



Faculty of Arts and Social Sciences

## Programme Study Plan

### Dance Pedagogy

<b>Programme Code</b>	HGDNS
<b>Programme Approval</b>	The programme study plan was approved by the Faculty Board of Arts and Social Sciences on 13 February 2014, and is effective from the autumn semester of 2014.
<b>Programme Title</b>	Study Programme in Dance Pedagogy
<b>Credits</b>	<b>120</b>
<b>Language of Instruction</b>	Swedish
<b>Degree Level</b>	First-cycle
<b>Degree Type</b>	General
<b>Prerequisites</b>	General admission requirements and dance audition test in accordance with decision of the Higher Education Authority Dnr: C2014/80.

### **General information**

The programme prepares students for the dance pedagogue profession in the private as well as the public sector. Students qualify for teaching dance in private dance schools, primary education, preschool, educational associations, and municipal arts schools, as well as for performing to an audience or as part of thematic teaching and aesthetic learning processes in different societal contexts.

### **Aims and Learning Objectives**

#### *Knowledge and understanding*

For a Higher education diploma the student shall

- demonstrate knowledge and understanding in the principal area (musical interpretation and performance) of the study programme, including awareness of the disciplinary foundation of the field and knowledge of some applicable methodologies in the field.

Local objectives of knowledge and understanding are specified in the course syllabi. These state, among other things, that students shall be able to:

- problematise different aspects of musical interpretation and performance, development and learning, and the processes and methods of the art of dance on the basis of various theoretical and artistic perspectives on dance.
- problematise various aesthetic-philosophical issues related to dance, human beings and art in the context of the future profession.

#### *Competence and skills*

For a Higher education diploma the student shall

- demonstrate the ability to search for, gather and critically interpret the relevant information in order to formulate answers to well defined issues in the main field of study
- demonstrate the ability to present and discuss his or her knowledge with different audiences, and
- demonstrate the skills required to work autonomously with specific tasks in the main field of study.

Local objectives of competence and skills are specified in the course syllabi. These state, among other things, that students shall be able to:

- independently perform dance and teach in different dance contexts with in depth dance technique and expressive skills,

- independently, implement and communicate their own artistic and pedagogical ideas and identify, formulate, and solve artistic, expressive, and pedagogical problems,
- independently perform artistic and pedagogical tasks within given time frames and in different dance contexts,
- describe, problematise and interpret the form, content and expression of dance,
- reflect on and problematise their own and others' processes of artistic performance and learning,
- give an account of and discuss their own and others' dance activities and artistic issues to and with different audiences.

### *Judgement and approach*

For a Higher education diploma the student shall demonstrate knowledge about and be equipped to deal with ethical issues in the main field of study.

Local objectives of judgement and approach are specified in the course syllabi. These state, among other things, that students shall be able to:

- demonstrate insight into and a critical and reflected approach to dance as a knowledge area in relation to aesthetics, philosophy, and the future profession,
- adopt a critical and problematising approach to dance in relation to artistic learning and practice,
- identify their need of further knowledge and upgrading their competence.

### *Independent project (degree project)*

A requirement for the award of a Higher education diploma is completion by the student of an independent project (degree project) in the main field of study.

### **Programme structure**

The programme comprises two different kinds of courses, namely 1) artistic course in the area of musical interpretation and performance, and 2) pedagogical courses relating to the profession of the dance pedagogue. Both types of courses rest on scholarship and are studied concurrently for the purpose of progression and continuity in the learning process within and between the two perspectives. Each term comprises two courses of 15 ECTS cr of each type, divided into modules, except for the last term with 2 7.5 ECTS cr courses and one 15 ECTS credit course.

In the artistic courses students develop their learning in and of dance as a performing and expressive art. Theory and practice are interwoven throughout the education. The dance genres treated are jazz dance, ballet, contemporary dance and street dance. Students encounter dance improvisation and composition in all the genres gradually

throughout the education. Choreography is central to the training and the students are presented with a number of artistic challenges to explore, communicate and process. Dance is also treated in a greater context by means of concepts such as body, art, culture, and aesthetics. The degree project, which is a combination of artistry and academic writing, is completed in the field of musical interpretation and performance.

The pedagogical courses aim at providing professional knowledge and skills in dance pedagogy with a focus on dance with children and young people and in the genres treated in the artistic courses. The dance pedagogical courses start with preschool and school, and students work with the principles of motion in an artistic perspective combined with a democratic approach to dance, children and learning. This starting-point is then further developed in the genre pedagogy and approach also. Throughout the training courses include practical components involving artistic and pedagogical learning together with children and young people in existing regional dance activities. Also other profession-related issues such as nutrition, mental training, and work environment are treated in the courses. Reflection, discussion, and problematisation permeate all courses, and theory and practice always go hand in hand.

Instruction is in the form of continuous training, workshops, lectures, literature studies, seminars, artistic creation, stage productions and practical placement.

Below is an overview of the programme. Programme courses can have other titles and be offered in a different succession.

	Year 1 - Term 1	Year 1 – Term 2	Year 2 - Term 3	Year 2 – Term 4	
Musical interpretation and performance 60 ECTS cr	Dance Training and Artistic Project 15 ECTS cr	Dance Training and Theoretical and Artistic Perspectives on Dance. 15 ECTS cr	Dance Training and Choreographic Method 15 ECTS cr	In depth Dance Training 7.5 ECTS cr	Musical Interpretation and Performance : Degree Project in Dance 7.5 ECTS cr
Dance Pedagogy 60 ECTS cr	The Professional Role of the Dance Pedagogue and Work with Children 15 ECTS cr	Pedagogy for Dance with Children and Young People 15 ECTS cr	Teaching Dance Genre 1 15 ECTS cr	Teaching Dance Genre 2 15 ECTS cr	

## Programme content

The following courses are mandatory:

### *Term 1*

#### *Dance Training and Artistic Project*

The focus of the course is on the practical application of traditional western artistic dance. Continuous training is provided in the genres jazz dance, contemporary dance, street dance, ballet, improvisations and alternative forms of training. Central to this course is students' understanding of jazz dance, contemporary dance, street dance, ballet and improvisations as well as terminology and concepts. The concept expressivity

is discussed in relation to all dance genres and the students' own dancing. The exploring of the expressive includes, for instance, musical components and the course also involves music theory and musical interpretation and performance from a dance perspective. The dance technique skills and the musical knowledge treated in the course result in an artistic project with a focus on musicality in the creative process. Students are introduced to concepts such as artistic performance, learning and developing in relation to artistic processes.

#### *The Professional Role of the Dance Pedagogue and Work with Children*

The focus of the course is on the teaching of children in preschool and lower primary education and in extramural activities. Some different dance-specific teaching methodologies are treated theoretically and practically. Musical choices and the concept musical interpretation and performance in relation to dance teaching for children are discussed and problematised, along with themes and props. The course also includes a general pedagogical perspective in relation to dance pedagogy. The contexts of the profession, for example, work environment, are presented and the steering documents pertaining to dance with children. The course deals with related areas such as alternative training methods and nutrition, and their potential as dance teaching tools are discussed and problematised practically and theoretically.

### ***Term 2***

#### *Dance Training and Theoretical and Artistic Perspectives on Dance*

The focus of the course is on the practical application of traditional western artistic dance. Continuous training is provided in the genres jazz dance, contemporary dance, street dance, ballet, improvisations and alternative forms of training. The training has a focus on dynamic qualities, spatial articulation, and rhythmical and musical approaches. Central to this course is students' understanding of street dance and ballet as well as terminology and concepts. Students practice reflecting on their own dancing and on dance training from other perspectives. Students also study concepts, such as dance, musical interpretation and performance, art, aesthetics, culture and body in relation to their own performance. Students learn how to critically reflect on these concepts and also on dance from an analytical perspective. Academic writing is introduced.

#### *Pedagogy for Dance with Children and Young People*

The course centres on subject-specific principles in theory and practice and students identify, explore, and reflect on dance based on practical exercises. Students solve problems in relation to the concept dance mix in extramural activities and thematic projects and subject integration in school.

The course also deals with the planning, conduct and evaluation of dance teaching.. Also included are the pedagogical basics of the genres jazz dance, improvisation, and contemporary dance. The definitions of the genres, their emergence and history are central.

### ***Term 3***

### *Dance Training and Choreographic Method*

The focus of the course is on the practical application of traditional western artistic dance. Continuous training is provided in the genres jazz dance, contemporary dance, street dance, ballet, and improvisations. Students refine their technical and expressive skills and define their own progress. The focus is also on critical reflection and problematisation in relation to artistic learning and practice. The course includes choreographic tools and problem-based artistic exploration. Students develop skills in formulating questions as the basis for choreography and giving an account of and motivating choices in the artistic process. Students produce a show and practice creating, realising, and expressing their dance visions and reflecting on artistic dance performance. They also learn to conduct dance projects within given time frames and solve performance problems in relation to different target groups. The course prepares for the upcoming degree project with introduction to concepts such as problem area, method, theories, and results.

### *Teaching Dance Genre 1*

The genres street dance and ballet are compared and contrasted. The genres are defined and studied in terms of emergence and history. The course includes studies of the pedagogical foundations of the respective genre. Different teaching methods, planning a class and progression are treated and the students practice teaching independently at various levels and for different groups. Jazz dance pedagogy is also developed for the purpose of critically reviewing and analysing its specific vocabulary, performance, and aesthetics from a pedagogical perspective. The role and responsibility of the dance pedagogue in relation to technique, musicality, and expressivity and the young student's learning are treated from the perspectives of the student, teacher and subject.

## ***Term 4***

### *In depth Dance Training*

The focus of the course is on the practical application of traditional western artistic dance. Continuous training is provided in the genres jazz dance, contemporary dance, street dance, ballet, and improvisation. Spatial and temporal articulation, technique and artistic performance, and dynamic qualities are central and considerable weight is placed on students' self-reflection on the components treated in the course. Dance as deepened knowledge is enhanced.

### *Musical Interpretation and Performance – Degree Project in Dance*

The course returns to previously theoretically and artistically treated areas of dance. Students are further introduced to research and analysis methods relevant to artistic research. Supported by supervision and lectures students carry out an independent project in the area of dance pedagogy, theoretically as well as empirically based and with a problem formulation that is relevant to the programme. The artistic and scholarly process is documented and presented in an academic text and to a final seminar.

Teaching Dance Genre 2

Dance pedagogy in the area of ballet and street dance and contemporary dance are further developed. The genres are studied further for the purpose of critically reviewing and analysing its specific vocabulary, performance, and aesthetics from a pedagogical perspective. The role and responsibility of the dance pedagogue in relation to technique, musicality, and expressivity and the young student's learning are also treated in this course from the perspectives of the student, teacher and subject.

**Degree Title**

Higher Education Diploma

Major: Musical Interpretation and Performance

**Transfer of credits**

According to the *Higher Education Ordinance* (Ch. 6, §§ 6.7.8), students may transfer credits from previously completed university courses subject to approval of the receiving university. Transfer of credits for a course module is subject to approval of the examiner. Transfer of credits for a full course is subject to the approval of the Dean.

**Additional Information**

The local regulations for first and second level studies at Karlstad University stipulate the obligations and rights of students and staff.