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EDUC 445 – Creative Movement  
**September 20, 2005 – Annotation of Creative Dance Resource**  
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Joyce, M (1994). The theory. In *First steps in teaching creative dance to children* (3<sup>rd</sup> ed., pp. 46-73. London: Mayfield.

According to Joyce there are six priorities to address in developing an engaging and productive creative dance unit. Joyce recommends the following areas to cover in a lesson; lay the groundwork, share goals, elicit appropriate behaviours, deal with problems as they occur, teach with variety and evaluation. Three of the six priorities include sample activities that are sequential within a creative dance unit and can be revisited if needed. The remainder of priorities, Joyce gives suggestions to successfully meeting these tasks.

Creative dance has so many crucial elements that contribute to students' learning and development therefore Joyce encourages teachers to provide quality creative dance experiences for students.

The examples of activities offered in this chapter allow for teachers to readily adjust them to suit their individual or students' needs. In the end the only assumption that the author makes is that all teachers have the ability to teach a productive and engaging creative dance lesson/unit. Do her methods ensure this, or provide a base for those teachers to improve and gain confidence in teaching creative dance?

This chapter reiterates the importance of providing quality educational experiences through creative dance. With a few essential activities and key methods this task can be very successful and rewarding for both the teacher and the students. A creative dance unit can also provide valuable instances for evaluating and reporting.

A significant note to remember from this chapter is that the organization and preparation of your first creative dance lessons needs to involved repetitive routine. Joyce believes that this helps students with the "Settling-In Period" (p.49) which makes for a smoother, more productive transition into creative dance.

Respect, concentration, self-discipline, responsibility and sensitivity are a few of the behaviour minded activities that I find valuable. These activities outlined in Chapter 3 would be an excellent base to create your own activities with these behaviours in mind. I found this chapter to be a good source for activity ideas and possible evaluation methods.