Training (2003). *Quality Teaching in NSW Public Schools: A Classroom Practice Guide*, Ryde: NSW DET Professional Support and Curriculum Directorate
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press
- Schlaich, J., & DuPont, B. (1996). *The Art of Teaching Dance Technique*, Virginia: AAHPERD
- Smith-Autard, J.M. (2002). *The Art of Dance in Education 2nd Edition*, London: A & C Black.