

<b>ID</b>	3643
<b>Curricular Unit</b>	Dance Teaching Methodology
<b>Regent</b>	Margarida da Conceição de Jesus Moura Fernandes
<b>Learning Outcomes</b>	<p>At the end of the course, the student should:</p> <ul style="list-style-type: none"> <li>- Understand and apply teaching and learning strategies in dance in formal, informal and not formal contexts.</li> <li>- Master techniques and methods of diagnosis, monitoring and restructuring of learning in the intervention dance context.</li> <li>- Experience the teaching activities of dance and expressive movement in school and community contexts.</li> <li>- Define, adapt and relate educational objectives, contents, activities and assessment according to concrete pedagogical practices.</li> <li>- Plan activities by objectives and in accordance with different target populations.</li> <li>- Prepare lesson plans according to: theme, target population, objectives, contents activities, assessment and teaching methods.</li> <li>- Adapt intervention strategies in dance to the socio-emotional, technical, rhythmic and expressive development of students.</li> <li>- Participate in project design, planning, organization and educational intervention in the field of dance and expressive practices.</li> </ul>
<b>Syllabus</b>	<p>The mixed model for project and for goals in learning of dance. A student-centered learning. The pedagogy project: the problem, the preparation/production, the implementation and evaluation/dissemination. The pedagogy by objectives: definition of goals, teaching methods and pedagogical assessment. From content pedagogy to learning pedagogy. The student's role. The teacher's role. The active methods, the strategies, the teaching styles in the student learning. The pedagogical practice. Target population, objectives, contents and assessment. The lesson plan: phases of lesson, objectives, activities, strategies, resources, pedagogical progressions and teacher behavior. The reports of the sessions. Relation with the lesson plan, planning, contingencies as well as subsequent lessons. Evaluation of pedagogic intervention: diagnostic, formative, summative and prognostic. Assessment of the effectiveness and appropriateness of educational action.</p>
<b>Evaluation</b>	<p>The continuous assessment focuses on: Evolution (E) (participation and attendance), Planning (P) of Teaching Practice and Pedagogic Practice (PP) (lesson plans, teaching and lesson report). The final mark corresponds to the weighted average: 30% E + 30% P + 40% PP. The student is approved with a grade higher than 9.45. The final evaluation model includes a theoretical exam and oral exam about program contents. The end result is the arithmetic average of both. The student is approved with a grade higher than 9.45 values.</p>

## **Bibliography**

- Alves, M. J. (2007). Demonstração em Dança: aprender com sucesso. In Margarida Moura & Elisabete Monteiro (Eds), *Dança em Contextos Educativos*, pp. 83-91. Lisboa: FMH Edições.
- Alves, M. J. (2011). Estruturação de prática e desempenho motor no ensino-aprendizagem de sequências de dança moderna. *Revista Portuguesa de Educação Artística*, 1, 23-36.
- Batalha, A. (2004). *Metodologia do Ensino em Dança*. Lisboa: FMH Edições.
- Gibbons, E. (2007). *Teaching dance: The spectrum of styles*. Bloomington, IN: AuthorHouse.
- Mainwaring, L. & Krasnow, D. (2010). Teaching the Dance Class: Strategies to Enhance Skill Acquisition, Mastery and Positive Self-Image. *Journal of Dance Education*, 10(1), 14-21.
- Purcell, T. M. (1994). *Teaching children dance: Becoming a master teacher*. Champaign, Ill: Human Kinetics.
- Vieira, R. & Vieira, C. (2005). *Estratégias de Ensino/Aprendizagem*. Lisboa: Instituto Piaget.
- Ribeiro, A. C., & Ribeiro, M. L. C. (2003). *Planificação e avaliação do ensino-aprendizagem*. Lisboa: Universidade Aberta.