

LSC Use Only
Number: _____
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Date: _____

UWUCC Use Only
Number: 91-25b
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: HP 211 Dance, Rhythmic Activities, and Gymnastics
Suggested 20 Character Course Title: Dance Rhy Actv & Gym
Department: Health and Physical Education
Contact Person: Ms. Kofie Montgomery, Mrs. Patricia Lommock

II. If a course, is it being Proposed for:

_____ Course Revision/Approval Only
_____ Course Revision/Approval and Liberal Studies Approval
_____ Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

<u><i>Louis W. Clark</i></u> Department Curriculum Committee	<u><i>James G. Miller</i></u> Department Chairperson
<u><i>Theresa M. Moore-Kirby</i></u> College Curriculum Committee	<u><i>Louise E. Wengert</i></u> College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

I. CATALOG DESCRIPTION

HP 211 Dance, Rhythmic Activities, and
Gymnastics

3 credits
2 lectures
4 lab hours
(4c-2l-3sh)

Prerequisites: HP 200 Fundamentals of Physical Activity

Dance, Rhythmic Activities, and Gymnastics is a course designed to provide an aesthetic and kinesthetic movement experience which will prepare the student as a teacher of basic movement in a variety of situations. The dance section will include: creative movement, rhythms, square, folk, and contemporary dance. Gymnastics will include: basic tumbling, stunts, and apparatus skills.

COURSE SYLLABUS

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II. COURSE OBJECTIVES

At the conclusion of the course, the student will be able to:

- A. analyze and demonstrate basic skills and movement patterns from beginner to intermediate level.
- B. identify historical significance of dance, gymnastics, and movement activity.
- C. recognize current trends and emerging movement issues.
- D. develop teaching progressions with sample block unit plans, lesson plans and evaluation methods.
- E. recognize teaching styles appropriate to the developing student's grade level and specific activity.
- F. identify safety practices and procedures in the instructional area.
- G. recognize developmentally appropriate activities in the education and recreation content areas from pre-school to the adult learner.

III. COURSE OUTLINE

- A. Dance (56 Hours)
 - 1. Skills and underlying principles of dance.

- a. Movement: Structure and Function
 - 1.) Anatomy
 - 2.) Kinesiology
 - b. Kinesthetic awareness : sensory perception of where the body or its parts are moving without visual cues. Includes:
 - 1.) Static/moving posture alignment
 - 2.) Weight transfer
 - 3.) Base of support
 - 4.) Initiation and termination of action
 - c. Body Care and preparation for activity.
 - 1.) Nutrition: sleep and rest
 - 2.) Warm-up in preparation for movement and developing strength, flexibility, and endurance
 - 3.) Progression of Techniques to avoid injury
2. Movement elements in time, space and the use of force.
- a. Movement Fundamentals:
 - 1.) Locomotor Movement : Walk, run, leap, hop, jump, skip, gallop, slide
 - 2.) Movement (Non-locomotor) : bend, swing, twist, stretch
 - b. Space: Where the body moves
Personal space, general space, direction, pathway, level, dimension, positive, and negative, stage directions, space shape, body shape
 - c. Time : Tempo, duration, meter, rhythm, musical forms
 - d. Force : energy, dynamics, weight application qualities, projection
 - e. Form : combination of space time force into: motif, sequence, phase, section
 - f. Movement elements into dance and performance skills:
 - 1.) Ballet Dance : Basic foot and arm positions plie, releve, tendu, degage, grand battement, arabesque
 - 2.) Jazz Dance : basic arm and foot positions, triplet, walks, isolations
 - 3.) Dance (Ethnic Forms) : Asian, African and other non-western dance form, European, South American, North American
 - 4.) Social Dance Forms : square, folk, ballroom
 - 5.) Modern Forms : includes the study of a technique of individual expression though a physical manifestation time, space and force.

3. **Aesthetics**
 - a. Dance is an expressive art form
 - b. Dance (appreciation and expression)
 - c. Form and content (relationships)
 - d. Sensory knowledge and artistic judgments
 - e. Perception in aesthetic judgement
 - f. Arts related to Dance

4. **Social, cultural and, historical dimensions of dance**
 - a. Dance History
 - b. Studies of folk and ethnics (multi-cultural)
 - c. Dance forms and styles
 - 1.) ballet
 - 2.) modern
 - 3.) jazz
 - 4.) social
 - 5.) tap
 - d. Dance functional uses
 - 1.) religious
 - 2.) entertainment
 - 3.) exercise
 - 4.) ritual
 - 5.) social
 - 6.) psychological
 - e. Artists
 - 1.) local
 - 2.) regional
 - 3.) national
 - 4.) international

5. **Dance Processes**
 - a. Movement exploration
 - b. Discovery
 - c. Improvisation
 - d. Directed
 - e. Problem solving and dance studies

6. **Dance Process (Organizational Processes)**
 - a. Developing the dance unit in the physical education curriculum K-12.
 - 1.) Students' response to dance
 - 2.) Human experience: components
 - b. Lesson planning
 - 1.) Objectives
 - 2.) Content
 - 3.) Progression
 - 4.) Evaluation
 - 5.) Resource materials
 - c. Dance
 - 1.) Interdisciplinary Designs
 - 2.) Performance
 - 3.) Assessment

B. Educational Gymnastics (35 Hours)

1. Introduction
 - a. History, trends and current status
 - b. Safety
 - c. Equipment - care and safety
2. Trust activities
 - a. Trust walk
 - b. Group support
 - c. Tractor
 - d. Trust fall-trust dive
 - e. Cookie machine
 - f. Electric beam cross
3. Individual activities, dual activities, and pyramids
 - a. Balances
 - b. Movement activity
 - c. Challenges
 - d. Creative
4. Tumbling
 - a. Rolls - log, egg, human, forward, backward, dive
 - b. Balances - tripod, tipup, head stand, hand stand
 - c. Sagittal axis skills. - cartwheel, round off, etc.
 - d. Frontal axis skills - limbre, walkover, handspring
5. Apparatus : for movement education
 - a. Balance beam
 - b. Still rings
 - c. Parallel bars
 - d. Uneven parallel bars
 - e. Horizontal bar
 - f. Pommel horse
 - g. Vaulting
6. Safety and spotting for all skills
Spotting for different body types
7. Observation, skill analysis and error detection.
8. Choreographed routines
 - a. Groups : tumbling and balance beam
 - b. Individual : two other pieces of apparatus
9. Unit planning

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

- 20% Practical skills - student choreographed routines.
- 20% Performance tests - dance and gymnastics skills.
- 20% Planning - students will submit one unit plan and lesson plan.
- 20% Written tests - maximum of two written tests, 10% for each test, consisting of multiple choice, completion, true/false, and short answer. (50 points each test)
- 20% Peer teaching assignment - based on accuracy of material organization, teacher feedback, and general impression. (5 points each)

100 - 90 = A
89 - 80 = B
79 - 70 = C

69 - 60 = D
59 - 0 = F

Each activity/sport will be given equal weighting.

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Nicholas B. (1990). Moving & Learning, St. Louis, Mo. : Mosby Co.

Cooper P. and M. Trnka, (1989). Teaching Basic Gymnastics: A Coeducational Approach, New York: MacMillan Publishing Co.

VI. BIBLIOGRAPHY

American Alliance for Health, Physical Education, Recreation, and Dance. (1981). A Guide to Dance Production: On With the Show. Reston, VAJ: AAHPERD.

Au, Susan. (1988). Ballet & Modern Dance, New York: Thames & Hudson Ltd.

Cooper P. and M. Trnka. (1989). Teaching Basic Gymnastics: A Coeducational Approach, Macmillan Publishing Co. New York.

Fleming, Gladys, ed. (1981). Children's Dance. (3rd ed.) Washington, DC: American Alliance for Health, Physical Education, Recreation, and Dance.

- Harris, Jan A., Anne M. Pittman, and Marlys S. Waller. (1988). Dance a While: Handbook of Folk, Square, and Social Dance. (5th ed.) Minneapolis: Burgess. These authors deal with a number of recreational dance forms, including square, contra, social, and international folk dance. The focus on materials and teaching for recreational purposes.
- Humphrey, Doris. (1959). The Art of Making Dances, New York: Grove Press.
- Little, Araminta. (1977). Dance as Education. Washington, DC: American Alliance for Health, Physical Education, Recreation, and Dance, National Dance Association.
- Lockhart, Aleince. (1982). Modern Dance, Dubuque, Iowa: Wm. C. Brown.
- Lommock, Patricia. (1990). Folk Dances of the Non-Western World, unpublished Kinko Copy.
- Murray, Ruth Lovell. (1975). Dance in Elementary Education. (3rd ed.) New York: Thames & Hudson Ltd.
- Niccollai R. (1989). Gymnastics Selected Coaching Articles Officiating Technique, Reston, VA: AAHPERD.
- Nicholas B. (1990). Moving & Learning, St. Louis, MO: Mosby Co.
- Russell, Joan. (1968). Creative Dance in the Primary School. London: MacDonald and Evans.
- Ryser O. and J. Brown. (1990). A Manual for Tumbling and Apparatus Stunts, Wm. C. Brown Publishers.
- Sherbon, Elizabeth. (1982). On the Count of One, Palo Alto, California: Mayfield Publishing Co.
- Squires, Johns L., and Robert E. McLean. (1963). American Indian Dances. New York: Ronald Press.

Curriculum Guides in Dance

- A Guide to Curriculum Planning in Dance, (1988). Madison, Wisconsin: Wisconsin Dept. of Public Instruction.
- Dance-Curricula Guidelines K-12 (1989). NDA, Reston, VA.
- PA Arts Curriculum Project (1990). Harrisburg, PA.: PA Department of Education.

COURSE ANALYSIS QUESTIONNAIRE

A. DETAILS OF THE COURSE

- A1 This course will be required of all students in the B.S. in Education emphasis of the Health and Physical Education and shall be considered an elective for students in the B.S. in Physical Education and Sport Program. This course will satisfy requirements set forth in Specific Standard IV of the Pennsylvania Standards for Program Approval and Teacher Certification: It specifically addresses Fundamentals of Movement, Rhythms and Dance, Gymnastics and Lifetime Sports and Activities. This course is not intended for inclusion in the Liberal Studies Program.
- A2 This course will eliminate the need for the following courses in the HPE curriculum: HP 205, Rhythms and Movement; HP 300, Folk and Square Dance; HP 301, Modern Dance and HP 302, Gymnastics.
- A3 This course will be offered as a mixture of lecture, practice, reciprocal and peer teaching methods.
- A4 This course has not been offered as a Special Topic.
- A5 This course is not intended to be dual level.
- A6 This course is not to be taken for variable credit.
- A7 Similar courses are offered at most, if not all, the State System of Higher Education Institutions offering a major in Health and Physical Education. (Slippery Rock, West Chester, Lock Haven, as well as Temple, Rutgers and Pepperdine).
- A8 The Pennsylvania Department of Education Standards of Program Approval and Certification specifically requires the competencies included in this course.

B INTERDISCIPLINARY IMPLICATIONS

- B1 This course will be team-taught by HPE faculty with expertise in the areas included in the course.
- B2 An advanced course could be included in coaching Gymnastics if there is a need.
- B3 This course does not overlap with any other course at the University.
- B4 Seats in the course will be made available for students in Continuing Education if necessary.

C IMPLEMENTATION

C1 Resources

- a. No new faculty are needed to teach this course.
- b. Current space allocations are adequate to offer this course.
- c. Library holdings need to be updated.
- d. No travel funds are necessary.

C2 No grant funds are available for this course.

C3 This course will be offered each semester.

C4 One section each semester.

C5 24 students per section.

C6 No recommended enrollment by outside agencies.

C7 This course will be required of all students in the education emphasis of the HPE curriculum. HP 211 reflects a consolidation of a number of other courses and is intended to eliminate a considerable number of course contact hours for students.

I. DESCRIPTION

"Fundamentals of Rhythms and Movement" is a basic movement course designed to provide you with an aesthetic and kinesthetic movement experience which will prepare you as a teacher of basic movement in a variety of situations.

II. OBJECTIVES - all the objectives all designed to developing your self image as a teacher of rhythmic movement.

A. Demonstrate and explain space, time, force and form, the basic elements of movement, aestheticity, kinestheticity:

1. In structured activity
2. In warm-up, aerobic dance and relaxation
3. In creative experiences

B. Develop an understanding of basic rhythmic structure as related to dance and movement accompaniment in order to correctly:

1. Cue rhythmically in verbal and musical accompaniment
2. Provide accompaniment with percussive instruments
3. Choose music for accompaniment of movement
4. Interpret rhythmic directions for dances

III. Develop the ability to project correct individual technique while performing:

- a. the basic locomotor and nonlocomotor movement, utilizing special patterns while adhering to the correct tempo and time element projecting good mechanics.
- b. the traditional dance steps in a specific pattern with correct tempo and time elements and good body mechanics.
- c. the selected folk dances exhibiting correct techniques style, and time element.

IV. Develop, practice and observe methods and progressions for teaching structured and creative activities for various age levels and in various situations.

V. Develop a teaching repertoire of folk and square dances that can be taught the beginning level.

VI. Exhibit the ability to effectively create the basic elements of movement (space, time, force and form) by:

1. Successfully solving a range of creative movement problems set by the professor
2. Class successfully solve creative problems.
3. Make a dance with motivation choosen from the text.
4. Construct an aerobic warm-up based on the principles of exercise.

Week Ten

Read 25-26

Continue Structural Techniques

Week Eleven

Read 27-28

- A. Cueing structured activities
- B. Pattern the problem in problem solving above

Week Twelve

Read 29

- A. Teaching Children
- B. Continue Folk & Square

Week Thirteen

- A. Teaching Children
- B. Continue Folk & Square Techniques

Week Fourteen

- A. Review techniques - "Steppin Out" choreography
- B. Final written Exam
- C. Notebook due

Week Fifteen

Final Movement Exam - structure and unstructured activity

V. METHODS

- A. Discovery method through manipulation and imagery
- B. Tillotson's classification: command, task, problem solving
guided exploration and free exploitation
- C. Lecture
- D. Lab - students practice techniques and teaching
- E. Notebook - a day-by-day progression of class material

VI. EVALUATION

- A. 15% --- Mid-term Exam - basic movement and rhythm structure
- B. 10% --- Movement problems - creative and traditional (these are throughout the course and may not be announced).

- C. 20% --- Teaching assignments - lesson plans (observation four one-half hours at the classroom at the University School) teaching situation in class at the University School and/or Ben Franklin.
- D. 20% --- Final written exam - Method and materials
- E. 15% --- Final Movement Exam - Problem solving, space, time, force, combine into form.
- F. 20% --- Notebook, Title Page, Table of Contents, Notes, Additional Material (optional), Bibliography.

REFERENCE

- A. Text - Murry, Ruth, Dance in Elementary Education
- B. Reference - Schurr, Evelyn; Movement Experience for Children.
Kulbilsky, Olga; Teacher's Dance Handbook.

The Lloyd Shaw Foundation; An American Dance Treasure.

Tillotson, Joan; A Program of Movement.

HP 302 GYMNASTICS

11:30-1:00 T,R
MFH

Kofie Montgomery
234 Zink
357-4035

I. Text:

(Required) Teaching Basic Gymnastics: A Coeducational Approach
Phyllis Cooper and Milan Trnka

(Optional) Teaching Tumbling
Lucienne DeWette - Dora Vandine

II. Course Content:

Emphasis will be placed on proper spotting techniques, safety skills, basic tumbling and apparatus skills, and teaching progressions. Equipment used will include: floor exercise mats, balance beam, still rings, parallel bars, uneven parallel bars, horizontal bar, pommel horse, side horse, and trampoline.

III. Course Objectives:

1. Demonstrate safety measures around and on gymnastic apparatus including proper set up and care of equipment.
2. Demonstrate basic skills on apparatus through performance of created routines.
3. Develop a gymnastic unit plan.
4. Develop three (3) one day, in-depth lesson plans from the unit plan.

IV. Evaluation:

25%	Practical skill demonstration
35%	Spotting technique and skill analysis
15%	Unit plans and lesson plans
25%	Daily participation

A = 90% average
B = 80% average
C = 70% average
D = 60% average

Six Week - Unit Plan Information

- 20 students (boys and girls)
- 35 minute actual activity class periods
- class meets three times per week
- grade level and skill level - your choice
- Equipment:

One set each	parallel bars
	uneven bars
	horizontal bar
	vaulting horse
	pommel horse
	vaulting box
Two sets each	Rings
	Balance Beams

Mats (as many as needed)

- Unit must include:
 - specific skills to be taught - progression
 - equipment placement
 - student organization (on apparatus, partners, etc.)
 - evaluation

3 Specific Lesson Plans

Include:

- grade level
- which days of Unit Plan
- specific warm-up
- specific explanation of skills, progression, key words, common errors, spotting technique
- equipment placement
- student organization
- review of key areas
- evaluation criteria
- time breakdown