

Course Outline (Higher Education)

School:	School of Education
Course Title:	DANCE CURRICULUM 2
Course ID:	EDMAS6107
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070105

Description of the Course :

This course is designed to enable pre-service teachers to become skilled, creative and knowledgeable educational Dance teachers who will promote and advocate the art form of Dance in the secondary school context. The aim is to develop critical, imaginative and reflective practitioners who can develop and implement VCE and VET Dance curriculum, use a range of appropriate teaching and learning approaches, as well as develop effective assessment strategies that enhance learning. Pre-service teachers will continue to develop their personal skills and techniques related to Dance and will have opportunities to work with young dancers in a range of contexts. There is a focus in this course on preparing students to teach VCE and VET Dance subjects.

Grade Scheme: Graded (HD, D, C, etc.)

Placement Component: No

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	✓	■

Learning Outcomes:

Knowledge:

- K1.** Understand how students learn in the context of Dance.
- K2.** Examine pedagogical, curriculum and assessment and reporting practises based on current curriculum initiatives, research and policy related to the teaching of Dance in the senior years.
- K3.** Develop anatomical and physiological knowledge as well as current educational theories and philosophies as they relate to Dance.

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- K4.** Identify what effective Dance teachers know and do in relation to the promotion of safe dance practices, the use of a range of teaching strategies, effective lesson and curriculum design, ensuring inclusivity, appropriate text selection, and assessment approaches.
- K5.** Know a range of resources, including ICT, which will engage students in learning.
- K6.** Develop a critical awareness of the state of contemporary Australian dance as well as the history of the Performing Arts in this country and beyond.
- K7.** Know literacy and numeracy strategies relevant to the teaching of Dance.
- K8.** Build a range of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.

Skills:

- S1.** Reflect critically on practice and be open to feedback in order to become highly skilled, creative and imaginative educational Dance teachers.
- S2.** Set goals and adapt curriculum for a wide range of abilities, characteristics, skills and interests.
- S3.** Organise content into an effective learning and teaching sequence.
- S4.** Plan lesson sequences and classroom activities using knowledge of student learning, classroom management techniques, content and effective teaching strategies.
- S5.** Apply a range of teaching and learning strategies including literacy and numeracy strategies.
- S6.** Show initiative, creative flexibility and the capacity to adapt skills to a variety of students and educational environments.
- S7.** Give effective feedback to others and apply a range of assessment strategies.
- S8.** Develop a capacity to communicate verbally, non-verbally and in concrete, clear and abstract terms.
- S9.** Develop capacity for kinaesthetic awareness.

Application of knowledge and skills:

- A1.** Create a written journal over time to demonstrate ability to reflect, record observations, develop ideas and self-evaluate.
- A2.** Design and analysis of a curriculum unit applying planning skills, content knowledge, pedagogical understandings, research skills, assessment strategies and policy knowledge.
- A3.** Plan, teach and evaluate a Dance lesson for senior level students.

Course Content:

- Current educational theories and issues related to teaching and learning Dance in educational settings.
- Teaching Dance at senior levels with an explicit focus on exercises, teaching strategies and problem solving and negotiation capacities.
- Developing and negotiating Dance curriculum for and with students in senior years focusing on diverse abilities and interests and relevant curriculum and training policies.
- Planning and sequencing curriculum and lessons and using time creatively and effectively.
- Developing engaging and positive processes for teaching Dance in VCE and VET.
- Developing personal, social and communication skills as well as techniques related to Dance.
- Providing feedback and assessing performances using a range of assessment strategies.
- Developing and using a movement vocabulary.

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Values:

- V1.** Promote and advocate the art form in a range of contexts within education and the broader community.
- V2.** Work ethically and promote the arts as a means of improving social wellbeing and connectedness in the school community and beyond.
- V3.** Reflect on professional practice in ongoing ways.
- V4.** Develop the capacity to collaborate with others.

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	PST will develop deep knowledge related to the field of Dance and skills related to communication, creativity, self-expression, negotiation and problem solving.	High
Critical, creative and enquiring learners	PST will critically examine teaching practices, educational research and personal schooling experiences; will think creatively about building cultures for learning; and will inquire into problems of practice.	High
Capable, flexible and work ready	PST will become capable, flexible and work ready through ongoing reflection on practical teaching experiences.	High
Responsible, ethical and engaged citizens	PST will gain knowledge and skills related to being a responsible, ethical and engaged citizen who is able to articulate and act upon moral purpose.	High

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, K7, K8 S1, S6, S8 A1 APST 2.1. 3.3, 3.4, 3.5, 4.1, 5.1	Create a written journal over time which combines personal reflections, understandings about student learning and social and emotional factors which impact on learning, professional log, theoretical elements, task responses, resources, note-taking, personal growth, teaching approaches, teaching objectives, classroom observations and movement vocabulary.	Learning Journal	30-40%
K1, K2, K3, K4, K5, K6, K7, K8 S2, S3, S4, S5, S6, S7, A2 APST 2.1, 2.2, 2.3, 2.5, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1	Design a curriculum unit in line with current educational policies, including lesson sequences, teaching and learning strategies (including literacy and numeracy strategies), resources (including ICT) and assessment tasks and approaches to cater for diverse learners and for implementation in VCE/VET Dance	Curriculum Design	30-40%

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Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, K 8 S1, S2, S3, S4, S5,S6, S7, S8, S9 A3 APST 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1	Design, teach and critically evaluate a Dance lesson for VCE/VET students applying planning skills, content knowledge, pedagogical understandings, effective teaching strategies for diverse learners, assessment strategies and policy knowledge.	Teaching Performance	30-40%

Adopted Reference Style:

APA