



COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Health, Human
Performance & Recreation

Course No. PE 240

Course Title: Rhythm Plays & Games

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 teacher candidate will be able to:

Upon completion of this course the teacher candidate will be able to:

A. Demonstrate competent motor skill performance in a variety of physical activities. (1.2) [Q 1.2.1.1]

B. Understand and debate current physical education/activity issues and laws based on historical, philosophical, and sociological perspectives. (1.5) [Q 1.2.1.1]

C. Identify, select, and implement appropriate learning/practice opportunities based on understanding the student the learning environment, and the task. (2.3) [Q 1.2.2.4]

D. Identify, select, and implement appropriate instruction that is sensitive to students’ strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community). (3.1) [Q 1.2.3.1; 1.2.3.2; 1.2.3.4]

E. Use managerial routines that create smoothly functioning learning experiences and environments. (4.1)[1.2.6.2]

F. Use a variety of developmentally appropriate practices to motivate students to participate in physical activity inside and outside of the school. (4.3)[Q 1.2.6.3]

G. Communicate managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, Internet, video). (5.2) [Q 1.2.7.4]

H. Develop long and short-term plans that are linked to both program and instructional goals, and student needs. (6.2) [Q 1.2.4.3]

I. Apply disciplinary and pedagogical knowledge in developing and implementing

effective learning environments and experiences.(6.5) [Q 1.2.4.2]

J. Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas (6.6) [Q 1.2.1.5]

K. Use a variety of appropriate authentic and traditional assessment techniques (including both self and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes). (7.2, 7.3) [Q 1.2.8.1; 1.2.8.2; 1.2.8.2]

L. Use available resources (e.g., colleagues, literature, professional associations) to develop as a reflective professional. (8.2) [Q 1.2.9.1]

M. Design, develop, and implement student learning activities that integrate information technology. (9.2) [Q 1.2.11.2; 1.2.11.3; 1.2.11.4]

N. Presents the subject matter in multiple ways [Q 1.2.1.2]

[Q refers to MoSTEP Quality Indicators]

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**

A. Rhythmic Activities Program	8
1. Planning the program	
2. Considerations for classroom management	
3. Individualizing the program	
a. progression considerations	
b. adaptations for students with special needs	
4. Unit planning	
5. Lesson Planning	
B. Rhythmic Games & Activities	10
1. Music selection	
2. Large-group activities	
3. Small-group activities	
4. Classroom management for games and activities	
5. Circuits	
6. Games	
7. Individualizing instruction	
C. Aerobic Dance	10
1. Selected warm-up and cool-down exercises	
2. Exercise components for aerobic dance routines	
3. Low-impact aerobic routines	
4. High-impact routines	
5. Creating rhythmic dance routines	

6. Individualizing routines	
7. Classroom management activities	
D. Line Dance	9
1. Line dance descriptions for the beginner level	
2. Line dance descriptions for the intermediate level	
3. Line dance descriptions for the advanced level	
4. Classroom management and individualized instruction for line dance	
E. Social Dance & Mixers	6
1. Mixer description for the beginner level	
2. Mixer description for the intermediate level	
3. Mixer description for the advanced level	
4. Classroom management and individualized instruction for mixers	
F. Square Dance & Clogging	7
1. Basics of teaching square dance	
2. Square dance description for the beginner level	
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 (7th 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.