EDU5179s: Curriculum and Pedagogy in Dance & Drama

MONDAY: Section 001 (P/J) 10:30am-12:30pm | Section 002 (P/J) 12:30pm-2:30pm
THURSDAY: Section 003 (P/J) 10:30am-12:30pm | Section 004 (J/I) 12:30pm-2:30pm
Section 005 (P/J) 2:30pm-4:30pm

Classes will be held in the Auditorium (Sections 001, 002, 004, 005) & Gymnasium (Section 003)

**Instructor:**
Traci L. Scheepstra
tscheeps@uwo.ca

**Office Hours**
Monday & Thursday
By appointment only
Room 1086

**Course Coordinator:**
Dr. McNay
mmcnay@uwo.ca

**Calendar Copy:**
Dance and drama are integral parts of the elementary school arts curriculum. This course focuses on methods, content, planning, instruction, and evaluation in elementary dance and drama education, and provides opportunities to explore the creative process. (.25 credit)

**Course Description:**
This course will introduce teacher candidates to the world of elementary dance and drama curriculum and pedagogy through a thought provoking exploration of theoretical perspectives and practical applications. Using a critical lens to understand and apply new concepts and principles, teacher candidates will develop the knowledge, skills and attitude necessary to successfully implement a dance and drama program to support the diverse needs of PJI students. The premise of this course is to explore dance and drama through the lens of equity, inclusive, and social justice education, while also becoming proficient in analysing, understanding, and applying key aspects of
the *Ontario Curriculum Grades 1-8: The Arts* (2009). Teacher candidates will be challenged to deconstruct preconceived notions of what constitutes appropriate dance and drama education in order to consider new ways of thinking.

The aim of our nine weeks together is to build an inclusive, supportive, and welcoming classroom community to explore creatively, spark inspiration, and build confidence in teaching dance and drama through engaged activity, respectful dialogue, and conscious reflection. This course is interactive and collaborative requiring teacher candidates to participate in small groups and as a whole class. In particular, a large component of this course is experiential. To learn how to teach dance and drama, teacher candidates must be actively involved as dancers and actors. Many adult learners are uncomfortable moving their bodies and expressing themselves creatively for a variety of reasons. Therefore, it is the responsibility of the instructor and all class members to promote a conducive environment for optimum learning. Various activities and discussions will explore the idea of safety in the dance/drama classroom for learners of all ages.

**Learning Outcomes:**
During the nine weeks of this course, students will:
- Build an equitable, inclusive and collaborative learning community where all participants are respected for their diverse contributions and lived experiences.
- Demonstrate an understanding of the fundamental concepts and elements of the dance and drama strands of *The Ontario Curriculum Grades 1-8: The Arts* (2009) by communicating developing/evolving knowledge, skills and attitudes of the arts through creation, reflection, and performance opportunities in class.
- Analyse and respond critically to theoretical perspectives and pedagogical approaches through class dialogue and assignments.

By the completion of the course, students will:
- Demonstrate an understanding of how to *apply* learned knowledge and skills appropriate for teaching PJI students through group creations and presentations.
- Demonstrate an understanding of how to *plan* dance/drama lessons and *assess* PJI student progress with attention to equity, inclusive, and social justice education.
- Communicate what they learned in the course (theoretically, pedagogically, personally) and how their perspective of dance/drama education evolved.
- Demonstrate an understanding of equity, inclusive, and social justice education in dance/drama education and how this is culturally relevant to the lives of PJI students.

**Demonstration of Learning Outcomes:**
By the completion of this course, students will:
- Collaboratively create and perform dance/drama pieces (e.g. choreography, choral dramatizations, scripts) using elementary curriculum concepts and elements.
- Design dance and drama lesson plans and assessment strategies for the diverse learning needs of PJI students, with attention to equity, inclusive, and social justice education that meets the overall and specific expectations of *The Ontario Curriculum Grades 1-8: The Arts* (2009).
- Provide a rationale for the lesson plan designs and assessment strategies.
- Develop critically reflective statements about dance/drama education that support the teacher candidate as both a learner and teacher of culturally responsive pedagogy.
Course Content:

Week One: October 16 & 19

“Tell me and I forget. Teach me and I remember. Involve me and I learn.” ~ Benjamin Franklin

The first week of the course will introduce teacher candidates to elementary dance and drama curriculum and pedagogy through a variety of interactive activities and group dialogue. In particular, we will strive to build a respectful and inclusive community for all learners to feel comfortable and at ease to play, create, and share.

• Check for prior knowledge in the arts. What do we know? What do you want to know? Connect to past experiences (or lack thereof) of dance/drama education.
• Discuss equity, inclusive and social justice education as part of the dance/drama experience. Consider the implications of this approach when teaching PJI students and the cultural relevance to their lives.
• Explore aspects of our identities through dance/drama activities to build community, make connections to the arts, and have fun!
• Review course syllabus: weekly themes, course assignments, readings, attendance, communication, and overall expectations.

Reading: (*to be discussed in class on first day)

Reading available online:

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Week Two: October 23 & 26

“Dance is the hidden language of the soul.” ~ Martha Graham

Week two will focus strictly on dance education. The purpose of this class is to become familiar with dance concepts and elements, overall and specific curriculum expectations, and basic assessment strategies. This class will emphasize dance as a process of meaning making and the purpose and importance of learning through the arts.

• Connect to the body through mindfulness and movement and learn how to communicate ideas and feelings about themes and issues in a non-verbal format.
• Explore elements of body, space, time, energy and relationship in connection with dance concepts (e.g. body parts, levels, patterns, sequence, etc.).
• Bridge reading and curriculum with the dance experience.
• Explore, create, respond, interpret, perform, reflect . . .
Reading:

Read pp. 3-6, 10, and 11-15. Plus, read the overview of dance Grades 1-3 (p. 62), Grade 4-6 (p. 96) Grades 7-8 (p. 132) and review Grades 1-8 curriculum.

Extended Reading:

Assignment Due: Critical Reflection (hardcopy & electronic copy)

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Week Three: October 30 & November 2

“I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being.” ~ Oscar Wilde

Week three will focus strictly on drama education. The purpose of this class is to become familiar with drama concepts and elements, overall and specific curriculum expectations, and basic assessment strategies. This class will emphasize drama as a process of meaning making and the purpose and importance of learning through the arts.
• Connect to the body and voice to learn how to solve problems and communicate ideas, feelings, and points of view about various themes and issues.
• Explore elements of role/character, relationship, time and place, tension, and focus and emphasis (e.g. point of view, listening and responding, etc.)
• Bridge reading and curriculum with the drama experience.
• Explore, create, respond, interpret, perform, reflect . . .

Reading:

Read pp. 15-16, 18-28. Plus, read the overview of drama Grades 1-3 (p. 62-63), Grade 4-6 (p. 96-97), Grades 7-8 (p. 132) and review Grades 1-8 curriculum.

Extended Reading: (Wee – P/J; Lundy – J/I)
Lundy, K. G. (2015). Making the space for drama and social justice. In M. R. Carter, M. Prendergast,
& G. Belliveau (Eds.), Drama, Theatre and Performance Education in Canada: Classroom and Community Contexts (pp. 20-29). Ottawa, Canada: Canadian Association for Teacher Education/Canadian Society for the Study of Education.

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Week Four: November 6 & 9

“The function of art is to do more than tell it like it is—it’s to imagine what is possible.” ~ bell hooks

Week four will revisit dance and drama education by reviewing and expanding upon dance/drama concepts and elements, overall and specific curriculum expectations, as well as exploring cross-curricular connections. Part of week four will also be spent discussing lesson planning and appropriate assessment strategies to support the successful completion of the mid-term assignment.

• Continue to connect the body and voice through the various elements of dance and drama.
• Make direct connections between dance/drama and other curricular subjects (e.g. math, social studies, science, language arts) to consider arts integrated pedagogy.
• Work in partners to brainstorm dance and drama lesson plans and assessment strategies.

Reading:

Extended Reading:

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Week Five: November 13 & 16

“The arts, it has been said, cannot change the world, but they may change human beings who might change the world.” ~ Maxine Greene

Week five will bring dance and drama together by making deeper connections to social justice issues with particular attention to Indigenous Education. We will use picture books and other resources, as a springboard to address culture, colonization, and residential schools. The arts can be a powerful tool to address Truth and Reconciliation efforts in schools and support teacher and student Call to Action initiatives.

• Address the big ideas of social justice education and how it is relevant to dance/drama curriculum and pedagogy.
• Experience social justice as part of the dance/drama curriculum.
• Expand knowledge and understanding of Indigenous Education in connection to the arts.
**Reading:**


**Assignment Due:** Dance/Drama Lesson Plan and Assessment with Supporting Rationale (hardcopy & electronic copy)

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**Alternative Field Experience** (November 27 – December 15, 2017)
Break for Vacation (December 18, 2017 – January 5, 2018)

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**Week Six: January 8 & 11**

“Think left and think right and think low and think high. Oh, the things you can think up if only you try!”
~ Dr. Seuss

Week six will bring teacher candidates together in small groups for a collaborative creation and performance experience. *The Creative Process* (The Arts, 2009) will aid teacher candidates as they imagine, plan, explore, analyse, refine, and produce a creative work of art that they will present/perform for a class of their peers. This class will focus specifically on the creative process (generating ideas, creating a plan, and producing a dance and drama performance).

- Analyse and understand *The Creative Process* as a critical aspect of The Arts curriculum for elementary student creativity and artistic expression.
- Develop a creative and collaborative work of art to demonstrate learning in the course while also drawing on personal knowledge/skills in dance and drama.
- Demonstrate understanding of equity, inclusive, and social justice education through the creative process (working together as a group and choice of theme for performance piece).

**Reading:**

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Week Seven: January 15 & 18

“Dance above the surface of the world. Let your thoughts lift you into creativity that is not hampered by opinion.”
~ Red Haircrow

Week seven will be a continuation of week six. Teacher candidates will review *The Creative Process* and be introduced to *The Critical Analysis Process* (The Arts, 2009). Groups will rehearse their dance and drama pieces, as well as participate in a peer assessment experience. By the end of class, all groups will have the opportunity to showcase their works of art to their colleagues.

- Analyse and understand *The Critical Analysis Process* as an important aspect of The Arts curriculum which supports informed responses to works of art.
- Offer and receive peer feedback during the revising/refining stage of the creative process.
- Participate as an audience member and a performer.

Reading:
Read pp. 23-28 (critical analysis process).

Self-Assessment Due: January 17 or January 20 (electronic copy)

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Week Eight: January 22 & 25

“Equity and inclusive education aims to understand, identify, address, and eliminate the biases, barriers, and power dynamics that limit students’ prospects for learning, growing, and fully contributing to society.” ~ (Equity and Inclusive Education in Ontario Schools, p. 6)

Week eight will address special needs and inclusivity of ability in the dance/drama classroom. This lesson will also touch up topics suggested by teacher candidates that may not have been covered in detail (or at all) during the semester.

- Delve into issues related to special needs/inclusivity of ability in the arts classroom.
- Provide opportunity for teacher candidates to suggest critical topics related to dance and drama education (e.g. gender-related, behavioural, safety, and other pertinent issues).

Readings:
Read pp. 43-48 (special education needs).
Week Nine: January 29 & February 1

“The arts, it has been said, cannot change the world, but they may change human beings who might change the world.”
~ Maxine Greene

Week nine will be an opportunity for making final connections in dance and drama education, while also reflecting on what has been learned during the course. Teacher candidates will be invited to reflect on how their perceptions, understandings, knowledge and skills of dance/drama has evolved and changed. Plus, we will discuss where to go from here.

• Reflect on the learning that took place from the beginning of the course until the end. What will teacher candidates take away? What do they still want to know?
• Final thoughts, comments, and/or questions.

Choose one reading from the following:

Assignment Due: Philosophy of Teaching (hardcopy & electronic copy)

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Course Materials (required or supplementary):


IMPORTANT: All course materials/readings will be available on OWL. Please make sure to arrive at every class prepared to participate with required course readings complete. All course materials will be addressed in class.
Recommended Course Materials:


Assignments and Other Course Requirements:
The assignments for this course have been designed to support critical thinking in dance and drama education related to curriculum and pedagogy. You will be asked to reflect on your personal experiences, course readings/materials, and class activities and discussions as part of this work. The aim is that these assignments will support a deeper understanding/analysis of dance and drama within a framework of equity, inclusive, and social justice education to better meet the needs of diverse PJI students. By the end of the course you will have started to develop a teaching philosophy in dance and drama education. Plus, you will have developed a lesson plan/assessment strategies with a supporting rationale to add to your teaching portfolio/dossier to use for future teaching.

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Detailed assignment descriptions (with rubric) available on OWL – **ALL assignments require a hardcopy submission in class AND an electronic submission on OWL**
1. **Critical Reflection** (Due October 23 or 26)

This assignment asks you to reflect on where you have been as a learner and your imagined future as an educator teaching dance and drama. Consider your personal experiences (schooling or otherwise) of dance/drama and how this has played a role in your life (even if dance/drama was relatively absent in your life). Did your experiences have a positive and/or negative impact? What messages did you receive about dance/drama from school, family, friends, and the world around you? How might your experiences and the messages you received influence, enhance, and/or challenge your ability to teach dance/drama to your future students? How did the first week course readings and/or class discussions impact your thinking about teaching dance/drama? Consider the implications of equity, inclusive, and social justice education in dance/drama education when writing this reflection. Choose to answer some (or all) of these questions and feel free to offer your own thoughts for this reflection as well. (500 words)

**Total:** 5%

2. **Dance/Drama Lesson Plan and Assessment with Rationale** (Due: November 13 or 16)

For this assignment, you will work with a colleague to design one dance and drama integrated lesson plan with age-appropriate assessment strategies that meets the diverse learning needs of primary, junior, and/or intermediate students with attention to equity and inclusive pedagogy. You may also choose to develop your lesson plan around a social justice theme. You will provide a rationale for the decisions you made when designing your lesson plan and assessment strategy. The purpose of the rationale is to reflect what you’ve learned in the course thus far, your understanding/analysis of the course readings/materials, and how this reflects your evolving teaching philosophy as a dance and drama educator.

- Design one curriculum-based lesson plan which equally highlights dance and drama.
- Your lesson plan must be designed specifically for one grade level of your choice in either the primary, junior, or intermediate division.
- Assessment strategies can be checklists, rubrics, etc. Consider assessment for, as, of learning.
- Rationale is approximately 500-750 words, double-spaced.

**Total:** 15% (10% lesson plan/assessment and 5% rationale)

3. **Collaborative Group Creation and Performance** (Due: January 15 or 18)

This combined dance and drama group performance will take place during class time on January 8 or 11 (creative process) and with performances taking place on January 15 or 18. No preparation is required in advance. Instructions and expectations will be explained on the day of class. Should you be absent due to illness or for another reason (please email Traci in advance of absence, if possible) then a supplementary assignment will be provided to you. Your self-assessment will be due on OWL two days after the group performance (January 17 or 20).

**Total:** 15% (10% group presentation and 5% self/peer assessment)
4. **Philosophy of Teaching** (Due: January 29 or February 1)

A teaching philosophy is a personal and reflective statement about your ideas, beliefs and attitudes about teaching and learning. This assignment asks you to reflect on your imagined future as an Arts (Dance, Drama, Music, and Visual Art) and Health and Physical Education educator. Teacher candidates will apply their evolving philosophy of teaching, first developed in Social Foundations during year one, to the curricular areas being studying in year two. It is expected that connections will be made between the teacher candidate’s general teaching philosophy and their emerging philosophies within The Arts (Dance, Drama, Music, and Visual Art) and Health and Physical Education, which will include using the related curriculum documents and readings/research to support their views. (1250-1500 words)

**Total: 20% (4% for dance and drama contribution)**

5. **Class Participation/Self-Evaluation**: Due: weekly (participation); January 29 or February 1 (self-evaluation)

Class attendance and participation is critical to the successful completion of this course. In order to demonstrate learning outcomes, students must attend every class to participate in dance and drama exploration, and engage in class dialogue and reflection. Taking into consideration the varying degrees of comfort that teacher candidates experience in the expressive arts classroom, there will be multiple modes of class participation from individual movement exploration, working with partners, engaging in small groups, and taking part in whole class discussions. Students will be evaluated in a variety of ways including mini group creations/presentations/performances, rubrics and checklists for activities/performances, task completions, and exit tickets (or other appropriate activating or closure activities). This will all be reflected in your final participation evaluation.

**Total: 45% ongoing participation and self-evaluation (last day of class)**

**Policy Statements:**

**Accessibility:** The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: [http://www.edu.uwo.ca/programs/preservice-education/documents/policies/Accessibility_Western.pdf](http://www.edu.uwo.ca/programs/preservice-education/documents/policies/Accessibility_Western.pdf)

**ATTENDANCE:** The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line: [http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf](http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf)
EXCUSED ABSENCES: If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

UNEXCUSED ABSENCES: Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

Language Proficiency: In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

Late Penalties: Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 10 % per day, and will not be accepted more than 1 week after the due date unless prior arrangements have been made with the instructor.

Academic Offences: Scholastic offences are taken very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_ScholasticDiscipline.pdf

Plagiarism: Plagiarism means presenting someone else’s words or ideas as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found here: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf

Plagiarism-Checking:

a. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com)

b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Use of Laptops & Notebooks in Class: As a courtesy to members of the class, please put your cell phone on ‘vibrate’ or turn it off during class. Laptops and other electronic devices may be used in a professional manner to facilitate your activities in the course, but out of courtesy to colleagues and the instructor, please do not engage in personal networking and non-course communication during class time – save it for before or after class, or for the break.
SUPPORT SERVICES

A variety of support services are available at Western.
If you need advice or assistance, do not hesitate to get in touch with any of these services.

FINANCIAL ASSISTANCE: Registrial Services (http://www.registrar.uwo.ca)

WRITING SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

LEARNING SKILLS SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

INTERNATIONAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

ABORIGINAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)

SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernusc.ca/services/).

EMOTIONAL or MENTAL DISTRESS: Students who are in emotional or mental distress should refer to Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

B.Ed. PROGRAM ISSUES: zuber@uwo.ca, Teacher Education Office, room 1166

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1131