Part One: Catalog Description

1. Course Number: KSS 3641
2. Short title: RHY/DANCE/TUMBL/ELE/KSS
3. Course Title: Rhythms/Dance/Tumbling for Elementary Physical Education
4. Credit: 0-2-1
5. Term to be offered: On Demand
6. Initial term of course offering: Fall 2007
7. Course Description:
   A study of developmentally appropriate rhythms, dance, and tumbling skills and activities for the elementary school child.
8. Registration restrictions:
   a. There are no equivalent courses.
   b. Prerequisites: KSS 3600
   c. Only the chair can waive pre-requisites.
   d. Co-requisites-none
   e. Repeat status: Course may not be repeated.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: none
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: none
9. There is no special course attributes.
10. The grading method for this course is standard letter.
11. Lab

Part Two: Assurance of Student Learning

1. Student Learning Objectives and Evaluation
   - Identify, analyze, and demonstrate types of basic rhythms and dance activities that are developmentally appropriate for elementary level students.
   - Identify, analyze, and demonstrate basic tumbling and stunts activities that are developmentally appropriate for elementary level students.
   - Identify materials and equipment available for rhythms, dance, and tumbling at the elementary physical education level.
   - Identify and demonstrate teaching skills applicable to rhythms, dance, and tumbling activities.

a. This is not a general education course.
b. This is not a graduate level course.
2. Assessment of student achievement:

**Sample Assessment Table for Undergraduate Students**

<table>
<thead>
<tr>
<th></th>
<th>Exams (60%)</th>
<th>Development/Performance of Routines according to specified criteria (10%)</th>
<th>Teaching Skills (10%)</th>
<th>Participation based on active participation in class (10%)</th>
<th>Notebook (10%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify, analyze, &amp; demonstrate types of basic rhythms and dance activities that are developmentally appropriate for elementary level students</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Identify, analyze, &amp; demonstrate basic tumbling and stunts activities that are developmentally appropriate for elementary level students</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Identify materials and equipment available for rhythms, dance, and tumbling at the elementary physical education level.</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Identify and demonstrate teaching skills applicable to rhythms, dance, and tumbling activities</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
3. Explain how the instructor will determine students’ grades for the course:

**EVALUATION:**

- Exam #1 60 points
- Exam #2 60 points
- Development/Performance of Routines 20 points
- Teaching Skills 20 points
- Participation 20 points
- Notebook 20 points

Total Points 200 points

**Grading Scale:**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>A</td>
<td>180 - 200</td>
</tr>
<tr>
<td>83 – 89%</td>
<td>B</td>
<td>166 - 179</td>
</tr>
<tr>
<td>75 – 79%</td>
<td>C</td>
<td>150 - 165</td>
</tr>
<tr>
<td>70 – 74%</td>
<td>D</td>
<td>140 – 149</td>
</tr>
<tr>
<td>&lt; 70%</td>
<td>F</td>
<td>&lt; 140</td>
</tr>
</tbody>
</table>

4. This course is not technology delivered.
5. This is not a general education class.
6. This is not a graduate class.

**Part III: Outline of the Course**

Outline of the Course:
1. Course will be delivered in a 40 minute lab format, two times per week for fifteen weeks.

- **Week One**
  - Introduction of Rhythmical Activities
  - Values and Place in Curriculum
  - Types of Rhythmical Activities
  - Rhythm Analysis

- **Week Two**
  - Basic Locomotor Movements
  - Basic Non-Locomotor Movements
  - Combinations of Movements
  - Development of the Movement Concepts

- **Week Three**
  - Basic Dance Steps
  - Progressions/variations/adaptations
  - Combinations of dance steps into dance patterns
  - Development of dances with focus on adaptations

- **Week Four**
  - Creative Dance
  - Steps/Process
  - Improvisation
  - Dramatization
  - Mimetics/Pantomime
  - Development of Creative Dance
Week Five  Folk/Line Dances  
  Positions/Formations  
  Progressions/variations/adaptations  
Week Six  Square Dance  
  Square ID  
  Basic Calls/Progressions  
Week Seven  Ballroom Dance  
  Basic steps  
  Variations  
Week Eight  Miscellaneous Dance  
Week Nine  Manipulative Activities  
Week Ten  Purpose/Value of Tumbling Activities at the Elementary Level  
  Equipment Recommended for Elementary Level  
  Safety  
  Educational Gymnastics vs. Traditional Gymnastics  
Week Eleven  Basic Tumbling Skills/Spotting Techniques/Analysis  
  Lead-ups/Progressions/Variations/Combinations  
Week Twelve  Basic Tumbling Skills/Spotting Techniques/Analysis  
  Lead-ups/Progressions/Variations/Combinations  
Week Thirteen  Development of Criteria for Evaluation of Tumbling Skills  
  Developmentally Appropriate Apparatus Activities  
Week Fourteen  Developmentally Appropriate Stunts  
  Purpose-variations-extensions  
Week Fifteen  Developmentally Appropriate Stunts  
  Purposes-variations-extensions  

Part IV: Purpose and Need  
1. Rationale  
   This course provides detailed information and opportunities for the student to gain experience in developmentally appropriate rhythmical activities, dance, and tumbling activities in preparation for teaching and incorporating these activities into a comprehensive elementary physical education curriculum.  
   a. This is not a general education course.  
   b. This course is not technology delivered.  

2. This class will focus on specific content that is essential for a well rounded elementary physical education curriculum. It will take the place of the specific activity content of KSS 3620 and KSS 3630 and should be taken at the junior level. This class (KSS 3641) and a new methods course for elementary physical education – KSS 3401 – will replace KSS 3610, KSS 3620, and KSS 3630.
3. a. This course is similar to specific activity content in KSS 3620 and KSS 3630
   b. The courses KSS 3620 and 3630 will be dropped.

4. Impact on program.
   a. The course is required for KSS majors in K-12 Teacher Certification option.
   b. This course is not a graduate level.

Part Five: Implementation
1. Faculty members to whom course may be assigned: Ms. Judith Black and Ms.
   Diana Lenzi
2. Additional costs to students: none
3. Texts and supplementary materials to be used:
   Texts:
   Cone, Theresa Purcell, and Stephen L. Cone. (2005). *Teaching Children

COMMUNITY COLLEGE TRANSFER

A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school _______9/22/06____________________

Date approved by the college curriculum committee _______10/9/06_____________

Date approved by the Honors Council (if this is an honors course) _______Not Applicable__________________

Date approved by CAA _______10/26/06________________________