



Creative Dance In The Secondary School

Stephanie Burridge, Caren Cariño



Creative Dance In The Secondary School:

Creative Dance in the Secondary School Joan Russell,1972 *Lesson Plans for Creative Dance* Sally Carline,2011

This title is a resource for physical education teachers classroom teachers and dance specialists It allows teachers to guide their pupils through a range of actions and dances that will help them develop both physically and mentally *Dance Education around the World* Charlotte Svendler Nielsen,Stephanie Burrridge,2015-04-21 Dance has the power to change the lives of young people It is a force in shaping identity affirming culture and exploring heritage in an increasingly borderless world Creative and empowering pedagogies are driving curriculum development worldwide where the movement of peoples and cultures generates new challenges and possibilities for dance education in multiple contexts In *Dance Education around the World Perspectives on Dance Young People and Change* writers across the globe come together to reflect comment on and share their expertise and experiences The settings are drawn from a spectrum of countries with contributions from Europe the Americas the Middle East Asia the Pacific and Africa giving insights and fresh perspectives into contrasting ideas philosophies and approaches to dance education from Egypt to Ghana Brazil to Finland Jamaica to the Netherlands the UK USA Australia New Zealand and more This volume offers chapters and narratives on Curriculum developments worldwide Empowering communities through dance Embodiment and creativity in dance teaching Exploring and assessing learning in dance as artistic practice Imagined futures for dance education Reflection evaluation analysis and documentation are key to the evolving ecology of dance education and research involving individuals communities and nations *Dance Education around the World Perspectives on Dance Young People and Change* provides a great resource for dance educators practitioners and researchers and pushes for the furtherance of dance education around the world Charlotte Svendler Nielsen is Assistant professor and head of educational studies at the Department of Nutrition Exercise and Sports research group Body Learning and Identity University of Copenhagen Denmark Stephanie Burrridge lectures at Lasalle College of the Arts and Singapore Management University and is the series editor for Routledge *Celebrating Dance in Asia and the Pacific* **Teaching Dance as Art in Education** Brenda Pugh McCutchen,2006 Brenda McCutchen provides an integrated approach to dance education using four cornerstones dancing and performing creating and composing historical and cultural inquiry and analysing and critiquing She also illustrates the main developmental aspects of dance *Teaching Children Dance* Susan M. Flynn,Emily Enloe,Theresa Purcell Cone,Stephen L. Cone,2024 Undergraduate textbook for education dance and physical education teaching majors that prepares them to teach dance to children from grades K 12 Includes pedagogy curriculum and lesson planning rationale for dance education teaching and best practices and many learning experiences that teach children creative dance popular and social dances fitness dances and folk and cultural dances *Body Movement* Irmgard Bartenieff,Dori Lewis,2013-10-08 Irmgard Bartenieff has a profound knowledge of the human body and how it moves I am delighted that this will now be made available to many more people George Balanchine of Director New York City Ballet

Irmgard Bartenieff's pioneering work in the multiple applications of Laban analysis has had a transforming influence on many areas of movement training. Her careful and detailed development of the spatial principles into active corrective work has illuminated and altered the training of people as varied as dancers, choreographers, physical therapists, movement and dance therapists, and psychotherapists. Anthropologists and non-verbal communication researchers have found their world view necessarily altered by her fundamental innovations. The field of body-mind work will need to adapt to include her clear working through of basic principles.

Kayla Kazahn Zalk of President American Dance Guild **Dancing with Difference** Linda Ashley, 2012-12-09 As the global vicissitudes of migration unfold so does ethnic difference in the classroom and this book offers a timely examination of teaching about culturally different dances. At a time when the world of dance is on the one hand seemingly becoming more like fusion cookery, there is another faction promoting isolation and preservation of tradition. How, if at all, may these two worlds co-exist in dance education? Understanding teaching about culturally different dances from postmodern, postcolonial, pluralist and critical perspectives creates an urgent demand to develop relevant pedagogy in dance education. What is required to support dance educators into the next phase of dance education so as to avoid teaching from within a Eurocentric creative dance model alone? An ethnographic investigation with teachers in New Zealand lays a foundation for the examination of issues, challenges and opportunities associated with teaching about culturally different dances. Concerns and issues surrounding notions of tradition, innovation, appropriation, interculturalism, social justice and critical pedagogy emerge. Engaging with both practice and theory is a priority in this book and a nexus model in which the theoretical fields of critical cultural theory, semiotics, ethnography and anthropology can be activated as teachers teach is proposed as informing approaches to teaching about culturally different dances. Even though some practical suggestions for teaching are presented, the main concern is to motivate further thinking and research into teaching about dancing with cultural difference. Cover photo: Photo credit: Lester de Vere Photography Ltd. **Dancing with Difference** 2009 Directed and co-choreographed for AUT University Bachelor of Dance by Linda Ashley with Jonelle Kawana, Yoon-jee Lee, Keneti Muaiva, Aya Nakamura, Siauala Nili, Valance Smith, Sakura Stirling and dancers. Won first prize in the 2009 Viva Eclectika Aotearoa's Intercultural Dance and Music Biennial Challenge run by NZ Asia Association Inc. NZ and the NZ Diversity Action Programme. Resources in Education, 1999 **Dance On!** Stephanie Burrridge, Charlotte Svendler Nielsen, 2023-05-12 Burrridge and Svendler Nielsen bring together many perspectives from around the world on dancing experiences through life of senior artists and educators, whether as professionals working with community dance groups in education or for recreation and well-being. Broadening our understanding of the burgeoning sector of maturing dances and dancers, this book incorporates a range of theoretical approaches with an emphasis on cultural and experiential dimensions. It includes examples of how artists, community practitioners, teachers, policy makers and academics work to better understand, promote and create new ways of thinking and working in the field of dance performance, education and well-being. Each

section of the book includes a mixture of chapters based on research and case narratives focusing on practitioners experience as well as conversations between world renowned mature dance artists and choreographers It features an eclectic mix of lived experiences wisdom deep knowledge and reflection The book is a valuable resource for students of performing arts pedagogy choreography community dance practice social and cultural studies aesthetics interdisciplinary arts dance therapy and more Artists working across generations and in communities can also find useful inspiration for their continued dance practice

Evolving Synergies Stephanie Burrridge, Caren Cariño, 2017-09-19 A comprehensive overview of the dance culture of Singapore this book embodies storytelling personal reflections memories and histories of the artists The extensive calendar of events encompassing companies and soloists from diverse dance practices such as Indian Malay and Chinese and a variety of Western contemporary dances underline Singapore as a vibrant player in the evolution of Asian culture

The Oxford Handbook of Dance and Wellbeing Vassiliki Karkou, Sue Oliver, Sophia Lycouris, 2017 In recent years a growth in dance and wellbeing scholarship has resulted in new ways of thinking that place the body movement and dance in a central place with renewed significance for wellbeing The Oxford Handbook of Dance and Wellbeing examines dance and related movement practices from the perspectives of neuroscience and health community and education and psychology and sociology to contribute towards an understanding of wellbeing offer new insights into existing practices and create a space where sufficient exchange is enabled The handbook's research components include quantitative qualitative and arts based research covering diverse discourses methodologies and perspectives that add to the development of a complete picture of the topic Throughout the handbook's wide ranging chapters the objective observations felt experiences and artistic explorations of practitioners interact with and are printed alongside academic chapters to establish an egalitarian and impactful exchange of ideas

Laban's Theory of Movement Samuel Thornton, 1971

Intersecting Cultures in Music and Dance Education Linda Ashley, David Lines, 2016-05-25 This volume looks forward and re examines present day education and pedagogical practices in music and dance in the diverse cultural environments found in Oceania The book also identifies a key issue of how teachers face the prospect of taking a reflexive view of their own cultural legacy in music and dance education as they work from and alongside different cultural worldviews This key issue amongst other debates that arise positions *Intersecting Cultures* as an innovative text that fills a gap in the current market with highly appropriate and fresh ideas from primary sources The book offers commentaries that underpin and inform current pedagogy and bigger picture policy for the performing arts in education in Oceania and in parallel ways in other countries

Try a New Face United States. Office of Education. Arts and Humanities Staff, 1979

Contextualized Practices in Arts Education Chee-Hoo Lum, 2013-12-28 This edited book not only makes a much needed contribution to research in arts education but also provides a strong grounding of evidential support for Singapore arts education in contrast to the current state of affairs in arts education in many parts of the world where severe cuts in funding lackluster support for the arts and imperialist

agendas are pervasive The case of and for Singapore presented in this edited book through rich descriptions of the dedicated contextualized practices of arts educators artists and researchers offers readers many valuable lessons and reflections on the continued survival and advancement of arts education

Research in Education ,1974 *International Handbook of Research in Arts Education* Liora Bresler,2007-03-05 Providing a distillation of knowledge in the various disciplines of arts education dance drama music literature and poetry and visual arts this essential handbook synthesizes existing research literature reflects on the past and contributes to shaping the future of the respective and integrated disciplines of arts education While research can at times seem distant from practice the Handbook aims to maintain connection with the live practice of art and of education capturing the vibrancy and best thinking in the field of theory and practice The Handbook is organized into 13 sections each focusing on a major area or issue in arts education research

An Annotated Bibliography on Movement Education Theresa G. Rizzitiello,1977

Inner Rhythm Naomi Benari,2014-01-02 First Published in 1997

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Routledge Handbook of Coaching Children in Sport Martin Toms,Ruth Jeanes,2022-12-23 The Routledge Handbook of Coaching Children in Sport provides a comprehensive and extensive range of critical reflections of key areas impacting on children s sport and coaching up to the age of 16 With coaching related chapters authored by academic across various disciplines including nutrition psychology pedagogy medicine youth development and sociology the text provides detailed reviews of the existing state of research and consideration of the implications of these particular factors upon parents coaches administrators and clearly the young people themselves as well as recommendations for future research This new volume provides in depth investigation to key topics of coaching topics such as Learning and Child Development Protecting Young Athletes Talent Identification and Development and Inclusive Coaching and finally introduce a broad array of contextual considerations for coaches from considering professional learning through to coaching in particular contexts This book is more than simply an academic text and it offers insights that will further inform practice in children s sport coaching The handbook is relevant for students UG PG researchers academics parents coaches and administrators as well as those interested in children s sport coaching and the related topics therein

Martin Toms PhD is a senior lecturer associate professor in the School of Sport Exercise and Rehabilitation Sciences at the University of Birmingham UK A former professional sports coach with an MPhil and PhD exploring the sociological issues of young people in junior sport Martin has been heavily involved in juniors sport all of his adult life He has published widely and presented extensively around the world on youth sport including working on international projects and for NBGs Federations and National Governmental organisations He has gained European and SCUK funding for youth and coaching related projects as well as being involved in international consultancy He is a co editor of the European Journal for Sport and Society as well as the current Editor in Chief of the International Journal of Golf Science Ruth Jeanes PhD is an associate professor in the Faculty of Education at Monash University Australia Ruth s research examines inclusion and exclusion within youth sport

particularly examining how sport can be used to achieve broader social policy objectives targeted at young people Within this she is particularly interested in the role of coaches in facilitating broader social outcomes for young people Ruth has published extensively in these areas with over 100 publications across journal articles book chapters and books She is widely cited and has been successful in securing extensive funding for her research including two highly competitive Australian Research Council grants

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