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DANC 298.01: Internship - Children's Dance

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Fall Semester 2014

Internship: Children's Dance
DANC 298.01, 1 Credit
School of Theatre & Dance

This class exposes UM students to children's creative dance in an after school studio setting. Students will have the opportunity to integrally work with or observe two groups of children on a weekly basis. Learned skills will include gaining knowledge of the appropriate movement concepts and skills for the various ages, designing lesson plan material, and developing skills to put lessons into practice. UM students will observe teaching techniques and classroom management, while serving as teacher assistants or by observing other students teaching, culminating in hands on teaching experience. The emphasis of the class is to provide a unique creative learning experience for children from the community, while providing University students with a practical experience in a creative movement classroom.

UM student interns will be assigned to assist or observe in two of the following classes throughout the semester.

Thursdays:	3:30-4:00PM	Creative Movement 1	Ages 3-4
Thursdays:	4:15-5:00PM	Creative Movement II	Ages 5-6
Thursdays:	5:15-6:00PM	Creative and Modern Dance	Ages 7-10

- All classes take place in PART 035

Required Course Work:

1. Participation and attendance

Attendance is important in any field of study, but especially important in the study of dance. It is impossible to improve without regular attendance. More importantly, the children look forward to seeing you, and your participation is vital in class. The goal is for everyone, UM students, children, and me, to have a positive and rewarding experience. During each class you assist, you will be actively engaged in the class and the children. Each class you assist is worth two points for attendance and active participation. You will not receive points for sitting out when you are scheduled to assist. If you are injured, modifications can be arranged. When observing, you will be taking notes. Please do not talk or have your cell phone out while observing. Each class you observe is worth two points.

2. Journals: ongoing- to be posted in MOODLE forum

You will keep an ongoing journal to track your learning experience in this class. You are required to make an entry in your journal each week. Each entry should have two parts- one part describing your observations while watching, and one part describing your experiences assisting or teaching. Full points will be given to in-depth responses. Please see handout on journals for ideas, observations, and questions to analyze. Length should be approximately 200-300 words. These journal entries will be submitted online in MOODLE discussion forums. You have until the following Thursday by 11:55pm to post your entry. Also, be aware that all interns and teachers will be able to see your response.

3. Brainstorm list for lesson plans

What kinds of themes can you imagine using in a lesson plan? Consider stories, books, games, props, food, animals, numbers, shapes, songs, dance vocabulary, abstract concepts (sharing, giving), etc. Try to find themes that are conducive to allowing for guided exploration, improvisation, skill building, and

choreographic studies. Keep in mind the developmental stage for the age group that this would be appropriate. Include 8-12 ideas.

4. Partial lesson plan/teaching/self-evaluation #1, #2, #3

Once you get to know the class you are assisting, you will be asked to create three separate partial lesson plans. Keep in mind that the format is generally a warm up, introducing a new skill, practicing and exploring the skill, facilitating a composition exercise to allow the children to apply what they have learned, and a closing activity. The format for the written lesson plan is up to you; choose what works best for you to be clear and thorough. Turn in a written lesson plan for part of the class. Your lesson plan will be returned with feedback prior to teaching. Partial lessons should be 20 minutes in length. Please practice at home for timing, and watch the clock when you are teaching. After teaching the lesson, write an honest self-evaluation of your lesson plan and teaching. What was successful and what was not? Why? What would you change/improve if you taught the same lesson again? Length of evaluation should be approximately 500 words. Self-evaluation is due one week after you teach.

5. Final lesson plan/teaching/self-evaluation

You will create a final full lesson that will be taught to the group you are working with. Please take care in writing this assignment; lesson should reflect what you learned from the previous assignments, as well as general information from the semester. Lesson plan will be returned with feedback prior to teaching. Self-evaluation is the same as partial lesson plan and will be due one week after you teach.

6. Final reflection essay

Describe your learning experience in this class. What was your background with children's dance at the beginning of the semester? Where are you now? What significant events, experiences, observations, readings, etc. inspired your learning process? Use your journal to track your progression through the internship, reflecting on all that you observed and experienced. Essay should be at least 1000 words.

Grading:

Grades will be determined by the following breakdown of points:

Brainstorm List	2
Participation/Attendance as Assistant	24 (2 points per class)
Observations	24 (2 points per class)
Journal	12 (1 point per week)
Partial Lesson #1	7 (lesson 2, teaching 3, evaluation 2)
Partial Lesson #2	7 (lesson 2, teaching 3, evaluation 2)
Partial Lesson #3	7 (lesson 2, teaching 3, evaluation 2)
Full Lesson	12 (lesson 3, teaching 7, evaluation 2)
Final Reflection Essay	5
Total	100

Late Policy: Teaching is a scheduled activity. A teacher must plan prior to the class and the class cannot be rescheduled due to the teacher being unprepared. In addition, many teachers must work in collaboration with other teachers, artists, etc and must communicate plans and information in a timely manner. Inability to be prepared when scheduled is extremely disrespectful to students, parents, and colleagues and is not tolerated in a professional setting. Keeping this idea in mind, all written work must be submitted online in Moodle by 11:55pm the day it is due. Work turned in after this deadline will receive no points. However, lesson plans must be submitted in order for you to teach. This means that if you turn in your lesson late, you will receive no points but will be able to teach when scheduled. If you do not turn in your lesson plan at all, however, you will not be able to teach, and will lose all points for the plan/teach/evaluation combination.

Written Work: Please proof read all written work for grammar, spelling, and typos.

Academic Misconduct and the Student Conduct Code: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php.

All Theatre & Dance students must have an in-depth knowledge of the practices and procedures outlined in the School of Theatre & Dance *Student Handbook*. The *Handbook* is available online at <http://www.umt.edu/theatredance/about/handbook>.

There is inherent risk involved in many Theatre & Dance classes as they are very physical in nature. Please proceed through class, shop time, or rehearsal with caution. Always be mindful of your personal safety and the safety of others. Students participating in class/shop/rehearsal/performance do so at their own risk.

Due to safety considerations, at **no** point during a student's time spent in class or serving on a production (in any capacity) should non-enrolled persons be guests of that student **without my consent**. Presence of such unauthorized persons in a class, shop, or any backstage/off-stage area will negatively affect a student's grade.

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <http://life.umt.edu/dss/>.