

BACHELOR DANCE IN EDUCATION ARTEZ

COURSE CATALOGUE 2018-2019

BACHELOR DANCE IN EDUCATION

ARNHEM

Dance in Education students are welcome in **Semester 5 & 6 – 3rd year.**

The exchange program is divided into two periods. The second period can only be followed if you have participated in the first. You can choose to do one period (**1st of September – to the end of November**) or two periods (**1st of September to the end of February**).

The program focuses on four specific roles:

- teacher
- dance maker
- dancer
- entrepreneur

You will embark on the process of personalizing your own profile, in the versatile profession of dance teaching. As part of an Interfaculty program, you will work intensively with other ArtEZ arts students on an interdisciplinary educational pro-gram for secondary school pupils.

Along with your fellow students, you will create, dance and preform a production in one of our theatres. The audience will be made up of a target group of school children and/or teenagers and teachers. The Mini Dance Festival is an example of this.

ASSESSMENT

During the lessons informal evaluation is conducted. Difficulties, suggestions or comments can be discussed directly be-tween student and teacher. Testing is done on the basis of the quality of the work, study attitude and progress of the student.

Official assessment takes place at the end of the semester. Attendance of minimum 80% is compulsory in order to take part in the final assessment.

Each student has a right to re-sit a missed exam, if this is due to circumstances beyond their control. Also students who have failed an exam have a right to a re-sit.

MORE INFORMATION

More information on the bachelor Dance in Education can be found on:

<https://www.artez.nl/en/course/dance-in-education>

COURSES YEAR 3

Please note that it is possible to deviate from the programme offered below when you have specific requests. Please contact us to explore the possibilities: docentdans@artez.nl

FREE CHOICE CREDITS

2.5 EC (1.0 EC IN PHASE 1; 1.5 EC IN PHASE 2)

The course unit Free Choice Credits provides you with the possibility to participate in learning activities that lengthen or deepen your professional fascination. You can choose an introduction in **supplementary and relevant** new methods and techniques, with ArtEZ or within the professional network of the bachelor Dance in Education.

The first step is to decide how to use the free choice credits, 1 or 1,5 EC (28 or 42 hours) in the context of your personal plan.

To provide insight of your chosen learning activities you prepare a draft learning plan that you will carry out independently. With the academic career adviser you discuss your plan and the plans of your fellow students. At the end of the exchange period you will have a concluding meeting with your mentor.

MINI DANCE FESTIVAL (MDF)

4.0 EC

The Mini Dance Festival (MDF) is a dance event that takes place at the Dance Academy. The MDF will be organised and carried out by all students of the bachelor Dance in Education. The overarching assignment is to deliver a festival for all target groups in primary and secondary education and for the non-professional dance field. For all these target groups activities, workshops and performances are organised.

The MDF is explicitly seen as a place of experimenting, the place where students are challenged to make their own voice heard, and to make the connection between the inside and outside of the programme.

Every study year gets a specific task for the MDF. Students in their third year develop workshops for secondary education, guided and supported by the teachers and/or coaches (these workshops are part of the placement/internship learning line). The students also have an important supportive role in the production of the MDF.

On top of that, every student has the opportunity to make a choreography for the audition. In the third year this can be a solo performance, but students can also choose to dance in the choreography of a fellow student.

Post scriptum: the new study year starts with a location project in cooperation with theatre company De Plaats. The students work together (vertically) and the emphasis is on the professional roles of dancer and dance-maker.

COMPOSITION

2.5 EC (2.0 EC IN PHASE 1; 0.5 EC IN PHASE 2)

In the Composition lessons improvisation and composition play a substantial role. These elements are combined while making use of exploration and research skills.

In these lessons ample attention is given to Dance content inspired by the other art disciplines and the elements time, strength and space. The composition lessons are always physical and socially directed where you can work individually or in cooperation with fellow students.

Part of phase 1 are engaged performances. These performances are related to societal themes. In the lessons examples are discussed and illustrated. During the lessons you will develop your own presentation.

Conceptual thinking is crucial in this course. The basic idea, your starting point, is important, and from there you also approach your idea from other perspectives and angles. You will have to make clear to others what your starting point is. A concept is a rough idea that needs further elaboration to get a better picture of the main building blocks. You will develop broader and deeper insight in problems and situations by putting them in a larger frame.

VARIOUS DANCE TRAINING

5.0 EC (4.5 IN PHASE 1; 0.5 IN PHASE 2)

In the course unit Various Dance Training you get lessons in a range of dancing styles and techniques. The programme offers dance training during the whole study year and dance training as part of workshops, tutorials and guest lectures etc. Basic techniques that are part of the third year curriculum include:

- Jazz
- Modern
- Physical dynamics
- Classical
- Hiphop

The dancing styles and training of the first two years are deepened and new elements are added. You will continue working in the syllabus of classical dance and you will work on the following jazz elements: coordination, isolations, contraction and releases (like hitting and ticking), making optimal use of space and strength. Further, in the context of modern dance, you will get more acquainted with the Limon technique, Horton technique, Graham technique and Laban. On top of this, there is attention for working with the theme gravity and you are confronted with the elements time, strength and space, the eight efforts of Laban and Dimensions and Planes.

The differentiation of this programme, like in Various Dance Training, and the increase of short cycles of lessons asks for a conscious and flexible approach. Also it is important that you set your own learning goals you want to work on during your study.

DANCE METHOD EDUCATION

3.0 EC

The course unit Dance Method Education, or DME, is the central subject within the bachelor Dance in Education. In the DME lessons the student learns all the methodical principles of providing dance education to all target groups, in all situations and in all approaches. The method for dance education that is used is '*Dans in Samenhang*' (Dance in Coherence, Vera Bergman, 2003). In all lessons of DME the professional role of the teacher has a central role.

In year 3 the following learning objectives are included:

- The student studies opportunities for differentiation
- The student learns to formulate subject transcending objectives
- The student studies behavioral problems
- The student sets up an his/her own community arts project
- The student gets acquainted with peer-to-peer learning and studies the subject of feedback

Overarching: the student learns to work in all roles, all situations and with all target groups. DME is the theoretical basis the student can apply in the placements/internships and the MDF.

MUSICONOMY

1.5 EC

The bachelor Dance in Education has the ambition to prepare students in the broadest way possible for a professional practice as dance teacher. The entrepreneur is an important role within the professional profile of the dance teacher. Therefore, entrepreneurial skills and expertise are essential.

In the course unit Musiconomy, you will be introduced to the business-like facets of the professional practice. You will look beyond the boundaries of your profession and get insight in the basic principles of economy, marketing and law. Performing artists increasingly have to generate their own income instead of being dependent of (government) subsidised. With entrepreneurial skills the future professionals can realise their own ambitions in the complex society they are part of.

Real-life situations are a prominent part of the musiconomy lessons. The objective is to make you understand how you can carry out and build further on your pedagogical, didactic, technical and artistic skills in your work and living environment.

The areas of attention are: Finances; Taxes; Administration; Law (civil and administrative).

INTERNSHIP

4.0 EC (2.0 EC IN PHASE 1; 2.0 EC IN PHASE 2)

An internship is learning. So keep in mind that within your internship you have the possibility to learn from your experiences, to adapt your teaching plan, and carry it out again.

An entrepreneurial attitude is very much valued. This means thinking as an entrepreneur and grabbing all opportunities to gain working experience. This is also a good preparation for working on your own profiling in the 4th year.

Internships have to be at the level of higher professional education, which means that during the internship there must be room for (practical) research, reflection on the different professional roles, Stages moeten op HBO niveau zijn wat (onder andere) betekent de student onderzoekt, ruimte neemt om te experimenteren en reflecteert op alle rollen; verantwoording van de keuzes die je maakt is een belangrijk onderdeel van het studeren aan een HBO opleiding.

INTERFACULTY PROGRAMME

7.5 EC (7.0 EC IN PHASE 1; 0.5 EC IN PHASE 2)

The teacher education programmes of ArtEZ have an unique cooperation in **The Interfaculty Programme**.

Within this programme you got the opportunity to explore different art disciplines. The programme functions as a meeting platform where you work on projects together with students from other programmes, exchange experiences, and you learn more about cultural history.

In the Interfaculty Programme you get the chance to present your own fascination for art and to become curious about the art of others. Further, you can broaden the horizon of your discipline and build an interesting network.

Together with the teachers of the Interfaculty Programme you work on project assignments. The teachers from different art disciplines not only teach; they also act as you coach when you carry out individual or group assignments. The coaches guide the groups, give lectures and assess and evaluate the process and products using the same principles and criteria.

COURSE SUPERVISION & ACADEMIC CAREER MENTORING

2.0 EC (1.0 EC IN PHASE 1; 1.0 EC IN PH. 2)

In this course unit there is a lot of space for you as an individual. The main elements are your personal development, finding your own strengths and orientation on the profession of dance teacher.

The programme distinguishes between academic career mentoring and course supervision. **Academic career mentoring** is focused on the academic career of the student and the career after the studies. It

is about reflection on the students' performance, formulation of learning questions and guidance with filling in the free choice credits. Academic career mentoring helps you to profit as much as possible from your own competences and the possibilities within the programme. Also you can develop your entrepreneurial skills which enables you to take full responsibility for your own (academic) career. **Course supervision** has more to do with organisational and content-related issues like identifying and discussing problems, questions on the curriculum, schedule, etc.