

## Course syllabus

### Dansdidaktik i samtiden, 30 hp

### *Dance Didactics in Contemporary Times, 30 credits*

**Course Code:** DP142G  
**Department:** Department of Dance Pedagogy  
**Grading Scale:** Fail, Pass, Pass with Credit  
**Education:**  
Freestanding Course  
**Education cycle:** First cycle non beginners

**Subject Group:** PE1  
**Course Classification:**  
Dance 100%

**Main Field of Study:** Dance pedagogy  
**Progressive specialisation:** G2F

**Established by:**  
Committee for course syllabi at the first cycle  
**Date of Decision:** 2022-01-19  
**Date of Revision:** 20XX-MM-DD  
**Valid from:** Autumn semester 2022

### Entry Requirements

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General Entry Requirements:

for studies at the first cycle with the exception of Swedish 1, 2 and 3.

Specific Entry Requirements:

60 credits in dance/dance pedagogy or equivalent artistic or pedagogical education or work experience.

### Selection

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Selection is made through an overall assessment of the applicant's submitted qualifications. The assessment takes particular account of experience and activities with a focus on and connection to the course content.

### Language of Instruction

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The main language of instruction is English.

### Course Content

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The aim of the course is for the student to, through discussions and interactions, develop an awareness of dance and dance didactics in an international context and develop knowledge of dance and dance didactics from a norm-creative perspective. The course includes education in dance, dance didactics, dance theory, ethics and norm creativity.

The Course consists of the following modules:

Dance Didactics, 15 credits

Work with didactic methods and approaches and contemporary perspectives on learning and dance in different contexts.

Dance Practice, 7.5 credits

Dance practice based on physical understanding with the aim of increasing the ability to process, nuance and deepen dance movement material.

### Dance Theory, 7.5 credits

Work on theoretical perspectives on dance, education, norms and society.

### Teaching Forms

Lectures, workshops, seminars, teacher training, individual tutoring.

## **Intended Learning Outcomes**

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### Dance Didactics, 15 credits

After completing the course the student is able to:

- 1) orally present and practically implement dance teaching based on a normative-creative approach,
- 2) discuss didactic aspects of contemporary dance education,
- 3) argue for their own didactic choices,
- 4) formulate about norms, norm criticism and norm creativity in relation to dance education,
- 5) demonstrate an understanding of differences in dance education in international dance contexts,
- 6) orally and practically implement dance teaching based on an articulated approach to dance art, ethics and didactic choices,

### Dance Practice, 7.5 credits

After completing the course the student is able to:

- 7) in dancing, demonstrate a developed physical understanding of dynamic nuances, musicality and spatiality,
- 8) orally reflect on different perspectives on their dance practice,
- 9) in practice, demonstrate the ability to process and deepen a dance movement material,

### Dance Theory, 7.5 credits

After completing the course the student is able to:

- 10) discuss different aspects of contemporary dance education, dance art and social perspectives,
- 11) in writing demonstrate the ability to problematize and reflect on didactic choices, ethics, norm creativity and dance education in an international context,
- 12) orally and in writing demonstrate an understanding of dance analysis, norm criticism and international dance contexts.

## **Examination**

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### Dance Didactics, 15 credits

(1001) Practical and oral presentation, 7.5 credits, regarding learning outcomes 1, 3 and 6.

Grades: Pass with distinction (VG), Pass (G) and Fail (U).

(1002) Written assignment, 7.5 credits, regarding learning outcomes 2, 4 and 5. Grades: Pass with distinction (VG), Pass (G) and Fail (U).

Dance Practice, 7.5 credits

(1003) Practical presentation, 7.5 credits, regarding learning outcomes 7, 8 and 9. Grades: Pass with distinction (VG), Pass (G) and Fail (U).

Dance Theory, 7.5 credits

(1004) Oral presentation and written assignment, 7.5 credits, regarding learning outcomes 10, 11 och 12. Grades: Pass with distinction (VG), Pass (G) and Fail (U).

If a student has a decision from Stockholm University of the Arts about special pedagogical support due to functional variance, the examiner can decide on alternative forms of examination in consultation with the student.

## Course Requirements

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## Study material

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Module 1 Dance Didactics:

Lakes, Robin (2005). "The Messages behind the Methods: The Authoritarian Pedagogical Legacy in Western Concert Dance Technique Training and Rehearsals". In Arts Education Policy Review, 106:5, (pp. 3-20)

McCarthy-Brown, Nyama. (2017). Dance Pedagogy for a Diverse World, Culturally Relevant Teaching in Theory, Research and Practice. McFarland & Company, Inc., Publishers. Jefferson, North Carolina. (pp. 13-64, 85-102, 127-153).

Morris, Anne (2012). "Seeking new ways of living community classroom and the world: an action research study". In Research in Dance Education, 13:2, pp. 235-251, DOI: 10.1080/14647893.2012.685465

Phillips, D.C. & Soltis, Jonas F. (2009). Perspectives on learning. N.Y. & London, Teachers College Press (chapter 6, pp. 52-65).

Risner, Doug (2008), "When boys dance: Cultural Resistance and Male Privilege in Dance". I Shapiro, Sherry B. (ed.) Dance in a World of Change: Reflections on Globalization and Cultural Difference. Champaign, Human Kinetic.

Module 2 Dance Practice:

Albright, Ann Cooper. (2013). Engaging Bodies, the Politics and Poetics of Corporeality. Middletown Connecticut: Wesleyan University Press (chapter 5, pp. 247-277, chapter 6, pp. 288-291).

Foster, Susan (1997) "Dancing Bodies". In Jane C. Desmond (ed.) Meaning in Motion: New Cultural Studies of Dance. Durham & London: Duke University Press (pp. 235-241).

Foster, Susan L. (1986) Reading Dancing: Bodies and Subjects in Contemporary American Dance. Berkely, Los Angeles: Univ. of California Press (pp. 58-65, 76-92).

Module 3 Dance Theory:

Adshead, Janet (1988) et al. *Dance Analysis: Theory and Practice*, London: Dance Books (pp. 1-122).

Ali, Suki (2004). "Reading Racialized Bodies: Learning to See Difference." I *Cultural Bodies: Ethnography and Theory*. Helen Thomas & Jamilah Ahmed (eds), Oxford: Blackwell Publ. (pp. 76-78, 84-95).

Dixon Gottschild, Brenda (1998). "Barefoot and Hot, Sneakered and Cool: Africanist Subtexts in Modern and Postmodern Dance." I *Digging the Africanist Presence in American Performance: Dance and Other Contexts*. Westport, Connecticut & London: Praeger (pp. 47-58).

Additional recourses:

<https://www.genus.se/en/wordpost/normnormcriticism/>

<http://www.includegender.org/facts/norm-criticism/>

<https://intra.kth.se/en/utbildning/lararstod/accessability-and-di/norm-critical-pedagogy-1.660601>

Additional literature selected in consultation between the student and the course leader of a maximum of 200 pages will be added.

Articles of up to 100 pages may be added.

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### **Course evaluation**

The Course is evaluated in accordance with Guidelines for course evaluations (Riktlinjer för kursvärderingar).

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### **Replaces a previous course**

The Course replaces D3127G, Samtida dansdidaktik, internationell kontext, 30 hp.

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### **Overlaps another course**

The Course overlaps, and cannot be included in a degree together with D3127G, Samtida dansdidaktik, internationell kontext, 30 hp.

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### **Other terms and conditions**

Grade for module 1 Dance Education, module 2 Dance and module 3 Dance Theory, one of the following is used: Pass with Distinction, Pass, or Fail. To obtain the grade Pass with Distinction for the entire course (30 credits), a Pass with Distinction is required in Module 1 Dance Education, and Pass in the other modules.