



Dance Education & Social Justice Education

Books

Adams, M., Bell, L. A., & Griffin, P. (Eds.). (2007). *Teaching for diversity and social justice*. New York: Routledge.

This book looks at social justice education by analyzing numerous structures of oppression and pedagogical philosophies. It helps to articulate approaches in social justice education and provides an important framework for questioning and inspiring our teaching practice.

Albright, A. C. (2010). *Choreographing difference: The body and identity in contemporary dance*. Middletown, CT: Wesleyan University Press.

This book looks at the dancing body as a physical and cultural representation while acknowledging numerous influences. It brings about many questions in how we look at the dancing body and how we think about identity.

Ashley, L. (2012). *Dancing with difference: Culturally diverse dances in education*. Springer.

This book offers information on teaching culturally different dances and presents theoretical perspectives throughout. It includes the importance of cultural diversity, ethnographic research and practical strategies used in the classroom.

Beyerbach, B. & Davis, D. (Eds.). (2011). *Activist art in social justice pedagogy: Engaging students in global issues through the arts*. New York: Peter Lang.

This book looks at various approaches in activist art projects while connecting to integral global issues. It is a great resource for learning more about engaging students in meaningful projects and digging deeper into social justice issues.

Desmond, J. (1997). *Meaning in motion: New cultural studies of dance*. Durham, NC: Duke University Press.

This book brings together numerous perspectives on dance and cultural meaning. The background of contributors range from dance history to anthropology to women's studies, and the focus is on dance analysis and cultural identity.

Hanna, J. L. (1999). *Partnering Dance and Education. Intelligent Moves for Changing Times*. Champaign, IL: Human Kinetics.

This book focuses on the importance of dance education in students' development. It provides much information on the benefits of dance education in helping at-risk youth, teaching cultural diversity and educating students about gender.

Henry, L. (2012). *Dancing Through History: In Search of the Stories That Define Canada*. Cleveland, OH: Dancing Traveller Publishing.

This book describes Henry's travels across Canada and the numerous people who inspired her along her journey. It is a tribute to the different dance cultures represented in Canada and the many traditions and lifestyles.

Humphrey, J. H. (1987). *Child development and learning through dance*. Brooklyn, NY: AMS Press.

This book includes a broad range of ideas in teaching dance. Some of the key concepts throughout include cognitive dance, emotional development, motivation, creativity, various dance forms and curricular content.

Jackson, N. M. (2008). *Dance, human rights, and social justice: Dignity in motion*. Milan, Italy: Editoriale Jaca.

This book includes a compilation of writing on dance, human rights and social justice. Topics explored include choreography and human rights, community dance, cultural dance and dance advocacy.

Kassing, G., & Jay, D. M. (2003). *Dance teaching methods and curriculum design*. Champaign, IL: Human Kinetics.

This book is a great resource for providing a template of methods and strategies for curriculum design in teaching dance. It includes information on understanding learners of all ages, observational skills, organization, community building, and many examples of lessons and unit plans.

Kaufmann, K. A. (2006). *Inclusive creative movement and dance*. Champaign, IL: Human Kinetics.

This book is an excellent resource for new teachers focusing on inclusive practices in dance. It includes numerous movement explorations and interdisciplinary activities to help teachers with diverse learners.

McCutchen, B. P. (2006). *Teaching Dance as Art in Education*. Champaign, IL: Human Kinetics.

This book is a wonderful and informative resource for teachers focusing on all of the elements of dance education. It outlines important factors in designing a dance curriculum that is student-centered and focused on critical inquiry, creativity, performance and reflection.

Nadel, M. H., & Strauss, M. (2003). *The Dance Experience Insights Into History, Culture, and Creativity*. Highstown, NJ: Princeton Book Company.

This text provides a base of understanding of dance history and includes contributions from various dancers, choreographers and teachers. The essays focus on dance analysis in performance and the appreciation of dance as an art form.

Quinn, T., Ploof, J. & Hochtritt, L. (Eds.). (2012). *Art and social justice education: Culture as commons*. New York: Routledge.

This book is a powerful resource in thinking about social justice education and encouraging students to be active participants. Each chapter explores new perspectives on social justice art education and offers many approaches in creativity and engagement.

Shapiro, S. B. (1998). *Dance, power, and difference: Critical and feminist perspectives on dance education*. Champaign, IL: Human Kinetics.

This book examines various approaches from leading educators in relation to dance education and social/cultural issues. It is an excellent resource for teachers in regards to questioning traditional dance practices and teaching philosophies.

Shapiro, S. B. (2008). *Dance in a world of change: Reflections on globalization and cultural difference*. Champaign, IL: Human Kinetics.

This book includes contributions about dance education from diverse dance educators, critics and choreographers. This, in turn, offers numerous perspectives on dance pedagogy, performance and culture while offering numerous ways of thinking about dance.

Smith-Autard, J. (2002). *The Art of Dance in Education*. London: A & C Black.

This book offers a balance of theory and practice while focusing on the art of teaching dance education. It centers on aspects of culture, creativity and aesthetics in building an appreciation of dance as an art form.

Tufnell, M., & Crickmay, C. (2004). *A widening field: journeys in body and imagination*. Binstead, UK: Dance Books Ltd..

This is a useful handbook in inspiring imaginative activities in the dance classroom while focusing on the importance of process in teaching. It includes various approaches in working with different forms of expression such as movement, writing and creativity.

Articles

Hanna, J. L. (2012). Dancing: A Nonverbal Language for Imagining and Learning. In *Encyclopedia of the Sciences of Learning* (pp. 905-908). Springer US.

This text identifies dance as nonverbal communication that inspires possibilities in communication, motivation and culture. It touches on important body/mind connections such as embodied knowledge, sensory perception and the imagination.

Risner, D., & Stinson, S. W. (2010). Moving social justice: Challenges, fears and possibilities in dance education. *International Journal of Education & the Arts*, 11(6), 1-26.

This text examines social justice experiences in dance education and teacher training. It presents multicultural practices, social justice teaching and provides valuable examples of teaching approaches in dance education.

Online Resources

Council of Ontario Drama and Dance Educator Links

<http://code.on.ca/resource/cause-applause>

This subject association has many resources for members related to social justice ideals and themes. Dance traditions from many different cultural perspectives are also featured, including aboriginal, African, Caribbean, and others from around the world.

Videos

Dancing Through The Curriculum: a guide to dance *video tapes* curated by and for teachers to enrich the school curriculum (1997).

This is a helpful resource for teachers to build integrated subject activities in the classroom. It offers many resources including books and videos for teachers to draw from in conjunction with their lesson plans and student projects.

Movement as Protest: How Dance Functions as a Medium for Social Change -

<https://youtu.be/1iJ1saL50vo>

Dancing for Justice ...Leadership Profile: Ananya Chatterjea - <https://youtu.be/MwUJMaq0iX4>

Blacklight Project: Art and Social Justice - <https://youtu.be/bgwOv2zs2T4>

Dance Generators at University of San Francisco - https://youtu.be/Wzcx_yLV8uE

Human Trafficking – Contemporary Dance Awareness Video - <https://youtu.be/ITx58k5AutE>

Education for Social Change/ Artika R. Tyner - <https://youtu.be/P5QHAhMYwoA>

Hip Hop for Social Justice and Equality: Ebenezer Bond at TEDx Teachers College

<https://youtu.be/KKu61KnoTeM>

Edudemic – 6 Videos to use in your Social Justice Lessons -

<http://www.edudemic.com/6-videos-use-social-justice-lessons/>

It could have been me. Awareness through Performance - <https://youtu.be/yX1tjA9e5oY>

Creative Movement: Learning Through the Arts - <https://youtu.be/wn10lfR5J1Y>
Provoking hope, dancing beyond potential/ Ananya Chatterjea - <https://youtu.be/EaXDgc9LfgU>

Dare to Dance (*Student Choreography with Social Justice Themes*)

High For This – Dance Piece 2013 - <https://youtu.be/Sh5p97SiAOw>

Dance for Social Justice - <https://youtu.be/hW0UtguKyHw>

Dare 2 Dance TDSB Schools compete semi-finals 4 of 4 - https://youtu.be/XJwtfui_e_A

TDSB Dare To Dance: T.C.I. Street kidz - <https://youtu.be/mdIDP7Ag2WQ>

eMotion Crew Dare 2 Dance - <https://youtu.be/bCovaldfgs0>

The One Percent – Dynamic Synergy - <https://youtu.be/nGVpZnN81vM>

TCDSB's Voices that Challenge Student Leadership Conference 2012

https://youtu.be/YAU_T2Bbac8

JBG's Yassine & Nathaniel at Dare to Dance at Westview - <https://youtu.be/zwHgXu0ScvY>

East York Collegiate – Johnny Mavroutsikos - <https://youtu.be/5Y2gcWlUQX8>

Dare to Dance 2010-11 - <https://youtu.be/ldGWrX7w1MI>

List Compiled by Colleen Friedman

This list is not meant to be exhaustive, but used as a starting point for learning about the connections between the arts and social justice education.