

Annotation

Reading: Joyce, M. (1994). Chapter 5. *Extending the Lessons*. (3rd ed., pp. 185-208). London: Mayfield.

Issue / Focus:

The chapter focuses on demonstrating ways to extend the dancing curriculum. The chapter presents examples of ways to create lessons that would appeal to individual children's interests, particularly children who may not demonstrate an immediate interest in dance. Strategies are also presented on how to incorporate different aspects of life, themes, and stories into dance such as current events and holidays. According to Joyce, dance is most appreciated when cross-curricular connections are made. Therefore, Joyce suggests ways to teach academic subjects through dance and explains a method for planning where the academic subject is the objective and the dance is the helper. Using play as a means through which to teach dance is argued as an effective way to encourage learning and several examples of these play-games are explained in the chapter. Finally, strategies for including children with special needs are addressed and ways to demonstrate the final process and product.

Reasoning:

Joyce suggests that dance should be a subject taught on its own. Therefore, it is important to design the dance lesson with careful planning and execution. Furthermore, teachers should use dance as an excellent teaching opportunity to make cross-curricular connections. Throughout the article there was sufficient evidence and examples of strategies to support the conclusions. Joyce thoroughly explained each example with sub-examples and suggested ways to further enrich the dance experience.

Assumptions:

The author assumes that there is sufficient time within the day to teach dance every day. That is, most lessons suggested required a significant amount of time to execute. In addition, Joyce assumes that teachers have previous experience teaching dance. In my experience, without Education 304 I would have felt intimidated by the ideas presented in the article.

Conclusion:

Dance is an integral component to the daily classroom life and needs to be incorporated within the classroom routine. Whether it is incorporated through play, music, stories or themes, teaching dance will enrich the children's learning experience.

Significant Information:

- Teach dance first, use dance as a means to teach other subject areas second.
- Find ways to 'grab' the attention of those children who do not show interest.
- Provide positive feedback to the child personally, not necessarily the dance action: "Luis, our jumper" or "Megan, with the smiling face"
- Challenge children, dig deeper into the movement by extending and refining.
- Provide connections into other subject areas and daily lives and interests.

- Use the Upside-Down Lesson Plan strategy: work on body part moves first, traveling moves second, on-the-spot moves third, and finally body-part moves last.
- Teach academic subjects using the Reverse Lesson Plan strategy where the academic subject is the objective and the dance is the helper.
- Use stories and play to inspire dance.
- Include all children (!)
- The process is more important than the product – the experience of creating the movement is the key.

Personal Comments:

This chapter offers some valuable examples for ways to utilize the strategies within the classroom. Therefore, I found the chapter to be an easy, quick and useful reading. As well as suggesting useful examples, the authors briefly touched on their philosophy and justification for the specific activities, which helped to support their conclusions.