

## EDUC 5179Q

### Curriculum & Pedagogy in Elementary Dance & Drama

#### Instructor:

**Danielle Sirek**

**E:** dsirek@uwo.ca

**Office Hours:** by appointment

#### Schedule:

**Section 001 (PJ):** Thursday  
12:00PM-1:30PM,  
Room: Auditorium

**Section 002 (PJ):** Thursday  
2:00PM-3:30PM,  
Room: Auditorium

**Section 003 (PJ):** Thursday  
3:30PM-5:00PM,  
Room: Auditorium

**Section 004 (JI):** Tuesday  
11:00AM-12:30PM,  
Room: Auditorium

#### Program Context:

This is a **PJ/JI Curriculum Course** taken by Teacher Candidates during **Year 2, Full Year** of the Bachelor of Education.

#### BACHELOR OF EDUCATION

Program Overview - Class of 2022



---

# Syllabus Report

## Elementary Dance & Drama (EDUC 5179Q/S)

**Course Description:** Dance and drama are integral parts of the elementary school arts curriculum. This course focuses on methods, content, planning, instruction, and valuation in elementary dance and drama education, and provides opportunities to explore the creative process. 1.5 hours per week, full year, .25 credit

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.

**Course Credits:** 0.25

Number of Weeks: 12

**Week 1:** Introduction to the course

## Course Overview

What are the arts?

Introduction to The Ontario Curriculum: The Arts-Dance & Drama

### Learning Activities

Type	Name	Description
<b>Class Meeting</b>	Week 1 Activity	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.
<b>Reading</b>	Week 1 Reading	Ontario Arts Curriculum See OWL

## Week 2: What Can Education Learn from the Arts?

What forms of thinking do the arts evoke?

What is their relevance for reframing conceptions of what education can accomplish?

### Learning Activities

Type	Name	Description
<b>Class Meeting</b>	Week 2 Activity	By using The Arts curriculum (and other materials) as a guide, 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. We will also review the creative process, which is foundational to this course.
<b>Reading</b>	Week 2 Reading	Eisner, Elliot. W. (2004). What can education learn from the arts about the practice of education? <i>International Journal of Education &amp; the Arts</i> , 5(4). <a href="https://files.eric.ed.gov/fulltext/EJ808086.pdf">https://files.eric.ed.gov/fulltext/EJ808086.pdf</a> See OWL

## Week 3: Pedagogies of seeing, listening, and feeling

What is in your sonic environment? How do we move or act in response to a sonic environment?

What does the word “pedagogy” mean to you? What is “pedagogy of the arts”?

## Learning Activities

Type	Name	Description
<b>Class Meeting</b>	Week 3 Activity	Teacher candidates will become familiar with drama and dance concepts and elements, overall and specific curriculum expectations, and basic assessment strategies.
<b>Reading</b>	Week 3 Reading	Patricia Shehan Campbell, Deep Listening to the Musical World, Music Educators Journal, Vol. 92, No. 1 (Sep., 2005), pp. 30-36 See OWL

## Week 4: Mini Teaching Presentations

Mini Teaching Presentations

## Learning Activities

Type	Name	Description
<b>Class Meeting</b>	Week 4 Activity	Mini Teaching Presentations See OWL

## Week 5: Assessment in the Arts

What is the purpose of assessment?

What are considerations in assessment that are particular to the arts?

How can we provide accommodations for students in the arts?

## Learning Activities

Type	Name	Description
<b>Class Meeting</b>	Week 5 Activity	Teacher candidates will explore assessment and evaluation in the arts, learning about assessment for, as, and of learning, validity and reliability, accommodations and IEPs, ELLs, and reporting. We will also address topics such as the inclusion of all bodies and diverse learners in movement, the importance of using inclusive language, and ways to support differentiated participation.
<b>Reading</b>	Week 5 Reading	OAC-Assessment & Evaluation; Achievement Charts See OWL

## Week 6: Deep Play

What is play? What is deep play?

Do humans need play? What is the purpose of play?

## Learning Activities

Type	Name	Description
<b>Class Meeting</b>	Week 6 Activity	Students will 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.
<b>Reading</b>	Week 6 Reading	Ackerman, Diane. (1999). Deep play. In Deep play (pp. 3-26). New York, NY: Vintage. See OWL

## Week 7: Flow & Creativity

How can we transform the culture of education and organizations to have a richer conception of human creativity and intelligence?

Do schools “kill creativity”?

What is the creative process? What is flow theory?

How can we encourage students to take risks in the arts?

## Learning Activities

Type	Name	Description
<b>Class Meeting</b>	Week 7 Activity	Students will explore the creative process and critical analysis as they imagine, plan, explore, analyse, refine, and produce a creative integrated arts project that they will present for their peers.
		OAC-Creative Process & Critical Analysis
<b>Reading</b>	Week 7 Reading	Csikszentmihalyi, M. (1996). The Flow of Creativity (pp. 107-126). In Creativity: Flow and the Psychology of Discovery and Invention. Harper/Collins. See OWL

## Week 8: Critical Pedagogy & the Arts

How do the arts operationalize dominant discourses?

What is praxis?

How can the arts support problem-posing education?

## Learning Activities

Type	Name	Description
<b>Class Meeting</b>	Week 8 Activity	Week eight will focus on dance and drama planning from lessons to units, and we will discuss the limitations and possibilities of long-term planning in the arts.
<b>Reading</b>	Week 8 Reading	Friere, P. (2005/ 2019). On the relationship between the educator and the learners. Teachers as Cultural Workers. Routledge.

## Week 9: The Arts, Representation, & Culturally Relevant Pedagogy

Which stories are told, and which stories are kept silent? How can the arts help us to tell the specific, unique stories of people that might not end up in the in the history books?

Who has the right to tell what stories?

How can arts in the classroom “honour the everyday”?

## Learning Activities

Type	Name	Description
<b>Class Meeting</b>	Week 9 Activity	Teacher candidates will explore the arts as a form of storytelling and culturally relevant arts pedagogy.
		OAC-Integrated Arts and Cross-Curricular Learning
<b>Reading</b>	Week 9 Reading	Ladson-Billings, Gloria. (2018). Interview. Hip Hop Can Save America Podcast. <a href="https://www.hiphopadvocacy.org/dr-gloria-ladson-billings-hip-hop-education-pioneer/">https://www.hiphopadvocacy.org/dr-gloria-ladson-billings-hip-hop-education-pioneer/</a> See OWL

## Week 10: Integrated Arts Assignments Work Period

Work period

## Learning Activities

Type	Name	Description
<b>Class Meeting</b>	Week 10 Activity	See OWL

## Week 11: Integrated Arts Presentations

Integrated Arts Presentations

## Learning Activities

Type	Name	Description
<b>Class Meeting</b>	Week 11 Activity	See OWL

## Week 12: Integrated Arts Presentations

Integrated Arts Presentations

## Learning Activities

Type	Name	Description
<b>Class Meeting</b>	Week 12 Activity	See OWL

## Assessment Activities

Type	Name	Description
<b>Assignment</b>	Due Wk 04 (Nov 22-26): Mini Teaching Assignment	<p>Teach a mini 3-part dance or drama lesson to a group of your peers.</p> <p>Please see OWL for assessment details.</p>
<b>Assignment</b>	Due Wk 07 (Jan 3-7): Interview Assignment	<p>Interview an artist about their craft, an arts educator about their pedagogy, or an arts student about their learning. Your interviewee should be engaged in some capacity in one of the four arts strands (music, visual art, drama, or dance), and can be professional or amateur, a friend/family member or a complete stranger.</p> <p>Please see OWL for assessment details.</p>
<b>Assignment</b>	Due Wk 11-12 (Jan 31-Feb 4; Feb 7-11): Integrated Arts Assignment	<p>In groups, develop an integrated arts mini unit that teaches across two or more different subject areas, of which at least one is dance or drama (i.e., you can integrate Science and Dance; or English, Music, and Drama). Units will include lesson plans for 3 lessons including curricular expectations for the chosen grade level. The group will create a 3-4 minute video-based artistic representation of their assignment, presenting their assignment in a comprehensive and creative way and demonstrating aspects they feel are the most innovative or exciting. Videos should include visual, audio, dramatic, and/or movement elements.</p> <p>Please see OWL for assessment details.</p>
<b>Assignment</b>	Ongoing: Experiential Activities	<p>Students will participate in a variety of dance and drama activities, creating &amp; performing; reflecting, responding, &amp; analyzing; exploring forms and cultural contexts of the arts. Some activities will be prepared ahead of time (i.e., outside of class), while others will be completed solely in class.</p> <p>Please see OWL for assessment details.</p>
<b>Assignment</b>	Ongoing: Weekly Quizzes	<p>Display content knowledge from readings and lectures.</p> <p>Please see OWL for assessment details.</p>

# How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: [edu.uwo.ca/CSW/my-program/BEd/policies.html](http://edu.uwo.ca/CSW/my-program/BEd/policies.html)

## Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

## Participation:

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or online) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

## Support Services & Resources:



**Health and Wellness**  
[uwo.ca/health](http://uwo.ca/health)



**Peer Support**  
[westernusc.ca](http://westernusc.ca)



**Learning Skills**  
[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous Services**  
[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility Services**  
[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**  
[writing.uwo.ca](http://writing.uwo.ca)



**Financial Assistance**  
[registrar.uwo.ca](http://registrar.uwo.ca)



**Not sure who to ask?**  
Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)