

DCE 656
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Critical Thinking worksheet
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Critical thinking	Define the term	Identify how critical thinking term may be expressed in dance class
Analyzing	To examine in detail in order to discover meaning or essential features; to break down into components or essential features.	When studying a historical dance work students watch movement on video, read academic literature to better understand the artist and time they lived in, then write and reflect on each component of study, and explore movement bodily to discover new meaning and details/components in the work. Students would look at movement, inspiration behind the movement, history of the artist, purpose of the piece, discovering all the layers of the piece...
Conceptualizing	To form a concept or concepts out of observation, experiences, data...to interpret.	Dance students observe artists throwing a pot in the art studio. Students interpret the literal movement of working with wet clay on a spinning wheel to form a concept for movement to create a new dance work based on their observations.
Defining	To state the precise meaning of something; to describe the basic nature or qualities of something.	Students take definitions of French vocabulary used in dance class and describe the meaning of terms verbally and are able to transfer the meaning into movement.
Examining	To observe carefully; critically. To study; analyze; test; check; determine and question.	Dance students observe a live dance performance or video-taped reproduction of a dance work to study, analyze, determine, and question how the different elements of dance were incorporated/used in the work.
Inferring	To conclude from evidence or premises; to reason from circumstance; surmise; to lead to as a consequence or conclusion; to hint or imply.	After viewing the work "Rainbow Round My Shoulder", choreographed by artist Donald McKayle, students discuss meaning and purpose behind the work from their point of view and attempt to broaden their scope by considering the possible point of view of the artist and the individuals the piece represents (men in a chain gang). How does considering another's

		viewpoint change your own way of thinking and looking at art?
Listening	To make an effort to hear something; to pay attention; heed.	Students will engage in the Critical Response Process in order to evaluate new dance works in progress presented by their peers. Students will need to be focused on the work being presented with the intent of helping and supporting the artist whose work is being observed.
Questioning	To examine; analyze; an expression of inquiry that invites or calls for a reply.	In the dance classroom it is important for the teacher to lead by example in this area and ask multiple questions that lead to more questions which stimulates critical thinking. In a composition class start by having students write the first 10 questions that come to mind about making a dance. Lead into lessons with questions rather than statements...answer a question with another question (I don't always like this when it happens to me, but it does force me to think☺).
Reasoning	The act or process of drawing conclusions from facts and evidence; use of reason to form conclusions, inferences, and judgments.	Choose a bill that is being drafted by congress to study. Use reasoning to form your own conclusions, inferences, and judgments about the bill. Use this evidence to create 3 short movement sequences depicting what you believe the outcome would be to you, your community, and/or your state if the bill were to be passed.
Synthesizing	Combining information to form a more complex product or idea.	Students read several poems and find one that speaks to them. Students read the poem, listen to the poem being read, and examine the way voice is used to express feeling/emotion in the poem (rise and fall, tempo, silence, etc.). Students do a brief study of the writer and study the purpose/reason behind the lyrics of the poem. Students combine all the information they have gathered and create movement based on the poem they have studied.

	Goals for encouraging critical thinking in the classroom
1.	Ask questions....lots and lots and lots of questions.
2.	Allow students to reflect on movement activities after their completion in partners or small groups in order to increase dance vocabulary, stimulate thought, and answer and generate questions about the work.
3.	Give students opportunities to write informally and formally about learning taking place in class.

4.	Give students opportunity to apply abstract concepts learned and discussed in class into real life situations (i.e. After learning about the different elements of dance consciously use the different elements of dance to create movement phrases that could be later used in choreography).
5.	Work through problems OUT LOUD in class helping students to see/hear the process of thinking critical through a thought, process, problem, project, etc.

5 Interdisciplinary Themes to explore in my dance classroom:

1. **Dance/Art:** Observe art/pottery class as they throw pots and create a dance work with a beginning, middle, and end based on movements/gestures you observed during the creation of the pot/bowl/cup...
2. **Dance/History/Geography/Anthropology:** Create-A-Culture: Students study different cultural folk dances and rituals from different countries and use that information to create a culture of their own that includes a celebratory folk dance.
3. **Dance/Literature/Poetry:** Create a dance inspired/representative of a poem or literature you have read and studied.
4. **Dance/History:** Study a historic dance work and the artist that created the work. Restage a portion of the work and create a new dance work inspired by what you learned from the historical work and artist.
5. **Dance/Science:** Do a study on cells, cellular division, viruses, etc. Create a group dance work that translates what you have learned into movement. Example: create a piece using shared weight, split focus, and oppositional pull to show how a virus invades a cell, divides, and multiplies.