

ID	3647
Curricular Unit	Practices of Intervention in Dance (Dance Didactics)
Regent	Elisabete Alexandra Pinheiro Monteiro
Learning Outcomes	<p>Didactics of Theatrical Dance (DTD)</p> <ul style="list-style-type: none"> - To master the intervening variables in the teaching-learning process of dance, in the organization/transmission of the contents within the educational activity; - To master and support a comprehensive "expressive-formal" repertoire; - To build, support and implement lesson plans and/or exercises in different forms of dance; - To select, justify and apply musical support in the lesson plans/exercises built. <p>Didactics of Creative Dance (DCD)</p> <ul style="list-style-type: none"> - To explore, support and operationalize learning situations encouraging improvisation and the development of thematic proposals; - To build and implement a lesson plan emphasizing learning situations and/or topics appropriate and relevant to the target population (progression and rationale); - To select, justify and apply the music or sound support in the lesson plan and/or proposed exercise.
Syllabus	<p>Didactics of Theatrical Dance (DTD)</p> <p>The practical aspects of preparing a lesson plan. The component items. The average times for each part of the class. The themes of the teaching units - rationale. Project for the organization of teaching units. Ways of developing a movement - the value of a work of improvisation and composition, provided in their own lesson plan - rationale.</p> <p>Didactics of Creative Dance (DCD)</p> <p>Conceptual and legislative framework on Educational Dance. The uniqueness and justification of the target population. The demystification of the creative dance being an equivalent to Dancing for children. Analysis of target contents of educational dance. Its organization according to topics, materials, stimuli and other development resources and organization of learning experiences. Structuring the lesson plan. Examples of organization. The uniqueness and potential of monitoring music and/or sound, for this area of intervention.</p>

DTD (Continuous assessment: Students must attend at least two-thirds of classes):

PP – Preparation and presentation of a pedagogical progression

PA – Preparation and submission of a lesson plan on modern or contemporary dance

EX – Presentation of an exercise included in the main part of the class

AP – Attendance, active participation in classes and tasks proposed

Final Rating DTD = 0.3 (PP) + 0.4 (PA) + 0.2 (EX) + 0.1 (AP) is equal to or higher than 9.5

Evaluation

DCD (Continuous assessment: Students must attend at least two-thirds of classes):

E – Attendance, active participation in class

Tar – Resolution of tasks proposed by the teacher

PA – Preparation and submission of a lesson plan

C – Group Choreography

Final Rating DCD = 0.1 (E) + 0.2 (Tar) + 0.4 (PA) + 0.3 (C) is equal to or higher than 9.5

Final rating Practices of Intervention in Dance = average (DTD + DCD) / 2 is equal to or higher than 9.5

Bibliography

Main bibliography

Alves, M. J. (2007). Demonstração em Dança: aprender com sucesso. Dança em Contextos Educativos. M. Moura e E. Monteiro (eds). FMH Edições.

Giguere, M. (2006). Thinking as they create: Do children have similar experiences in dance and in language arts? Journal Dance Education, 6 (2), 41-7.

Lockhart, A. S., & Pease, E. E. (1982). Modern Dance: Building and Teaching Lessons. Dubuque, Iowa: Wn, C.Brown Company Publishers

Melo, F., Godinho, M., & Martinez, M. (2007). Aprendizagem Motora e Controlo Postural em Dança. Dança em Contextos Educativos. M. Moura e E. Monteiro (eds). FMH Edições, 93-103

Monteiro, E (2007). Experiências Criativas do Movimento: Infinita Curiosidade. Dança em Contextos Educativos. M. Moura e E. Monteiro (eds). FMH Edições, 179-191.

Wu, J. & Albanese, D. L. (2013) Imagination and creativity: Wellsprings and streams of education – the Taiwan experience, Educational Psychology: An International Journal of Experimental Educational Psychology, 33(5), 561-581.