

ID	3248
Curricular Unit	Fundamentals of Intervention in Dance
Regent	Elisabete Alexandra Pinheiro Monteiro
Learning Outcomes	<p>The student:</p> <ul style="list-style-type: none"> - Defines and justifies the conceptual frame of reference of Pedagogy of Dance, as reflection and action; - Describes and analyzes the legal framework concerning the Artistic Education – potentials and constraints; - Identifies, designates and defines the various skills and competences involved in teaching dance, the assumptions and components fundamental at the following levels: execution/performance; composition/creation; appreciation/criticism; - Knows and justifies different models of assessment within the dance according to set objectives; - Identifies and names a vast "formal-expressive" repertoire in different dance forms, and/or approaches to movement; - Knows and justifies the importance and implications of the concepts of progression; - Structures, organizes and justifies the progressions to content transmission within different dance forms, according to factors of the movement and the specificity of the respective teaching units.
Syllabus	<p>The conceptual framework of reference of Dance Pedagogy. The nature, purposes and functions of dance. The emphasis of different authors. Introduction to the guiding principles in intervention. The issues that arise in the selection of learning experiences or situations dealing with stimulus in accordance with the principles and educational methodologies. Models of dance teaching, characterization and rationale. Guiding principles and variables in teaching-learning dance. The assessment in dance: functions, types and methods. Major problems facing the evaluation of dance. The description and analysis of formal-expressive content in different forms of dance. Rules for movement description. Identification and formulation of critical components. Observation and identification of type-errors. The motion factors. Definition and application of pedagogical progressions according to movement of the development factors. The term progression. Principles of building phrases of movement.</p>

Continuous assessment: Student must attend at least two-thirds of classes

FL - Record reading analysis

DT - Presentation of a theme

TP - Project work

P - Active participation

Evaluation

Formula: $(FL + 2DT + 2TP + P) / 6$ is equal to or higher than 9.5

Bannon, F. (2010, March). Dance: the possibilities of a discipline. Research in Dance Education. 11, (1) 49-59. In Taylor & Francis. In <http://www.informaworld.com> (consulta: 07/07/2010)

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Monteiro, E. (2009). Dance Literacy Skills. In DaCi Conference Proceedings - Cultures Flex: Unearthing Expressions of the Dancing Child. 11Th Ed. Kingston-Jamaica, (2-8 August), 73-84

Nordin-Bates, S.; Cumming, J. ; Aways, D.; Sharp, L. (2011). Imagining Yourself Dancing to Perfection? Correlates of Perfectionism Among Ballet and Contemporary Dancers. Journal of Clinical Sport Psychology, Human Kinetics. 5, 58-76

Palaiologou, I., (2010, July). The death of a discipline or the birth of a transdiscipline: subverting questions of disciplinarity within Education Studies undergraduate courses. Educational Studies, 36(3), 269-282

Bibliography