



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: DANC

Course Title: Teaching Dance for Children FF

Year: 2025

Course and Section #: 2100_002

Credits: 3.0

Course Description

Dance 2100 introduces the philosophy, educational benefits, and pedagogy of creative dance and integrated movement education for children.

Students will learn to treat movement as an effective and motivational medium for building 21st century skills like creative problem solving, successful collaboration, self-awareness, expression, and discipline. This method of teaching utilizes the B.E.S.T. system of movement, and addresses the Utah State Fine Arts Curriculum in Dance for the elementary school, with an emphasis on integrated classroom learning. Students in this course will have many hands-on, authentic experiences in guiding a class through movement learning. Ideally, students will be primed to utilize this methodology in their own teaching careers—no matter what field).

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Shannon Vance McKechnie

Student Learning Outcomes

Learning Outcomes:

Utilize dance as a means of creative problem-solving and human expression.

Use the elements of dance to create unique solutions to movement problems.

Understand developmentally and age appropriate dance ideas.

Use movement as a vehicle to express and communicate ideas.

Create and implement lesson plans informed by state and national dance standards.

Create and implement an original creative movement lesson plan.

Create a resource file of lesson plans and materials for creative dance and integrative lessons.
Write a clear justification for creative movement and integrative movement lessons

Course Materials and Texts

Creative Dance for All Ages, Second Edition by Anne Green Gilbert

Materials:

Laptop, tablet, or other technology device that will allow access to Canvas and Microsoft Teams and, the ability to type responses, notes, and participate in all audio and video capacity

Please note that Canvas will be heavily used throughout this class--please make sure you have dependable tech that can access Canvas during class.

Movement attire (no jeans)

Phone or other music playing device and a personal set of speakers

Phone or other recording/filming device

Course Requirements

Course Assignments, Assessments, and Grading Policy

Course Requirements and Success Strategies:

- Be Professional: Prepared, Productive, Proactive, Punctual, and Positive
- Prepare for each day of class by reading the material assigned, preparing for discussion or presentation, and completing assignments outside of class.
- Demonstrate personal organization. Stay on top of due dates, assignments, and any adjustments--take personal responsibility for your own learning beyond the classroom.
- Engage in the experience. Participate fully in the dance portion of this class. You will be both student and teacher throughout this course—your participation in both roles is the key
- Maintain focus and concentration throughout the class - carefully observing demonstrations, fully committing to performing all movement presented by teacher or peers, begin and end each movement improvisation with stillness and ownership of choices.
- Apply learning in developing a teaching pedagogy informed by theory and practice.
- Maintain an open, generous attitude towards the new ideas, movement approaches, and pedagogies. Accept and apply feedback.
- Use electronic devices only when appropriate.
- Contribute by asking questions and participating in discussion
- Remove your street shoes before you step in the studio so that the studio floors are protected.
- Arrive to class early enough to be out on the floor ready to begin class.
- Wear dance or active wear that allows you to move freely both on and off the floor. Suggest close-fitting layers that can be taken off as you warm up.
- No extreme dangly earrings or sharp jewelry. We will dance bare foot.
- Actively engage in collaborative learning when the opportunity arises.
- On teaching days you will film, make sure you have space on your recording device

Attendance:

Attendance is essential and critical to a student's success. Attendance at all class sessions is required, and attendance will be taken. This class moves at an extremely quick pace. Missing one day can put you seriously behind, and missing a teaching experience is something that cannot be made up. You are expected to come to each class session on time, actively participate in each class, and behave in a manner consistent with professional standards. You will lose participation points for absences, tardies, and leaving early.

Readings:

Reading assignments are designed to help you make some meaningful connections between educational theory and classroom practice. It is expected that all required reading is thoughtfully completed prior to class. You should bring a copy of your textbook and/or assigned articles with you to class and be prepared to discuss important points and questions drawn from each of the readings. Quizzes, summaries, and/or reflections will be assigned based on the readings.

Quizzes: Quizzes may be filled out open-book, but they do have a 20 minute time limit. It is suggested that you complete your reading before beginning the quiz.

Online Discussions:

What is Creative Dance, 21st Century Teaching, Dance Literacy, Core Integrated, Midpoint

Papers and Projects:

Dance Advocacy Paper/Project
Resource File

More information about these assignments will be available on Canvas. I expect all submitted papers to be final versions. This is a University class—papers should be professional and polished. Utilize resources like the Writing Lab, and plan to proofread and revise. Ensure that your paper is worthy of being submitted to a college professor. All papers must follow MLA formatting. Other projects will also be assigned. These are usually meant to provide you with opportunities to build up your “arsenal” of teaching materials and supplies.

Lesson Plans and Teaching Experiences:

BEST Written Lesson 1, and 10-minute practicum
Core Integrated Lesson 2, and 15-minute practicum
Final Lesson Plan of choice (BEST, Core-integrated, Literature Integrated, World)

Observations:

Dance Specialist Observation
Peer Observations

Grade Weight Breakdown:

35% Lesson plans/teaching practicum
15% Readings/Quizzes
35% Assignments
10% Discussions
5% Final (Includes the final teaching experience and a written test administered during Finals Week)

UVU Grading Scale

A = 93.6 % - 100%
A- =90% - 93.5%
B+ =86.6% - 89.9%
B = 83.6% - 86.5%
B- =80% - 83.5%
C+ = 76.6% - 79.9%
C = 73.6% - 76.5%
C- = 70% - 83.5%
D+ =66.6% - 69.9%
D = 63.6% - 66.5%
D- =60% - 63.5%

Required or Recommended Reading Assignments

Creative Dance for All Ages, Second Edition by Anne Green Gilbert

General Description of the Subject Matter of Each Lecture or Discussion

Week 1 What is Creative Dance, Creative Dance Structure Modeling using Pathways
Week 2 Creating a safe Dance Space, BEST Definitions, Body and Space Lesson Modeling
Week 3 BrainDance Benefits/Patterns of Total Body Connectivity, Space and Time Lesson Modeling
Week 4 Time and Energy Lesson Modeling
Week 5 National and State Core Strands, Dance Literacy, Learning Objectives/Outcomes using sample lesson plans and activities, In-class help with student lesson plan drafts
Week 6 Classroom Management, Cueing/accompaniment, Dance specialist observation
Week 7 Student practicum 10 minutes of teaching from a 30-minute written lesson plan, class feedback
Week 8 Finish student practicum, Begin Core Integration, Core-expert Brainstorming for lesson 2
Week 9 Core Integrated Lesson Modeling using 6th grade social studies, and 4th grade math
Week 10 Pre-K and Kindergarten Hungry Caterpillar Lesson Modeling using Carve, Spoke, Arc/Butterfly Life Cycle, Core Expert Topic Presentations and worktime/help for lesson 2
Week 11 Student Practicum 15 minutes teaching from 30-minute core-integrated lesson 2
Week 12 Student Practicum Continued with class feedback, begin Literature Integration
Week 13 Giraffes Can't Dance literature integrated lesson, World dance modeling
Week 14 Cueing and Accompaniment Practice, Final lesson plan prep and help as needed
Week 15 Present Final Lesson Plans
Week 16 Final Lesson Plans and Resource file presentations, written final review and class discussion

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;

- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.