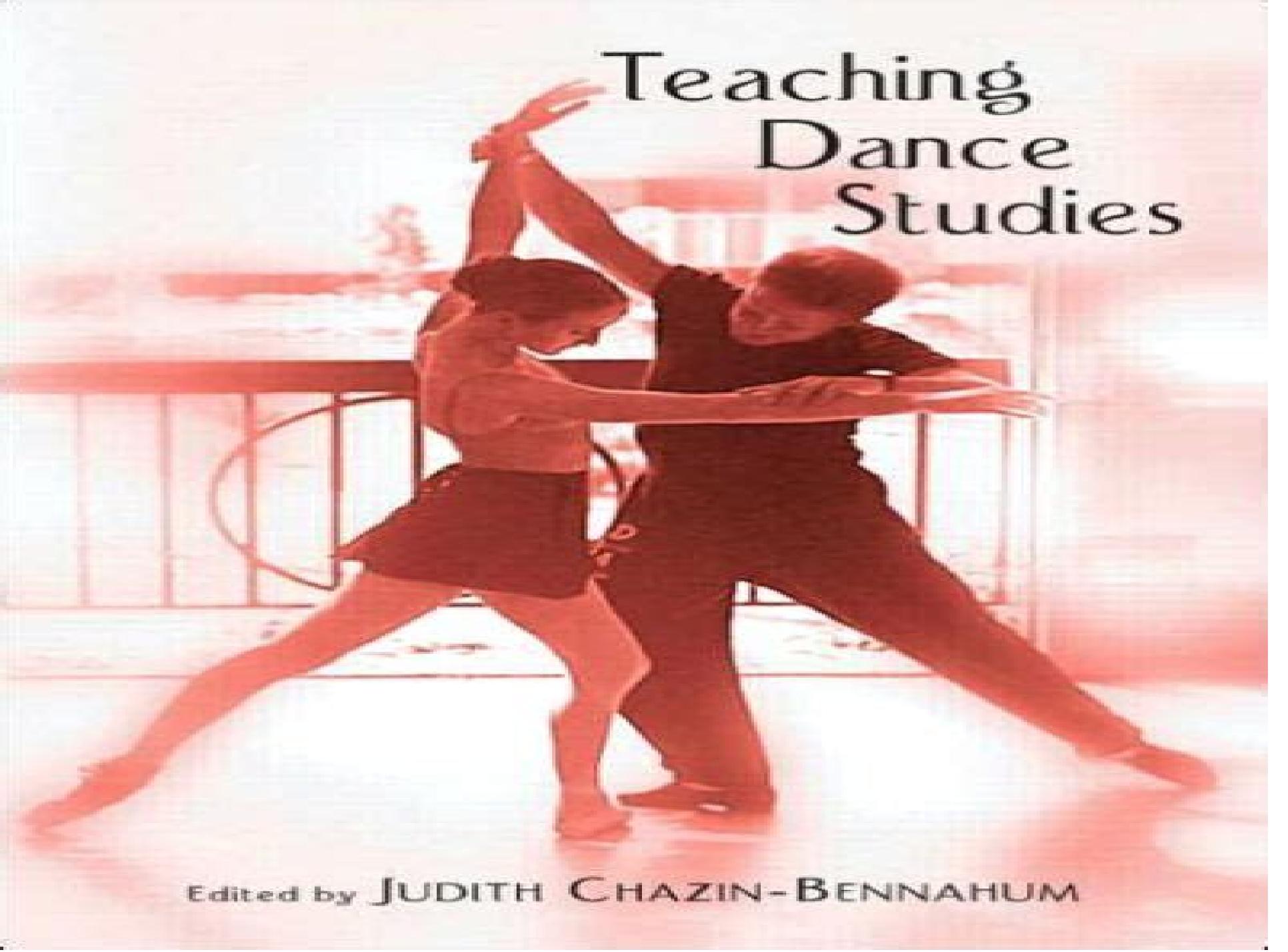


# Teaching Dance Studies



Edited by **JUDITH CHAZIN-BENNAHUM**

# Teaching Dance Studies

**American Association for Health,  
Physical Education, and Recreation.  
National Section on Dance**



## Teaching Dance Studies:

**Teaching Dance Studies** Judith Chazin-Bennahum, 2016-04-22 Teaching Dance Studies is a practical guide written by college professors and dancers choreographers active in the field introducing key issues in dance pedagogy Many young people graduating from universities with degrees either PhDs or MFAs desire to teach dance either in college settings or at local dance schools This collection covers all areas of dance education including improvisation choreography movement analysis anthropology theory music for dance dance on film kinesiology injury prevention notation history archiving and criticism Among the contributors included in the volume are Bill Evans writing on movement analysis Susan Foster on dance theory Ilene Fox on notation Linda Tomko addresses new approaches to teaching the history of all types of dance and Elizabeth Aldrich writing on archiving Teaching Dance as Art in Education Brenda Pugh McCutchen, 2006 Brenda

McCutchen provides an integrated approach to dance education using four cornerstones dancing and performing creating and composing historical and cultural inquiry and analysing and critiquing She also illustrates the main developmental aspects of dance **Dance Pedagogy for a Diverse World** Nyama McCarthy-Brown, 2017-04-26 Issues of race class gender and religion permeate the study of contemporary dance resulting in cultural clashes in classrooms and studios The first of its kind this book provides dance educators with tools to refocus teaching methods to celebrate the pluralism of the United States The contributors discuss how to diversify ballet technique classes and dance history courses in higher education choreographing dance about socially charged contemporary issues and incorporating Native American dances into the curriculum among other topics The application of relevant pedagogy in the dance classroom enables instructors to teach methods that reflect students culture and affirm their experiences *Teaching Dance Studies* Judith

Chazin-Bennahum, 2016-04-22 Teaching Dance Studies is a practical guide written by college professors and dancers choreographers active in the field introducing key issues in dance pedagogy Many young people graduating from universities with degrees either PhDs or MFAs desire to teach dance either in college settings or at local dance schools This collection covers all areas of dance education including improvisation choreography movement analysis anthropology theory music for dance dance on film kinesiology injury prevention notation history archiving and criticism Among the contributors included in the volume are Bill Evans writing on movement analysis Susan Foster on dance theory Ilene Fox on notation Linda Tomko addresses new approaches to teaching the history of all types of dance and Elizabeth Aldrich writing on archiving *Dance Education* Susan R. Koff, 2021-01-14 Winner of the 2021 Ruth Lovell Murray Book Award Dance Education redefines the nature of dance pedagogy today setting it within a holistic and encompassing framework and argues for an approach to dance education from a soci cultural and philosophical perspective In the past dance education has focused on the learning of dance limited to Western based societies with little attention to how dance is learned and applied globally This book seeks to re frame the way dance education is defined approached and taught by looking beyond the privileged Western dance forms

to compare education from different cultures Structured into three parts this book examines the following essential questions What is dance What defines dance as an art form How and where is dance performed and for what purpose How do social contexts shape the making and interpretation of dance The first part covers the history of dance education and its definition The second part discusses current contexts and applications including global contexts and the ability to apply and comprehend dance education in a variety of contexts This book opens up definitions rather than categorising so that dance is not presented in a hierarchical form The third part continues to define dance education in ways that have not been discussed in the past informal contexts The book then returns to the original definition of dance education as a way of knowing oneself and the world around us ending on the philosophical application of this self knowledge as a way to be in the world and to engage with others regardless of background This textbook is a refreshing and much needed contribution to the field of dance studies by one of the most eminent voices in the field

Creative Dance for Learning: The Kinesthetic Link Mary Ann Brehm, Lynne McNett, 2008 Creative Dance for Learning The Kinesthetic Link is a comprehensive teaching guide that addresses the what why and how of creative dance It provides theoretical and practical guidance on teaching creative dance particularly in educational settings The authors approach is heavily influenced by Barbara Mettler Margaret H Doubler and Rudolph Laban all legendary figures in the field of creative dance Their theories are combined with the authors insights from thirty years of dance teaching experience to validate dance as art education adaptable to all ages and abilities explain a conceptual framework for teaching dance in common language highlight the kinesthetic sense as a guide for creating dance forms provide methods of linking movement across the curriculum address cultural material through creative dance outline teaching progressions that develop student skill and understanding guide readers into building and presenting lessons of their own provide models for assessing student learning relate creative dance instruction to achievement standards in dance and other disciplines offer over 25 well tested lesson plans and 40 adaptations that extend the lesson material

**Teaching Dance Skills** Marliese Kimmerle, Paulette Côté-Laurence, 2003 Teaching Dance Skills integrates the principles of motor learning and development with dance teaching strategies in order to optimize the learning environment for children adolescents and adults ranging in skill from novice to experienced dancers In 12 chapters the book presents a blueprint for optimal individualized dance teaching leading to optimized learning Specific topics addressed are selecting and organizing the dance material how to select the most appropriate instructional methods and the role of various modes of demonstration as well as the type of feedback most appropriate for students age skill and developmental levels

**Dance Pedagogy and Education in China** Ralph Buck, 2022-07-13 This pivot offers an innovative approach to dance education bringing a creative and inclusive dance education pedagogy into Chinese dance classrooms Associate Professor Ralph Buck s experiences of teaching dance at the Beijing Dance Academy and the possible implications for dance education in China lie at the heart of this text Through a critical examination of personal teaching practice pedagogical issues trends and rationales for dance

education in the curriculum are highlighted Informed by constructivist ideals that recognise dialogue and interaction this pivot suggests that dance can be re positioned and valued within educational contexts when pedagogical strategies and objectives are framed in terms of teaching and learning in about and through dance education

**Embodied Curriculum Theory and Research in Arts Education** Susan W. Stinson,2015-10-26 This collection of articles by Susan W Stinson organized thematically and chronologically by the author reveals the evolution of the field of arts education in general and dance education in particular through narrative and critical reflections by this unique scholar and a few co authors It also includes contextual insights not available elsewhere The author s pioneering embodied research work in arts and dance education continues to be relevant to researchers today The selected chapters and articles were predominantly previously published in a variety of journals conference proceedings and books between 1985 and the present Each section is preceded by an introduction and the author has written a post scriptum for each article to offer a commentary or response to the article from the current perspective

**Dance Studies** ,1990 **Dance Research Journal** ,2007 [Ethical Dilemmas in Dance Education](#) Doug Risner,Karen Schupp,2020-02-13 The first of its kind this volume presents research based fictionalized case studies from experts in the field of dance education examining theory and practice developed from real world scenarios that call for ethical decision making Dilemmas faced by dance educators in the studio on stage in recreation centers and correctional facilities and on social media are explored accompanied by activities for humanizing dance pedagogy These challenges converge from educational policies and mandates developed over the past two decades including teacher proof scripted curriculum high stakes testing standardization and methods centered teacher preparation difficulties are often perpetuated by those who want to make change happen but do not know how

*Journal of Health, Physical Education, Recreation* ,1961 [The Journal of Health and Physical Education](#) ,1933 *Elementary School Course of Study* Cleveland Heights (Ohio). Board of Education,1930 **Cord Dance Research Annual I** ,1976 **Teaching Dance** Elizabeth Gibbons,2007 Teaching dance is an activity that is both a rigorous discipline which involves many years of study and a deeply personal expression Throughout the years from the time I first encountered the Spectrum I ve realized more and more what an amazing pedagogical tool it is for dance as an art form The Spectrum will help dance teachers address many issues including the following For the beginning teacher Did I meet my objectives How can I judge how well I did For the advanced teacher How can I encourage initiative and make students more self motivated For the college or university teacher How do I help my colleagues in other disciplines and administration understand dance as an academic discipline What do I put in my tenure and promotion portfolio For teachers with adult beginner classes How do I introduce my adult learners to basic movement material without teaching down to them to recognize their cognitive level and maturity For teachers in private studios How can I teach so that I reach every student keep students coming back for more classes and thus keep enrollment and my business up When teaching large classes How can I provide feedback for every student in the

class and still keep the class moving Whether you are facing a class of students for the first time or are an experienced teacher whether you teach children or adults whether in a recreational setting or college you will find useful information here Supported by illustrations examples sample lesson plans criteria sheets activity suggestions and discussion questions this work is designed for use as a textbook for student teachers and a resource for the professional teacher It includes practical tips and application suggestions with additional material downloadable from the author s website [Dance Canada](#),1982 *Compilation of Dance Research, 1901-1964* American Association for Health, Physical Education, and Recreation. National Section on Dance,1964 **Studying Dance** Karen Schupp,2014-10-27 Studying Dance A Guide for Campus and Beyond is a comprehensive bridge for students transitioning into the first year of a college dance program Through this text students will understand dance in new and exciting ways embrace it as an academic discipline navigate and take charge of their dance education and visualize potential careers after graduation Studying Dance A Guide for Campus and Beyond opens students eyes to all the artistic cultural and educational aspects of dance By expanding their thinking students will move to a deeper understanding of themselves as dancers and the world around them The author demystifies the entire first year experience while guiding students in the discovery of dance as a multifaceted discipline Students will examine academic expectations time management the importance of staying focused and balancing school and life They will delve into the various areas of dance and a range of careers and paths available to them They will learn the differences in types of college dance courses the approaches used and how to personalize their dance education through individualized instructional opportunities and peer collaboration The text also will prompt students to visualize and plan their dance lives beyond campus so they can set clear goals for studying and succeeding as young professionals Studying Dance A Guide for Campus and Beyond contains many student friendly features 15 easy to digest chapters provide the rules of the road that lead to a successful freshman year and future career 49 interviews with current dance students recent graduates and dance professionals encourage students to reflect on and take charge of their learning Web resource with learning activities glossary lists web links and other tools personalize each student s journey through the content With this text teachers can help students expand their thinking about dance in ways that will lead to success on campus and beyond

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