

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Bachelor of Education (Honours) (Physical Education)
Programme QF Level	:	5
Course Title	:	Foundations of Dance
Course Code	:	PES2163
Department	:	Health and Physical Education
Credit Points	:	3
Contact Hours	:	54 (face to face lecture)
Pre-requisite(s)	:	Nil
Medium of Instruction	:	Chinese
Course Level	:	2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course introduces the study of dance as an art form through performing, creating, assessing and teaching dance. Emphasis is placed on the nature of dance; movement vocabulary based on body, space, quality, and relationship concepts; the creative process; aesthetics; and symbolic meaning in dance; and dance pedagogy.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO₁ demonstrate some dance techniques in Creative Dance, Folk Dance and Sport Dance.

CILO₂ identify the choreograph dance patterns and sequences by integrating movement concepts with elements of composition to show an understanding of dance material and creative thinking skills.

CILO₃ reflect critically on teaching and learning methodologies appropriate for Creative Dance, Folk Dance and Sport Dance.

CILO₄ understand and acquire the structure and the beat of music.

CILO₅ expand knowledge of dance via critical analysis of literature on the dance forms

CILO₆ acquire observation and communication skills related to dance issues.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Dance technique: introduction to Creative, Folk and Sport Dance.	CILO _{1,5}	Skills demonstration & practice, individual & group dance games
History, characteristics, and current status of these dance forms in Hong Kong and overseas.	CILO _{4,5}	Lecture, group discussion
Experimentation of different choreography principles through a variety of projects.	CILO _{2,4,6}	Demonstration & self-practice
Introduce the situation and trend of the world dance competition.	CILO _{1,2}	Skills demonstration & practice, individual & group dance games
Discussion and practicum on appropriate learning and teaching strategies.	CILO _{3,5,6}	Lecture, group discussion

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Students will complete skill proficiency assessments of all the dances forms taught.	70%	CILO _{1,4,6}
(b) Students will work in groups to design a dance teaching resources package for primary/secondary schools. The package will be video-taped and submitted via a multimedia links. (1400 ± 50 Chinese words per student).	30%	CILO _{2,3,4,5,6}

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

Not Permitted: In this course, the use of generative AI tools is not allowed for any assessment tasks.

Permitted: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgement, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Akinleye, A. (2018). *Narratives in black British dance: Embodied practices*. Springer International Publishing.

McGrath, A., & Meehan, E. (2018). *Dance matters in Ireland: Contemporary dance performance and practice*. Springer International Publishing.

Robertson, M. (2011). *Dance*. Oxford. University Press.

單亞萍 (2016) : 《形体与舞蹈》, 浙江, 浙江大学出版社。

香港特別行政區教育局 (2008) : 《綜合舞蹈教材套》, 香港, 香港特別行政區教育局。

7. Recommended Readings

Burridge, S., & Nielsen, C.S. (2017). *Dance, access and inclusion: Perspectives on dance, young people and change* (1st ed.). Routledge.

Miyagawa, N., Murase, Y., Okano, K., & Mori, A. (2017). Benzoxazole-Directed Halogen Dance of Bromofuran. *Synlett*, 28(9), 1106-1110.

劉雅幸, 張曉慈 (2020) : 生命靈數與舞蹈學習動機、持續學習因素之研究, 《舞蹈教育》, 第十八期 (2020/12), 頁4-26。

賴微伊 (2020) : 創造性舞蹈實施於身心障礙學生以提升良好能力, 《舞蹈教育》, 第十八期 (2020/12), 頁42-52。

李舜 (2023) : 舞文玩詩: 兒童創造性舞蹈的創意新動, 《台灣舞蹈研究》, 2023-12 (18)。

任丽萍 (2019) : 大學生體育健美操與舞蹈素養內在價值及教學優化策略思考, 《當代體育科技》, 9 (4), 頁142-143。

8. Related Web Resources

中國香港體育舞蹈總會

<https://dancesport.org.hk/>

學校體育推廣計劃-體育舞蹈-章別獎勵計劃手冊

https://www.lcsd.gov.hk/tc/ssp/form/badges/handbook_new/da_handbook.pdf

教育局-體育-學校舞蹈節

[https://www.edb.gov.hk/tc/curriculum-](https://www.edb.gov.hk/tc/curriculum-development/kla/pe/references_resource/sdf/index.html)

[development/kla/pe/references_resource/sdf/index.html](https://www.edb.gov.hk/tc/curriculum-development/kla/pe/references_resource/sdf/index.html)

香港學界舞蹈協會有限公司

<https://www.hksda.org.hk>

香港教育城 教學資源庫 舞蹈教材套

https://resources.hkedcity.net/resource_detail.php?rid=214076854

土風舞影片資料庫

<http://fundancehk.i234.me/SearchDanceD.php>

舞蹈教材套-西方土風舞

https://resources.hkedcity.net/resource_detail.php?rid=537391834

創意舞視頻

<https://www.youtube.com/watch?v=Jyp9qoRBfh0>

9. Related Journals

舞蹈教育

<<https://www.airitilibrary.com/Publication/Information?publicationID=P20110309002&type=%E6%9C%9F%E5%88%8A&tabName=1&issueYear=&issueID=&publisherID=U20230208004&SessionID=>>>

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

NIL