

EDUC 5179Q/S

Curriculum & Pedagogy in Elementary Dance & Drama

Instructors:

Jolanta Oko (she/her), Lecturer
 (Section 001-004)
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 Office Hours: by appointment

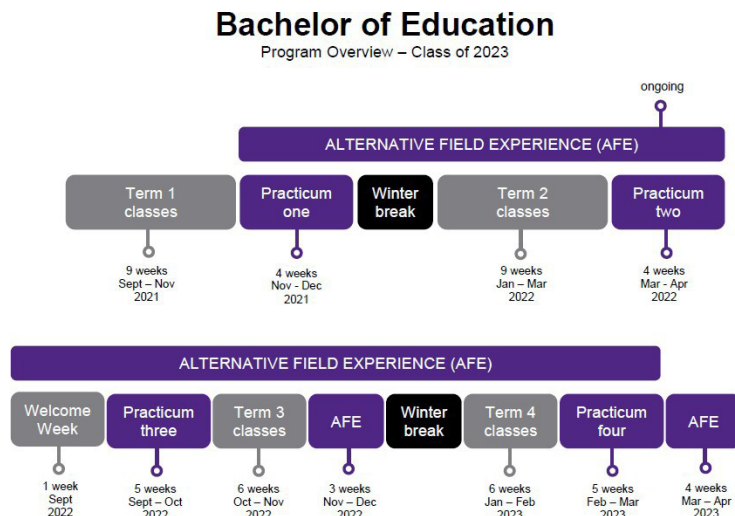
Schedule:

Section 001: Thursdays: 12:00PM - 1:30PM (Primary/Junior)
Section 002: Thursdays: 2:00PM – 3:30PM (Primary/Junior)
Section 003: Thursdays: 3:30PM – 5:00PM (Primary/Junior)
Section 004: Thursdays: 10:30AM – 12:00PM (Junior/Intermediate)

Room: 1059 (Gym)

Program Context:

This is a **Curriculum** course taken by Teacher Candidates in **Primary Junior/Junior Intermediate** during **Year 2, Term 1 and 2** of the Bachelor of Education.



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 EDUC 5179Q (001-004)

Course Overview

Why the Arts matter.

Safe Spaces - Exploring our lived experiences with Arts education.

Inspiring the Creation of Movement - Science

Learning Activities

Type	Name	Description
Reading	Week 1 Reading	Maslyk, J. (2016). Learn. In Steam makers (pp. 4-22). Corwin, https://dx.doi.org/10.4135/9781506336282.n2 (Chapter 1: Learn.) The Ontario Curriculum - The Arts 2009 Access: OWL
Class Meeting	Week 1 Activity	Week 1 of EDUC 5179Q will introduce teacher candidates to the impact of the Arts on education. Teacher candidates will engage in dialogue about their own lived experiences with arts education, how these experiences inform their own perceptions of arts education, and how they influence their practices as teachers of the arts.

Week 2: Fostering Safe Creative, Innovative and Inclusive Spaces

Defining safe spaces.

Safe Spaces VS Student Achievement

The role of the teacher in fostering safe creative spaces.

Fostering safe spaces in classrooms.

Obstacles to fostering a safe space.

Inspiring the Creation of Movement - Visual Arts & Music

Learning Activities

Type	Name	Description
Reading	Week 2 Reading	Fuss, & Daniel, G. (2020). Safe spaces for enabling the creative process in classrooms. The Australian Journal of Teacher Education, 45(8), 41-57. https://doi.org/10.14221/ajte.2020v45n8.3 Access: OWL
Class Meeting	Week 2 Activity	Teacher candidates will explore how fostering safe creative, innovative and inclusive spaces contributes to student achievement in the Arts. They will consider how a variety of strategies and tools can be used to contribute to the creation of safe spaces, and what situations may present as roadblocks to student learning in the Arts.

Week 3:

Dance 1 - The Creative & Choreographic Processes

What is the creative process?

Applying the creative process during the creation of movement.

Engaging students in the creative process.

The role of safe spaces in fostering the creative process.

Inspiring the Creation of Movement - Mental Health

Learning Activities

Type	Name	Description
Reading	Week 3 Reading	Demetriou, & Nicholl, B. (2022). Empathy is the mother of invention: Emotion and cognition for creativity in the classroom. <i>Improving Schools</i> , 25(1), 4-21. https://doi.org/10.1177/1365480221989500 Access: OWL
Class Meeting	Week 3 Activity	Week 3 - Embodying movement and applying the principles of both the creative and choreographic process will be the focus of Week 3. Teacher candidates will explore ways to engage students in the creative process and how fostering safe spaces in the classroom contributes to students' authentic experiences during creation.

Week 4:

Dance 2 - Improv, Creating Movement & The Elements of Dance

What is improv?

Fostering an environment conducive to improv.

Connecting improv to creation through transitions, elements of dance and themes.

Cross-Curricular Connections

Mini-Lesson Assignment Overview and Planning

Learning Activities

Type	Name	Description
Class Meeting	Week 4 Activity	During week 4, teacher candidates will apply the strategies and tools used to foster safe creative spaces to promote student progress and achievement in dance by inspiring and motivating students to create movement through a positive, encouraging, and supportive approach. Teacher candidates will explore how improv is used to inform the creation of movement phrases, how the elements of dance can inspire creation and an understanding of concepts, and how cross-curricular connections can be used as themes to inspire movement.
Reading	Week 4 Reading	The Ontario Curriculum - The Arts 2009 Access: OWL

Week 5: Dance 3 - Mini-Lesson Presentation

Mini-Lesson Assignment Presentation

Learning Activities

Type	Name	Description
Reading	Week 5 Reading	The Ontario Curriculum - The Arts 2009 Access: OWL
Class Meeting	Week 5 Activity	Mini-dance lesson presentation. See OWL for assessment details.

Assessment Activities

Type	Name	Description
Assignment	Due Week 5 (Thurs. Nov. 17) Mini-Dance Lesson Assignment	For this mini-lesson assignment, teacher candidates will plan, prepare, and present a mini-dance lesson that connects improv experiences to the creation of a short dance phrase that includes a theme, transitions and specific elements of dance.

Week 6:

Dance 4 - Critical Analysis & Assessment in Dance

Assessment Tools & Strategies for Dance Education

Assessment for, and of learning.

Assessment as learning through reflection, response and analysis.

Critical Analysis

Learning Activities

Type	Name	Description
Class Meeting	Week 6 Activity	Week 6 - Teacher candidates will be introduced to a variety of assessment tools and strategies for dance education that can be used as assessment for, and of learning. Using The Ontario Curriculum 2009 - The Arts as a guide, teacher candidates will apply the expectations from the Reflection, Response, and Analysis strand to assessment as learning.
Reading	Week 6 Reading	Growing Success The Ontario Curriculum - The Arts 2009 Access: OWL

Week 7:

Thinking Arts & Arts Integration - Modelling a Creative Mindset

Curriculum Exploration through the Arts

Mini-Cultural Context Assignment Overview

Learning Activities

Type	Name	Description
Class Meeting	Week 7 Activity	Week 7 - Week 7 will engage teacher candidates in an exploration of curriculum through a creative lens. They will develop an understanding of how the arts can inform, enhance and engage students in other subject areas and that this innovative and creative mindset can lead to teachable moments that are memorable for the students.
Reading	Week 7 Reading	Gulish, & Elfstrom, S. (2017). Creativity in the Classroom [electronic resource]: An Innovative Approach to Integrate Arts Education (1st ed. 2017.). SensePublishers. https://doi.org/10.1007/978-94-6300-959-1

Week 8: Exploring Forms and Cultural Contexts

The Arts across local, national and global communities.

The Arts as expression.

Factors that affect perceptions of the Arts.

Mini-Cultural Context Assignment Presentation

Learning Activities

Type	Name	Description
Class Meeting	Week 8 Activity	Week 8 - Using the The Ontario Curriculum - The Arts 2009 as a guide, teacher candidates will consider what factors play a role in people's perceptions and experiences with the Arts. They will also develop an understanding of how the arts are used as a means of self-expression to communicate history and identity across communities. Mini-cultural context lesson assignment presentations. See OWL for assessment details.
Reading	Week 8 Reading	The Ontario Curriculum - The Arts 2009 Access: OWL

Assessment Activities

Type	Name	Description
Assignment	Due Week 8 (Thurs. Jan. 19) Mini-Cultural Context Lesson Assignment	Teacher Candidates will design, prepare and present a mini-lesson on how the arts are used and experienced throughout various communities around the world.

Week 9: Drama 1 - Motivating, Inspiring, Exploring, Creating, Reflecting

Exploring and Experiencing Drama

Elements of Drama

Learning Activities

Type	Name	Description
Class Meeting	Week 9 Activity	Week 9 - Teacher candidates will become familiar with the elements and expectations of drama through active participation in exercises and activities that encourage creative and critical thinking as artists. An analysis through dialogue will engage students in reflection on how each activity can motivate and inspire creation.
Reading	Week 9 Reading	The Ontario Curriculum - The Arts 2009 Access: OWL

Week 10: Drama 2 - Integrating Drama

Learning through the Arts

Cross-Curricular Connections

Mini-Lesson Assignment Overview and Planning

Learning Activities

Type	Name	Description
Class Meeting	Week 10 Activity	Week 10 - Using cross-curricular inspiration to influence creation will develop teacher candidates' understanding of how drama can be used to teach concepts, strategies, ideas, and topics across all subjects. Engaging in opportunities to embody and practise creative applications during daily lessons and student interactions are experiences that will encourage a creative mindset.
Reading	Week 10 Reading	The Ontario Curriculum - The Arts 2009 Access: OWL

Week 11: Drama 3 - Mini-Lesson Presentation

Mini-Lesson Assignment Presentation

Learning Activities

Type	Name	Description
Class Meeting	Week 11 Activity	Mini-drama lesson presentation.
		See OWL for assessment details.
Reading	Week 11 Reading	The Ontario Curriculum - The Arts 2009 Access: OWL

Assessment Activities

Type	Name	Description
Assignment	Due Week 11 (Thurs. Feb. 2) Mini-Drama Lesson Assignment	Teacher candidates will plan, prepare, and present a mini-drama lesson that uses a cross-curricular connection as inspiration for the lesson, while using the elements of drama to motivate and engage students in learning concepts, ideas or themes.

Week 12: Drama 4 - Critical Analysis and Assessment in Drama

Assessment Tools & Strategies for Drama Education

Assessment for, and of learning.

Assessment as Learning through reflection, response and analysis.

Critical Analysis

Learning Activities

Type	Name	Description
Class Meeting	Week 12 Activity	Week 12 - Teacher candidates will be introduced to a variety of assessment tools and strategies for drama education that can be used as assessment for and of learning. Using The Ontario Curriculum - The Arts 2009 as a guide, teacher candidates will apply the Reflection, Response and Analysis strand to assessment as learning.
Reading	Week 12 Reading	Growing Success The Ontario Curriculum - The Arts 2009

Assessment Activities

Type	Name	Description
Assignment	Ongoing: Experiential Activities	Teacher candidates will actively participate in a variety of dance and drama activities that engages them in creation and performance, reflecting, responding and analyzing while exploring forms and cultural contexts of the arts.

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

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 on-site) 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.

Ontario Curriculum & Supplementary Resources:



Curriculum & Resources
dcp.edu.gov.on.ca/en

Campus Services & Resources:



Health and Wellness
uwo.ca/health



Peer Support
westernusc.ca



Learning Skills
uwo.ca/sdc/learning



Indigenous Services
Indigenous.uwo.ca



Student Accessibility Services
sdc/uwo.ca/ssd



Writing Support
writing.uwo.ca



Financial Assistance
registrar.uwo.ca



Not sure who to ask?
 Contact the Teacher Education Office at eduwo@uwo.ca