

Resources for Dance

Books and Music:

Building Dances: A Guide to Putting Movement Together, by Susan McGreevy-Nichols and Helene Scheff, a “how-to” book that helps teachers introduce, develop, and assess the basics of choreography in grades K–12.

Creative Dance for All Ages (2nd edition), by Anne Green Gilbert, presents the basic concepts of dance (space, time, force, movement, and form), lists related activities and teaching guidelines for developing dance skills and creativity in students.

The Dance Notation Bureau (DNB), www.dancenotation.org, mission is to advance the art of dance through the use of notation, conducts notation courses through distance learning, maintain a vast notation library, offers restaging services, and illustrates some basic examples of dance notation on its website.

Experiences in Movement & Music: Birth to Age 8, by Rae Pica, author provides lesson planning methods that incorporates child development theory, with a special focus on movement experiences across the curriculum and outdoor movement exercises.

Experiencing Dance: From Student to Dance Artist, by Susan McGreevy-Nichols, Helene Scheff, and Marty Sprague, textbook for high school students that covers all aspects of dance (create, perform, respond to, analyze, and connecting with dance), focus on dance curriculum that meets state and national standards, 45 lessons cover dance science, dance genres, history, cultural aspects, and career planning.

First Steps in Teaching Creative Dance to Children, by Mary Joyce, an excellent book for new dance educators, focus is on the elements of dance, use of imagery, and suitable lessons and skills for each age group, for students grades K–6.

Interdisciplinary Learning Through Dance: 101 MOVEntures, by Lynette Young Overby, Beth C. Post, and Diane Newman, book focuses on using dance to learn across curricular boundaries by creating “moving adventures,” includes assessment tools, lesson plans and resources — including the national standards.

The Laban/Bartenieff Institute of Movement Studies, www.limsonline.org, devoted to the study and development of movement analysis and theory as conceived by Rudolf Laban and expanded by his colleague, Irmagard Bartenieff, the institute offers educational workshops, consulting services, certification, and publishes the Journal of Laban Movement Studies.

Lessons Plans for Creative Dance: Connecting with Literature, Arts and Music, by Sally Carline, written for elementary educators and physical education teachers, contains guidelines for assessing creative dance by using evaluation rubrics, and incorporating poetry, literature, and music into dance lessons, for students from age 4–12 years.

Music for Creative Dance: Contrast and Continuum (volumes 1-4), music composed by Eric Chappelle, each volume features 15-20 tracks that vary in quality, tempo, and rhythm, instrumental accompaniment for creative dance is available on CD or digital download.

Music for Creative Movement (3 CD set), by John M. Feierabend, the collection of classical works suitable for children's creative movement are organized by qualities of movement (examples: quick/free, slow/bound, joyful, heavy, light), companion book: *The Book of Movement Exploration*, by John M. Feierabend.

Project Zero Frameworks for Early Childhood Education (volume 1-3), edited by Howard Gardener, David Henry Feldman, and Mara Krechevsky, a chapter on creative movement activities is covered in each book, based on the application of Gardener's theory of multiple intelligences to education by nurturing children's strengths to improve academic performance, additional information: www.pz.harvard.edu/resources.

Professional Teaching Standards for Dance Arts (PTSDA), by the National Dance Education Organization (NDEO), a list of national dance teaching standards is available for download from the website: www.ndeo.org/ptsda.

Step by Step: A Complete Movement Education Curriculum (2nd edition), by Sheila Kogan, this book celebrates the benefits of creative movement in education, emphasizes the developmental progression of movement skills, and includes choreographed dances and troubleshooting tips.

Teaching Children Dance: Becoming a Master Teacher (3rd edition), by Theresa Purcell Cone and Stephen L. Cone, offers elementary physical educators a practical approach to teaching developmentally appropriate dance movements.

Teaching Dance as Art in Education, by Brenda Pugh McCutchen, a collegiate textbook that is excellent for dance specialists, focus is on understanding the aesthetic foundations of educational dance programs for grades K-12.

Young Children, Pedagogy and the Arts: Ways of Seeing, by Felicity McArdle, Gail Boldt, and Linda Knight, textbook describes educational practices across the arts (visual arts, drama, music, dance, and media arts), special interest in early arts experience, and how to use emerging technologies to develop multiliteracies.

Online Resources:

Arts Edge, <https://artsedge.kennedy-center.org/educators>, website focuses on arts integration (dance, music, theatre, and visual arts) with academics, this comprehensive online resource contains detailed lesson plans with resources, a "how to" section, and a list of lessons for each level with corresponding standard as outlined in the National Core Arts Standards.

Connecticut Dance Alliance (CDA), <http://www.ctdanceall.org>, website for Connecticut's regional dance alliance (a nonprofit organization dedicated to increasing public awareness of

dance and supports the statewide dance community), site includes lists of local dance events, list of resources for dance educators, and information on the history of dance in Connecticut (photos and essays) called *Connecticut Dances: a visual history*.

Dance Heritage Coalition, www.danceheritage.org, this national nonprofit organization with a mission to collect, preserve, and archive dance stories, photos, videos and ephemera, is a fantastic source of historic, cultural, and social dance videos, photographs, scholarly essays, and links to other dance archives. “America’s Irreplaceable Dance Treasures: The First 113” is a student-friendly online resource that details some of America’s most famous figures in dance history from all genres and styles.

Jacob’s Pillow Dance Festival, <https://www.jacobspillow.org>, information on the world famous summer dance festival lists summer dance performances, exhibits, classes, and tours of the campus in Lee, Mass., the website offers numerous ways to interact with dance including a video resource called *Jacob’s Pillow Interactive*, videos can be viewed by genre, style, or date, Jacob’s Pillow celebrates the history of dance through interactive video clips dating back to the 1930s and its extensive dance archive, special note to teachers: a few videos may include some partial nudity, always preview video choices before class viewing.

Lincoln Center Institute, <http://lincolncentereducation.org>, this institution celebrates the importance of high-quality arts education through its *Think Like an Artist* educational programs that nurture students to think like an artist to improve leadership, creativity, and problem-solving skills, lists lesson ideas for New York City schools, offers conferences and summer training courses for arts educators and artist teachers.

National Dance Education Association (NDEA), is a part of the Arts Education Partnership (AEP) and the U.S. Department of Education, in collaboration with the National Endowment for the Arts (NEA), <http://www.aep-arts.org>, this arts advocacy site supports arts education at the state and national levels by advocating for the accessibility of high-quality arts education for all U.S. students, offers free publications and recent research studies in arts education, also lists national arts forums.

National Dance Education Organization (NDEO), <http://www.ndeo.org>, NDEO is the leading dance education organization in the U.S., it offers online professional development courses (for professional development credit or college credit), promotes dance honor societies, conduct national and regional conferences, publisher of dance education journals (*Journal of Dance Education*, and the *Dance Education in Practice*), closely associated with NCAS.

National Dance Institute (NDI), <http://www.nationaldance.org/>, founded by Jacques d’Amboise, NDI provides dance education for all children regardless of background, ability, or socioeconomic status through school partnerships, residencies and in-school programs that culminate in a final performance.

National Core Arts Standards (NCAS), <http://www.nationalartsstandards.org>, website outlines the national standards for dance, media arts, music, theatre, and visual arts.

New York Public Library for the Performing Arts, Jerome Robbins Dance Division, <https://www.nypl.org/locations/divisions/jerome-robbins-dance-division> , this branch of NYPL at 40 Lincoln Center Plaza, is the world's largest and most comprehensive dance archive, the library maintains videos, audio recordings, clippings, iconography, manuscripts, photos, and memorabilia of dance (ballet, ethnic, folk, modern, and social dance), numerous dance videos and photographs are available to the public online, they also offer dance related educational programs, film showings, lectures, seminars, and exhibits .

International Association for Dance Medicine and Science (IADMS), <http://www.iadms.org> , this organization is dedicated to improving dancers' health through its programs, publications and website, which includes a wide variety of resources, links, lists of conferences and seminars, quarterly newsletters and publishing of the *Journal of Dance Medicine & Science*, and the free high-quality resource *Bulletin: Dancers/Teachers*.