

<b>ID</b>	3648
<b>Curricular Unit</b>	Dance and Inclusion
<b>Regent</b>	Maria Luísa da Silva Galvez Roubaud
<b>Learning Outcomes</b>	<p>To relate to and deepen the theoretical and practical dance/expressive movement knowledge acquired in the former two years of the dance in the community course, and redirect them towards the promotion of social inclusion. To promote the student's awareness on the potentials and limits of inclusive, psychotherapeutic, social (re)integration, and re-educative use of movement/dance, and about their professional training requirements. To explore and outline the applicability of dance/expressive movement to problematic contexts or specific populations by detecting their psychosocial needs and to be able to approach them as being part of a broader cultural dimension.</p>
<b>Syllabus</b>	<p>Artistic, socio-cultural and disciplinar contextualization of the dance therapies emergence, and of dance as a means to promote social inclusion. Theoretical and conceptual framework of inclusive dance, dance therapies and other body mediated therapies; specificities of inclusive dance facing these therapies, conventional psychotherapies, and socio-cultural animation projects.</p> <p>Methodologies and techniques of inclusive dance. Movement analysis and non-verbal communication. Contexts of intervention and auxiliary techniques. Training requirements for intervening through inclusive dance; professional skills; ethical and deontological dimensions.</p> <p>To explore and deepen particular social needs in order to design a proto-program of intervention.</p>
<b>Evaluation</b>	<p>Methodologies are theoretical-practical. The theoretical and conceptual dimension of the discipline is complemented with the presentation of audio-visual documents. A strong participation of students in the exploration and questioning of the psychosocial and artistic aspects involved in dance and inclusion is required, through debates, oral presentations, small group work, experiencing practical methods and techniques, and field trips.</p> <p>The continuous evaluation requires two thirds of class attendance (attendance and participation = 20%) and a final group work (a proto-program of intervention = 80%), where the problematic, objectives, methodologies, and characterization of the target population should be defined. The process is supervised by the teacher during the semester. The final grade, 0-20, is the average between the individual and group work marks. Failing one of these components disqualifies the continuous assessment, and approval depends on positive note in Final Exam.</p>

**Bibliography**

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