Curriculum and Pedagogy in Dance & Drama: EDU5179

MONDAY: Section 003 (JI) | 10:30am-1:30pm
WEDNESDAY: Section 001 (PJ) | 12:30-3:30pm
THURSDAY: Section 002 (PJ) | 12:30-3:30pm
*All classes to be held in the Auditorium

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

Office Hours
Monday, Wednesday & Thursday
By appointment only: Room 1086

Course Coordinator: Dr. K. Hibbert, Associate Dean
khibbert@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, inclusivity, 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 six 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 safe environment for optimal 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 six 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, inclusivity, 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, inclusivity, 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, inclusivity, 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 throughout the entire course (and as part of the final teaching philosophy assignment) about dance/drama education that support the teacher candidate as both a learner and teacher of culturally responsive pedagogy.

**Course Content and Activities:**

**Week One: October 15, 17, or 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 you know? What do you want to know? Connect to past experiences (or lack thereof) of dance/drama education.
- Discuss equity, inclusivity, 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.

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


**DUE: Critical Reflections 1** You will be invited to write a personal letter to your instructor so she can get to know you better (automatic 3.5 points) and provide a reflection on the first lesson of the course (worth up to 1.5 points). Both written assignments will be based on questions provided in class.
Week Two: October 22, 24, or 25

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

Week two will focus on dance education within an equity and inclusivity framework. 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. We will also touch upon social justice education and cross-curricular approaches to teaching dance.

• 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 . . .

Readings:
Read pp. 3-6 (introduction), p. 10 (attitudes in the arts), pp. 11-14 (curriculum expectations) and pp. 14-15 (dance strand). 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. Read pp. 29-35 (assessment).

Extended Reading (Optional):

IMPORTANT: Collaborative Dance/Drama Project and Performance groups will be formed. There will be time provided in class to begin the process of brainstorming and planning (e.g., social justice topic of choice, possible big idea(s), grade level for lesson planning, etc.)

DUE: Critical Reflections 2 You will be required to write a critical reflection of the week two readings (worth up to 3.5 points) and provide a reflection on the second lesson of the course based on questions provided in class (worth up to 1.5 points).
**Week Three: October 29, 31, or November 1**

“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 on drama education within an equity and inclusivity framework. 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. We will also touch upon social justice education and cross-curricular approaches to teaching drama.

- 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 . . .

**Readings:**


Read pp. 15-16 (drama strand). 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. Read pp. 36-48 (cross-curricular/planning), pp. 49-50 (anti-discrimination education), and pp. 43-48 (special education needs).

**Extended Readings (Optional):** (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.

**IMPORTANT:** There will be time provided in class for the Collaborative Dance/Drama Project and Performance groups to continue the process of brainstorming and planning (e.g., lesson planning ideas, cross-curricular connections, selecting dance and drama activities, etc.).

**DUE: Critical Reflections 3** You will be required to write a critical reflection of the week three readings (worth up to 3.5 points) and provide a reflection on the third lesson of the course based on questions provided in class (worth up to 1.5 points).
Week Four: November 5, 7, or 8

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

Week four will begin by focusing on the Collaborative Dance/Drama Project 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. The latter portion of the class will delve into more dance and drama activities by connecting to other curricular subjects (e.g., math, science, social studies, etc.).

- 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 (*group developed lesson plans will aid as a springboard for performance creation).
- Demonstrate understanding of equity, inclusivity, and social justice education through the creative process (collaborative group work).
- Experience more dance and drama through various cross-curricular opportunities.

Reading:
Read pp. 19-22 (creative process).

DUE: Critical Reflections 4 You will be required to write a critical reflection of the week four readings (worth up to 3.5 points) and provide a reflection on the fourth lesson of the course based on questions provided in class (worth up to 1.5 points).

Week Five: November 12, 14, or 15

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

Week five will be a continuation of week four. 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. The latter portion of the class will delve into more dance and drama activities by connecting them to critical issues and culturally responsive and relevant pedagogy.
• 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. Apply peer feedback to the final stage of the creative process.
• Delve into critical topics related to dance and drama education such as special needs/inclusivity of ability in the arts classroom, gender-related and behavioural issues, safety, and other pertinent issues.

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

**DUE: Critical Reflections 5** You will be required to write a critical reflection of the week five readings (worth up to 3.5 points) and provide a reflection on the fifth lesson of the course based on questions provided in class (worth up to 1.5 points).

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**Week Six: November 19, 21, or 22**

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

Week six will begin with dance and drama performances. All groups will have the opportunity to showcase their works of art to their colleagues and receive feedback (e.g., two stars and a wish). The course will conclude by 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.
• Participate as an audience member and a performer.
• 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.

**Extended Readings (Optional):**

**DUE: Group Project** (hardcopy & electronic copy) and **Group Performance** (in class)
**DUE: Critical Reflections 6** You will provide an end of term reflection (worth up to 3.5 points) and constructive feedback of your experience as a learner (automatic 1.5 points).
**Course Materials (assigned or supplementary):**

**BOOKS**


**MINISTRY DOCUMENTS**


**WEBSITES**


**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.
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, inclusivity, 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. You will also have developed lesson plans and assessment strategies with a supporting rationale to add to your teaching portfolio/dossier. Plus, you will have first hand experience of the creative process.

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<th>Evaluation</th>
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<td>1.</td>
<td>Critical Reflections 1: personal letter &amp; lesson reflection</td>
<td>Oct. 15, 17, or 19</td>
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<td>Critical Reflections 2: readings &amp; lesson reflections</td>
<td>Oct. 22, 24, or 25</td>
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<td>Critical Reflections 3: readings &amp; lesson reflections</td>
<td>Oct. 29, 31, or Nov. 1</td>
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<td>Critical Reflections 4: readings &amp; lesson reflections</td>
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<td>Critical Reflections 5: readings &amp; lesson reflections</td>
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<td>Critical Reflections 6: final reflections &amp; feedback</td>
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<td>2.</td>
<td>Collaborative Dance/Drama Project and Performance: Lesson plan/rationale</td>
<td>Nov. 19, 21, or 22</td>
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<td>creative process, critical analysis process, and performance</td>
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<td>3.</td>
<td>Philosophy of Teaching</td>
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<td>4.</td>
<td>Class Participation/ Self-Evaluation: regular attendance, active</td>
<td>Ongoing/ Nov. 19, 21, or 22</td>
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<td>engagement, positive contribution, and professionalism</td>
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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. (Exceptions: in class assigned personal letter, lesson reflections, and course self-evaluation)
1. **Critical Reflections** (Due: Weeks Two – Five)

This ongoing assignment asks you to reflect on the readings of the week. What are the key concepts of the readings? How do the readings relate to each other (if there is more than one reading)? In what ways do they describe dance and/or drama education? What are the implications of these concepts on dance/drama education in the classroom? You may reflect on any aspect of the readings you are critical of, questioning, or particularly in favour of. You may also 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) when thinking about the readings. 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? Consider the implications of equity, inclusive, and social justice education in dance/drama education when writing this reflection. These critical reflections will support your developing teaching philosophy and inform your lesson planning/rationale and performance assignments. You may choose to answer some of these questions and feel free to offer your own thoughts for this reflection as well. (250-300 words per reflection)

**Total**: 3.5% per reflection

2. **Collaborative Dance/Drama Project and Performance** (Due: November 19, 21, or 22)

**PART ONE: Dance/Drama Lesson Plans and Assessment with Rationale**

For this assignment, you will work with a chosen group of colleagues to design one dance and one drama 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. Your lesson plans will be developed around one of the following social justice themes: Indigenous histories, ways of knowing, or perspectives (e.g., residential schools, Seven Grandfather Teachings, Land Rights, etc.) or the 2015 Ontario Health Curriculum (e.g., gender-based violence, consent, self-care, etc.). You will provide a rationale for the decisions you made when designing your lesson plans and assessment strategies. The purpose of the rationale is to reflect what you’ve learned in the course, your understanding/analysis of the course readings/materials, and how this reflects your evolving teaching philosophy as a dance and drama educator.

- Design two curriculum-based lesson plans, which equally highlight dance and drama.
- Your lesson plans 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. They must be provided not just mentioned.
- Rationale is approximately 500-750 words, double-spaced.

**Total**: 15% (10% lesson plans/assessment and 5% rationale)
**PART TWO: Collaborative Group Creation and Performance**

This combined dance and drama creation and performance assignment will take place over the course of three weeks with groups experiencing the creative process, critical analysis process, and ending with performances on November 19, 21, or 22. Instructions and expectations will be explained in detail during 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 (this is not optional and you will be deducted marks if it is left incomplete). **IMPORTANT:** Your group dance and drama lesson plans will be used as a springboard to develop your performance. In other words, parts one and two of this assignment are intricately linked where one will inform the other.

**Total:** 15% (10% group presentation and 5% self/peer assessment)

3. **Philosophy of Teaching:** (Due: November 22, 24, or 25)

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 a dance and drama educator. Teacher candidates will communicate their evolving philosophy, which has developed and expanded throughout this course. It is expected that connections will be made between the teacher candidate’s personal reflections of dance and drama education and curriculum documents, course readings/materials, and/or class discussions to support their teaching philosophy. (500-750 words)

**Total:** 10%

4. **Class Participation/ Self-Evaluation:** (Due: ongoing / November 19, 21, or 22)

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, and task completions, (or other appropriate activities). This will all be reflected in your final participation evaluation.

**Total:** 30% (5% per class) 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/teacher-education/docs/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 at http://www.edu.uwo.ca/teacher-education/docs/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 5 days 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/teacher-education/docs/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: https://www.edu.uwo.ca/teacher-education/docs/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.

Western SUPPORT SERVICES

FINANCIAL ASSISTANCE: Registrarial 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: http://www.uwo.ca/uwocom/mentalhealth/