

## Preliminary Exploration of Curriculum of “Children's Dance Creation” in Higher Vocational Preschool Education Major

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**Abstract:** According to the spirit of “Opinions of the CPC Central Committee and the State Council on Comprehensively Deepening the Reform of Teachers Team Construction in the New Era” issued by the Central Committee of the Communist Party of China and the State Council, to effectively accomplish the task of cultivating children-oriented high-level kindergarten teachers with both talent and art, and skills in health care and education, he author tries to conduct a tentative reform of the professional core curriculum “Children's Dance Creation” in preschool education major, and substantially explores the integration of curriculum content, integration of teaching methods, integration of teacher resources, and integration of evaluation methods.

### 1. Introduction

“Children's Dance Creation” as a compulsory core curriculum for pre-school education major combines “theory and practices” based on learning dancing and acquiring basic dance knowledge with the function of achieving the goal of cultivating professional talents for preschool teachers' positions, and training students with professional ethics such as professional ethics, communication skills and teamwork spirit, capability of children's dance creation and children's dance copywriting, ability to organize children's dance rehearsal. Through the training of children's dance creation method, students can comprehensively master the skills of children's dance creation, discover the rules and methods of children's dance creation for application. Through familiarity with the basic knowledge of children's dance creation, students can know children's dance style, and conduct knowledge pre-heating before children's dance creation, and skillfully grasp the basic methods of children's rhythm creation with a certain knowledge of children's dance creation techniques, and then complete simple children's dance creation. This requires students to understand and analyze kindergarten teacher duties, to create a good classroom environment with a good professional quality and safety awareness, and to possess basic knowledge and skills as qualified kindergarten teachers.

Employment-oriented, the curriculum is designed with the tenet of serving the early childhood education industry with early childhood education activities as the center under the guidance of children's art education work tasks, aiming at cultivating students' professional ability and expand relevant knowledge simultaneously. Guided by the curriculum development concept based on the work process, with vocational ability training and professional quality acquirement as the focus, with actual cases from the children's dance creation activities as the carrier, this reform in this paper optimizes and integrates the curriculum content and innovates the teaching mode. Through teaching, students can acquire the basic knowledge of preschool education, grasp the basic rules of children's dance creation, and learn the basic methods of children's dance teaching, thus realizing the goal of a mastery of basics children's dance creation, children's dance copywriting, and children's dance rehearsal organization. ability. In this way, students can obtain good professional ethics, good communication skills, teamwork spirit

### 2. Integration of Curriculum Content

According to the professional characteristics of preschool teachers in the field of art education, I

divide the curriculum content into six major learning themes: curriculum implementation pre-guidance, imitation and imagination training, children's dance modality training, children's self-entertainment dance creation, children's performance dance creation and stage performance organization process training, which will be completed in two semester.

## **2.1 Complete the Course Last Semester**

Four major theme projects totally lasting 28 class hours will be completed in the first semester: curriculum implementation pre-guidance, imitation and imagination training, children's dance modality training, children's self-entertainment dance creation.

### **2.1.1 Curriculum Implementation Pre-Guidance**

The aesthetic level of dance is the precondition to determine whether the work creation is easy to be recognized. Therefore, after overall curriculum introduction, I started from basic common sense of dance such as “the definition of dance” and “the origin of dance”, through popularization of children's dance knowledge such as “ characteristics of children's dance “, combined with work watching, I conduct curriculum preheating. Over more than four years’ classroom practical teaching, I found this is an essential procedure. 40% of students in our preschool major of our school are from “National Music and Dance” major (secondary school) with a certain dance foundation; 60% of students were directly enrolled through the college entrance examination with poor dance foundation. Despite of one-year dance basic training, their understanding and performance of dance vary greatly. In view of such condition, instructors should follow the progressive and orderly teaching principle, and help students improve their overall skills, thus achieving the teaching goals.

### **2.1.2 Imitation and Imagination Training**

There is everything beautiful in the world but to be found. Animal and plant imitation (ecological imitation) to can help to cultivate students' meticulous observation ability and precise expressive ability. Digital imitation can train students' body self-control ability and space route control. Students' perception of emotional expression can be trained through color imitation. Each student views the world from different perspectives, which presenting multiple versions of the same theme. So, it is necessary to make training tests always surprising and attractive.

### **2.1.3 Music Choice and Subject Action Extraction**

Children's dance modality training includes the basic children's dance movement specifications and children's dance modality experience. When implementing the teaching of basic children's dance movement specifications, I divide the teaching content into several sub-tasks by means of teacher’s organization guidance and student self-learning. The specific method is that students are divided into groups to accept tasks and conduct self-learning for 30 minutes. The next is the group teaching mode, that is, each group appoints one student as the lecturer and one student as the demonstrator to achieve the goal of all students’ mastery of knowledge.

### **2.1.4 Children's Dance Case Experience**

As the associate editor of small class dance “Fly and Fly” in PBL planning textbook of “Twelfth Five-Year” National Preschool Education Major, the author recreated the dance and used it as the case, allowing students to experience the way of expressing children's fun and simplicity in children's dance.

### **2.1.5 Children's Self-Entertainment Dance Creation**

Self-entertainment dance accounts for great proportion in children's art activities. During school-enterprise cooperation, I found children's rhythm and song choreography infiltrated in all aspects of kindergarten daily teaching. Therefore, children's rhythm that was included in the teaching scope for the first time this year has also been widely praised by experts inside and outside school. Considering children as the main object of children's dance performance, it is necessary to carry out

in- depth analysis of young children's psychology and physiology during creation together with artistic means of reflecting children's simplicity and innocence. It is necessary to clarify the purpose of early childhood art education, but also to own solid artistic foundation. It is necessary to design based on observation and interest. Only in this way can we create young children's favorite rhythm, song and dance performances and dance works.

## **2.2 The Rich and Colorful Art Activities in Kindergartens**

To carrying out colorful art activities in kindergarten, two major themes totally lasting 28 class hours will be completed in the next semester: children's performance dance creation and stage performance organization process training.

Different from song choreography and creation, children's performance dance creation other than simple presentation requires to fully express the meaning of a work. Children's performance dance is often performed on a stage or a square to their friends or parents for appreciation. They can express their life emotions through rhythmic movements and different figures in the music or songs, characterized with clear theme, highlighted dance image, complete plot structure and strong childlike interest. Students at this stage with basic foundation of dancing movements, basic skills of children's rhythm and song choreography need to be guided by students to grasp the ability to create and perform children's dance, thus clarifying the educational aim, educational tasks, aesthetic significance and responsibility of children's dance creation. To fulfill the theme, I have arranged six tasks as follows:

### **2.2.1 Theme and Structure Creation**

The determination of the theme of work creation, similar to article conception, is the main idea and the core of the whole work. Once the subject matter is determined, the next-step task is to determine the structure. In this task, we firstly elaborate the concept and classification of the subject matter, and then carefully classify the roles and methods of the structure, so that students can fully understand the importance of the subject matter and the basic method of structure.

### **2.2.2 Recommendation of Excellent Children's Works (Ppt)**

After the mastery of the importance of determining the subject matter and basic methods of structure, students are divided into groups to extensively search for excellent children's dance works with bright themes, clear ideas and novel structure in their mind, and then screen them to analyze the uniqueness of the works with professional knowledge, and then form PPT report, and each group selects a representative to introduce and explain to teacher and all classmates for the teachers and students in the classroom to realize a resonance.

### **2.2.3 Music Selection and Extraction of Theme Movements**

Music selection should follow the principle of cheerful rhythm, clear structure, outstanding style and features, practically serving the theme according to the distribution of the structure, and practical service, aiming at perfecting the work. Regarding the extraction of the themed movements, the movement prototype can be refined from three aspects of theme, emotion and music. In the classroom, a basic movement prototype can be used to change three space (high, medium and low) styles and then conduct the movement connection training through five steps, that is, determination of the order of the theme movements, determination of the distribution space of the theme movements, determination of the starting method of the design theme movements, the flow type of the designed theme movements, and the formation mode of the theme movements, thus substantially improving students' practical ability to refine the theme movements

### **2.2.4 Skills of Dancing Picture Processing**

Our students have practiced simple formation changing in the last semester, which was just the primary stage of spatial beauty manifestation. As a matter of fact, spatial composition is the emotional line of stage lines and stage pictures. Different methods of line movements create different

emotional tendency and different stage pictures create different stage feelings. By elaborating and observing examples of successful works, students can know the basic rules, categories and effects of stage scheduling and application.

### **2.2.5 Children's Dance Creation and Conception (Ppt)**

Students are divided into groups for topic selection, creation inspiration, structure arrangement, duration, expression design, finally to form a PPT for children's dance creation. Each group recommends a representative to make a presentation in class. Through the preparation and accumulation of previous four teaching tasks, the students can surprise you: "Chase Dream" full of positive energy, "It's raining" with great child interest; "Condensation" which reflects unity is the power with small ants' moving beans; "The Green in the Ruins" and "The Dancing Shoes Never Stop" which reflect realistic theme through self-rescue in earthquake; "Lonely Planet", "Children of the Stars" that attract the attention to the vulnerable groups of children with autism, and "Urban Environmental Worker" that focuses on the most ordinary workers; "The Hero in Fire", "Blue Soldiers" and so on. After the elaboration, the students actively discuss the comments on the spot, some give credit or suggestions, and some raise questions, and all students can grow up while in query.

The stage performance organization process is a bridge from work prototype to stage display. Through on stage and off-stage rehearsal, space scheduling, the preparation of the props and clothes with great care and attention, the final goal of perfect demonstration can be realized.

## **3. Integration of Teaching Methods**

### **3.1 The Curriculum Implements the Teaching Mode of "Integration of Learning, Teaching and Practicing".**

Teachers set specific contents by formulating the work assignment book, who mainly focus on targeted teaching, demonstration and guidance. Students implement "learning while practicing and practicing while learning in information collection, decision-making, planning, implementation, inspection, assessment and other procedures. The whole teaching process focuses on the teaching of kindergarten art activities, highlights the theme of students and give full play to students' independent learning potential mainly through project-based teaching method, situation teaching method, on-site teaching method and the work process-oriented teaching method. Ideation creation method, case teaching method, and modality experience method are supplemented.

### **3.2 Network Teaching Platform is Mainly Used to Realize Blended Teaching in the Teaching Process**

In the teaching process, it is feasible to combine network platform with on-site teaching for basic cognition content learning such as the definition of dance, the characteristics of dance, the role of dance modeling, etc. It is also feasible to ask students to preview on the network platform or by other means, and then teachers remind key points through lecturing and practical exercises in the classroom. Of course, it is possible to live broadcast homework online, so that students can review and appreciate the videos after class.

### **3.3 Teaching and Digital Resource Selection**

[www.yejs.com.cn](http://www.yejs.com.cn), [www.danceinchina.org](http://www.danceinchina.org), [www.zhihuishu.com](http://www.zhihuishu.com) and other teaching resources are our alternative websites.

## **4. Integration of Teacher Resources**

The teaching team of "Children's Dance Creation" curriculum is formed with scientific matching and crossover cross-discipline integration. "Crossover", a popular vocabulary repeatedly appearing in marketing industry in recent years, originally means the cooperation between different industries,

also called “mix and match” by artists. I applied crossover concept to the reform of “Creating Young Children's Dance” curriculum. In crossover integrated teacher team, there are dance industry leaders, preschool education theory teaching experts, preschool education professionals, teachers with in-depth study of Orff music teaching method, teachers proficient in hand-making and teachers good at makeup design. Their participation will infuse fresh blood into the curriculum and escort the curriculum to be promoted successfully.

## **5. Curriculum Inspection and Appraisal**

### **5.1 Teaching Evaluation and Evaluation of the Assessment Required Courses**

The whole process and results of the teaching will be effectively monitored according to the objectives and requirements of curriculum standards by means of combining formative evaluation and summative evaluation which is both result-oriented and process-oriented. Formative evaluation which mainly for assessing usual performance and practical ability is used to give comprehensive scores according to student's completion of each learning situation combined with their usual performance.

### **5.2 Summative Assessment Mainly Evaluates the Ultimate Work Task**

A complete inspection work task is set which requires for students' most basic operational skills. And students' mastery of skills will be evaluated according their completion of the work task.

### **5.3 Carry out Process Evaluation of Each Learning Procedure for Appraisal**

Each basic skill is evaluated by section and only after passing evaluation can students go into the learning of next skill. The evaluation of the key ability and quality of the students in the process of completing task is the comprehensive assessment. And other two parts are teacher evaluation and student self-evaluation.

## **6. Summary**

With curriculum pre-guidance, project driven, task progressive increase, and cross-border integration characteristics, the curriculum content system is constructed with necessary the basic theoretical knowledge and basic skills according to the content of preschool education. The training program is designed from the shallower to the deeper for implementing teaching purposes so that work creation is easy for students to participate and operate. Covering the training system from the shallower to the deeper, the task points are all linked with one another with progressiveness at each level so as to directly connect with professional skills. By gathering transboundary teacher team, integrating the optimal resources, educating students with all efforts, it is aimed at comprehensively cultivating students' vocational integrative competence in all aspects from all dimensions.

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