



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 |
|------|-------|------------------------|
|------|-------|------------------------|

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.

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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*