



## COURSE SYLLABUS

### SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Health, Human  
Performance, and Recreation  
Course Title: **Rhythm Plays & Games**  
(formerly DA/PE 219)

Course No. PE 219  
Revisions: Fall 2003



### “The Teacher as Professional Educator”

## COURSE SYLLABUS

Department Approved: November 6, 2003

College Council Approved December 3, 2003

### I. Catalog Description and Credit Hours of Course:

Theory, skill development and teaching techniques of children’s rhythms, creative movement, and rhythmic activities (2) Laboratory class (4 hours/week).

### II. Prerequisite(s): None.

### III. Instructional Objectives: The student will be able to:

- A. Develop unit and lesson plans that incorporate rhythm and game activities for students K-12;
- B. Incorporate rhythm and game units into the overall school curriculum K-12;
- C. Demonstrate appropriate techniques for classroom management while teaching rhythm and game activities;
- D. Adapt movement techniques to individualize instructions for students K-12.
- E. Demonstrate knowledge of the value and role of dance in education and its contribution to lifetime fitness and leisure pursuits.
- F. Demonstrate dance steps and use sound practice in the teaching of basic steps and technique.
- G. Demonstrate the ability to use rhythmic activities to enhance their classroom teaching effectiveness.
- H. Demonstrate and the proper and safe progression of skills in practice teaching situations in class for each dance form
- I. Demonstrate proper progression of skills in ways that are appropriate for each student’s ability and uniqueness.
- J. Develop a class notebook of lesson plans and practice teaching guidelines for each dance form.

- K. Select and model instructional tasks that facilitate learning in a physical education setting.
- L. Identify key components of various types of assessment strategies used to examine student learning.

**IV. Expectations of Students:** The student will:

- A. Complete all examinations (written and practical).
- B. Complete all assignments.
- C. Participate in all in-class and designated out-of-class activities.
- D. Complete a notebook of lesson plans and practice teaching guidelines.

**V. Course Outline/Learning Experiences:\*** **Hours**

- |   |    |
|---|----|
| <p><b>A. Rhythmic Activities Program</b></p> <ul style="list-style-type: none"> <li>1. Planning the program</li> <li>2. Considerations for classroom management</li> <li>3. Individualizing the program               <ul style="list-style-type: none"> <li>a. progression considerations</li> <li>b. adaptations for students with special needs</li> </ul> </li> <li>4. Unit planning</li> <li>5. Lesson Planning</li> </ul> | 8  |
| <p><b>B. Rhythmic Games &amp; Activities</b></p> <ul style="list-style-type: none"> <li>1. Music selection</li> <li>2. Large-group activities</li> <li>3. Small-group activities</li> <li>4. Classroom management for games and activities</li> <li>5. Circuits</li> <li>6. Games</li> <li>7. Individualizing instruction</li> </ul>  | 10 |
| <p><b>C. Aerobic Dance</b></p> <ul style="list-style-type: none"> <li>1. Selected warm-up and cool-down exercises</li> <li>2. Exercise components for aerobic dance routines</li> <li>3. Low-impact aerobic routines</li> <li>4. High-impact routines</li> <li>5. Creating rhythmic dance routines</li> <li>6. Individualizing routines</li> <li>7. Classroom management activities</li> </ul>                                  | 10 |
| <p><b>D. Line Dance</b></p> <ul style="list-style-type: none"> <li>1. Line dance descriptions for the beginner level</li> <li>2. Line dance descriptions for the intermediate level</li> <li>3. Line dance descriptions for the advanced level</li> <li>4. Classroom management and individualized instruction for line dance</li> </ul>  | 9  |
| <p><b>E. Social Dance &amp; Mixers</b></p> <ul style="list-style-type: none"> <li>1. Mixer description for the beginner level</li> <li>2. Mixer description for the intermediate level</li> <li>3. Mixer description for the advanced level</li> <li>4. Classroom management and individualized instruction for mixers</li> </ul>   | 6  |
| <p><b>F. Square Dance &amp; Clogging</b></p> <ul style="list-style-type: none"> <li>1. Basics of teaching square dance</li> <li>2. Square dance description for the beginner level</li> </ul>   | 7  |

3. Square dance description for the intermediate level
4. Square dance description for the advanced level
5. Classroom management and individualized instruction for square dance

**G. Folk Dance** 10

1. Description of folk dancing
2. Folk dancing descriptions for the beginner level
3. Folk dancing descriptions for the intermediate level
4. Folk dancing descriptions for the advanced level
5. Classroom management and individualized instruction for folk dance

**TOTAL HOURS: 60**

**V. Textbook:**

Bennett, J. P. & Riemer, P. C., (1995). *Rhythmic Activities and Dance*. Champaign, IL: Human Kinetics

**References:**

Selected journal articles

Harris, J. A., Pittman, A. M., & Waller, M. S. (Eds) (1994). *Dance a while: Handbook of folk, square, contra & social dance (7<sup>th</sup> Ed.)*. New York: MacMillan College Publishing Company.

Joyce, M., (1980). *Dance technique for children*. New York: Harcourt Brace & Jovonovich.

**VI. Evaluation of Students:**

- A. Exams on terminology, lesson planning, and program preparation (25%)
- B. Skills tested via performance in class, demonstrating competence with basic motor skills and progressive sequences of the rudiments of each dance style (20%)
- C. In class practice peer teaching tested, demonstrating appropriate cues for teaching each dance style, creative and helpful motivational techniques, and efficient and fair minded use of resources, time, space and students (30%)
- D. Regular assessments of portfolio/lesson plans, involving specific teaching strategies, clarity of records, and reflection leading to revised strategies (25%)

STATEMENT OF POLICY ON ACADEMIC HONESTY: Students are expected to abide by the University's Academic Honesty Guidelines published in the "Academic Policies" section of the University Bulletin.