

**NDEO's Online Professional Development Institute (OPDI) for Dance Education**  
**Summer 2020 Semester – as of 3-22-20**

**OPDI-102: Dance History - 1800 to Present** (May 18 to August 9, 2020)

**Professor: Dr. Doug Risner; Tuition \$520; 3-NDEO Endorsed CEUs; 12 weeks;** This course investigates the ways in which dance in Western Europe developed through various cultural influences from the romantic ballet scenario in the nineteenth century to American artistic compositions of the twenty-first century in the present day. It is intended to expand students' understanding of dance as both an art form and as a social and cultural artifact. Study includes concert dance forms (ballet, modern, jazz/musical theatre) and numerous social and ballroom dances from 1800 to present. Particular attention focuses on developing students' ability to become highly-qualified dance educators and to assist them in developing their own students as informed and literate audience members for dance and related dance arts performances. ***Book required History of Dance: An Interactive Arts Approach (1<sup>st</sup> Edition)*** by G. Kassing. Available on Amazon.

**OPDI-112: Implementing the National Core Arts Standards (NCAS) in Dance** (May 18 to August 9, 2020)

**Professor: Susan McGreevy-Nichols and Marty Sprague; Tuition \$520; 3 NDEO-Endorsed CEUs; 12 weeks;** This course will delve into the new National Core Arts Standards in Dance that were created as part of a collaborative effort with all the major art forms including dance, music, theater, visual arts and media arts. These dance standards focus on the 4 artistic processes of creating, performing, responding and connecting. Participants will go in-depth with the standards and learn how to apply the standards in their own classrooms or studios. During this course participants will develop curriculum and lesson plans based on the new standards.

**OPDI-120: Music Theory and Applications for the Dance Teacher** (May 18 to August 9, 2020)

**Professor: Jon Anderson; Tuition \$520; 3 NDEO-Endorsed CEUs; 12 weeks;** Understanding music is an essential tool for a successful dance teacher. In a classroom setting, it is beneficial to be able to articulate to your students where rhythmic patterns lie, and where specific accents of movements occur. The first half of the course will raise awareness of the relationship between music and dance, covering the concepts of Beat, Pulse, Meter, Tempo, Dynamics, Articulation, and Phrasing. The student is given an opportunity to explore and apply to dance the concepts learned and write a short musical score to demonstrate overall comprehension. In the second half of the course, students continue to examine the symbiotic relationships that exist between music and dance finding meaningful ways to express those relationships in their teaching. Based on newly acquired musical knowledge and aided with a cadre of tools, students identify musical resources that support teaching and choreography needs. Participants will learn how to make effective music choices reflecting choreographic intent, build personal music libraries, and how to effectively communicate with live musicians in class and performance. In practicums, participants deconstruct a musical score and build a choreographic study derived from the musical structure. Finally, each student works collaboratively with the instructor in a composer/choreographer project with the instructor composing music for each student based on the student's articulated choreographic intent. By the end of this course, students have a very organic understanding of their relationship with music. No textbook required.

**OPDI-M1: Dance Pedagogy - Learning Styles and Theories** (June 8 to July 5, 2020)

Professor: Susan McGreevy-Nichols; Tuition \$200; 1 NDEO-Endorsed CEU; 4 weeks; This Mini Course explores some of the educational theories that dance educators apply in the classroom and studio. A working knowledge of this material allows students to develop a tool kit of teaching approaches, which serves the educational needs of the students in their studios and classrooms. Each theory is accompanied with specific applications, usable in all teaching environments. In succession, this course will explore the work of Muska Mosston's Spectrum of Teaching Styles, Bloom's Taxonomy, Arthur L. Costa and Bena Kallick's Habits of Mind, and Howard Gardner's Multiple Intelligences.

**OPDI-M7: Ballet Theory and Composition** (June 8 to July 19, 2020)

**Professor: Lori Provost; Tuition \$295; 1.5 NDEO-Endorsed CEUs; 6 weeks;** This course examines the diverse and multilateral Western training systems of the French, English, Russian, Italian, Danish, and American schools. By examining historical approaches, students will compose their own syllabus for classroom training. Due to its emphasis on ballet technique and teacher performance, the course relies heavily on visual learning (viewing videos), videotaping yourself demonstrating/teaching with your cell phone, and video conference feedback. This course is beneficial for university students, dancers who are making the transition from a performance career to a ballet-teaching career, and current teachers who want to brush up on theory with online flexibility. It is recommended that students have at the

minimum, an introductory knowledge of ballet terminology and technique. **Book required:** *Technical Manual and Dictionary of Classical Ballet* by G. Grant. (2014) New York, NY: Dover Publications.

**OPDI-M12: Jazz Dance Theory and Practice** (June 8 to July 19, 2020)

**Professor:** Lindsay Guarino; **Tuition \$295; 1.5 NDEO-Endorsed CEUs; 6 weeks;** This course traces the continuum of jazz dance from its roots to its many manifestations today. Students will explore their own jazz dance identity through a process of examining historical jazz eras and styles (authentic, vernacular, theatrical, and contemporary) and by engaging in reflection, choreographic explorations, and dialogue with classmates. Additional course components include reading, video viewing and analysis, and writing assignments that allow students to focus their understanding of jazz dance. Whether you teach in a privately-owned dance studio, in K-12, or in higher education, this course will also offer participants the opportunity to practice a historically-rooted approach for teaching jazz dance that is relevant today in contemporary jazz dance practices. By applying essential jazz dance characteristics that are derived from the origins of jazz but are often forgotten in dance studios today, participants will be able to integrate a rich understanding of jazz dance to classroom exercises that are already in your tool box. Feedback from classmates and instructor will open the doors to a dialogue where, as a community, one can share successes and challenges. In turn, participants will complete this course with a series of class exercises that can be explored and integrated into regular studio classes. **Book required:** *Jazz Dance: A History of the Roots and Branches* by Lindsay Guarino and Wendy Oliver. (2014). Gainesville, FL: University Press of Florida.

**OPDI-M9: Choreographic Sharing and Explorations – School, Studio, Personal** (June 8 to July 19, 2020)

**Professor:** Naima Prevots; **Tuition \$295; 1.5 NDEO-endorsed CEUs; 6 weeks;** This course is designed to encourage participants to share and explore choreographic projects created by them and others with the goal of expanding their own ability to create new material, review choreography already produced, and envision new creative possibilities. In the process, students will understand more deeply how to look at the work of others, and how to best explore and review their own methods and results. The course is designed for dance teachers and artists who create choreography for their students in concerts and workshops, as well as for those who create original choreography independent of work environments. Through sharing and exploring work and process with peers and faculty, dance teachers and artists will have opportunities to make their choreography stronger and more meaningful, and enhance the power of dance for themselves and audiences.

**Want to Become an OPDI Student?** If you have never filled out the OPDI application and paid the \$25 app fee (free for NDEO members), and you want to take OPDI courses, then you will need to complete the online application and pay the fee at [www.ndeo.org/opdiapply](http://www.ndeo.org/opdiapply). If you are a current NDEO member, then you can apply to OPDI for free as long as you are logged in to the [www.ndeo.org](http://www.ndeo.org) website.

**NDEO Membership Policy:** All accepted OPDI students must have a current "individual" Membership in NDEO (Professional, Graduate Student, Undergraduate Student, Retiree or PhD/EdD Membership) before they can register for courses. If the institution where you are the main contact has a current NDEO Institutional Membership and you want to register for an OPDI course, please call 301-585-2880 or email (opdi@ndeo.org) the home office and request an OPDI Membership which is free to you as the main contact.

**How to register for a course after you have been accepted to OPDI:** To register for an OPDI course just log into your NDEO member account at [www.ndeo.org](http://www.ndeo.org) and proceed to the drop down menu under your name in the top right corner then click on the Profile link, then click on Access OPDI link within the Profile. Then click on the Enroll icon next to the course you wish to take and proceed through to payment of tuition with a credit card.