

Teaching Project for Inclusive Dance

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April 5th, 2010

Abstract.

Art schools are not exempt of the phenomena that involve the entire society; they play a larger role in the community if they meet the social needs and influence the quality of life of people. The educational art projects arise from the need to address people interested in approaches to art, in this case to dance.

Dance education in Mexico faces new challenges as the inclusion of sectors of people who "normally" have been isolated from it

phases to contribute future teachers training to improve their understanding of nature of mixed groups, apply the know ledges, solve problems, use the values, understand and appreciate diversity. This paper describes the background, project description and parameters for implementation of this proposal.

Background

The National School of Dance "Nellie and Gloria Campobello", founded in 1932 in Mexico City is a dance teacher training school, an institutional option that meets the needs of society in artistic matters in the country, through dance education that allows a solid technical and pedagogical training within each of the specialties that are offered (folk dance, contemporary dance and Spanish dance) responding to social, artistic and educational expectations inherent in the present moment. (CONACULTA, 2006)

In 1995 starts the curriculum of Professional career in Dance Education and in 2006 begins the Bachelor of Dance Education. These proposals consider a solid pedagogical, psychological, and artistic technique to implement the teaching and learning of dance as well as the systematic analysis of the methods and techniques of dance, its process and outcome.

Concerns prior to introduce ~~Education in Dance Education~~

From the analysis of the documentation done: review of the curriculum; questionnaire to teachers: focus of their classes and interview the person responsible for educational practices, it was concluded that:

Although the curriculum includes courses within some certain basics about working with people: preschoolers, seniors, abused children and people with physical limitations, neither the curriculum nor the subjects, nor the teachers classes were oriented on this direction, so the students were unprepared to teach these groups.

On the other hand, the field of work for the professional dance educator is limited, so they must be self-employed and or look for new opportunities considering among others the field of special education.

As a result, classes of students focused on “special” populations had a low performance.

Startup Process

In 2003 based on:

- The social need to have inclusive education programs

- The need to expand educational development of dance activities to other populations

- The need for qualified teachers to carry out their professional activity

It was proposed to the Direction to prepare students and graduates interested to work with heterogeneous groups to perform from a practical and appropriate methodology. It was made a review of the work of dance practices with special populations, an analysis of what other professionals had managed to perform with special groups and in January 2004, raised the dance project for mixed-ability groups.

Project Description

Students go through several stages: participants (learn by doing), be included, analysis (class reflection), opportunities to experiment, teamwork, support team, teach others, individual teachers

c) Public presentations. Dance is a performing art as such ends or completes the experience when is presented to the public. The presentation of the dance is part of the process. Capturing the attention of both the public and of people interested in dance practice, maintain a relationship with the context to maintain the validity and interest. The goal is to be a channel for the dissemination of inclusive dance, which attracts the public, increase public awareness and enjoyment of creative dance with new approaches considering the inclusion of people with disabilities, seeking the most appropriate ways to present the work and reach the public.

These presentations are given in three formats: open class, didactic function and assembly stage.

The presentations implement the improvisation through movement, gathering people of all diversities.

These presentations are aimed at all audiences, including individuals

to enhance the continuity, consolidation, growth and integrated development of the artistic project.

Putting this project into the social problems of vulnerable groups and their integration alternatives to the rest of society, encourages a discovery and developmental space for the new audience interested in active participation

exploration and improvisation are proposed as a way to perceive and understand the elements of dance.

Improvisation is an ongoing process of creation that fosters creativity, helps students move away from standardized movements, promotes new movements, allows variants of movements, explores various forms of symbolic representation through the motion.

As future teachers in inclusive dance, improvisation is vital for teaching proposals: creating search exercises and movement, constant recreation, including a reflective analysis by the students.

Selection and organization of content:

- Ways to move the body
- Ways to use space
- Ways of working in group
- Use of time and energy
- Collective creations

Populations that the project aims

People with disabilities. In this project there is a conducive environment to the use of the body, to explore the possibilities of movement and do it in community, the proposal allows to interact directly with populations from which

Teachers. They learn in active practice to observe, understand, communicate, collaborate, take risks, solve problems creatively

Methodological proposal for the classes:

The proposed methodology for teaching is based on the case method (Mauffette-Leednders, et al., 1997). Where the learning process is composed of three major stages: Individual preparation, Small group work and Large group or class work. The aim is to achieve the best possible results to ensure effective learning.

Classes are proposed in lesson form, each lesson introduces unresolved problems or situati

- Time. Allow time for each group for the generation and completion of their proposal.
- Game Rules: approach to work, suggestions rather than orders
- Motivation
- Box of tools: Flexibility. Offering a wide range of opportunities for various stakeholders, with the ability to adapt quickly and creatively respond to unplanned situations
- Team work: The foundation of this project are the people, there is an interest in people to be

importance of not only having teaching courses for mixed groups, but also the need to ensure continuity of relationship to serve vulnerable populations.