

Dance Creation Teaching Design with Project Drive as the Core: to Improve Students' Practical Ability

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Abstract: This study discusses the teaching design of dance creation with project drive as the core, aiming to improve students practical ability and innovative thinking. By constructing a practical project-based teaching framework, this paper emphasizes the importance of project-driven teaching method in dance creation teaching, and analyzes the effectiveness of this method in cultivating students creativity, teamwork spirit and self-reflection ability. The results show that project-oriented teaching can enhance students artistic expression and their ability to solve practical problems, and lay a solid foundation for their future dance learning and career development.

Keywords: project-driven; dance creation, instructional design; practical ability; innovative thinking

1. Introduction

In today's rapidly changing educational environment, the traditional dance teaching mode has failed to meet the needs of students development. With the continuous evolution of dance art, students not only need to master the basic dance skills, but also need to have a strong practical ability and innovative consciousness. Therefore, how to effectively improve students practical ability has become an urgent problem to be solved in dance education. As an emerging teaching strategy, Project-Based Learning (PBL) emphasizes the promotion of students active learning and cooperation ability through the implementation of real projects, which gradually attracts the attention of the educational community. The purpose of this study is to explore how to apply the project-driven teaching method in dance creation teaching and to design effective teaching programs to improve students practical ability. Through the systematic design of specific teaching objectives, contents, steps and resources, this paper will provide a new perspective and practical guidance for dance education.

2. Overview of the project-driven teaching approach

The Project-Based Learning (PBL) is a student-centered teaching strategy that promotes learning through real-world projects. This approach emphasizes that students actively explore, learn collaboratively, and acquire knowledge and skills through problem-solving during the process of participating in practical projects. Compared with the traditional teacher-centered teaching model, the project-driven teaching method pays more attention to the cultivation of students practical ability and innovative thinking. First, the core idea of project-driven teaching method is to integrate the knowledge of various disciplines through practical projects and promote interdisciplinary learning. In conducting projects, students should not only use dance skills, but also combine music, drama, visual art and other elements, so as to realize the comprehensive use of knowledge. This interdisciplinary integration helps students to broaden their horizons and improve their comprehensive quality. Secondly, the teaching method emphasizes the students active participation and independent learning. Students play different roles in the project, and develop communication skills, coordination skills, and problem-solving skills through teamwork and role division. In this process, teachers become guides and supporters, helping students set goals, make plans and provide necessary resources and feedback. This interaction between teachers and students effectively enhances the enthusiasm and initiative of learning. The dynamic teaching method also pays attention to the reflection and summary of the learning process. Through all stages of the project, students need to constantly self-evaluate and reflect on their own learning process and outcomes. This reflection not only helps students to identify their own strengths and weaknesses, but also promotes their continuous reform in their future learning

3. Project-driven teaching design with dance creation as the core

3.1 Teaching objectives

The primary goal of project-driven dance creation teaching design is to improve students practical ability and innovative thinking. Specifically, the teaching objectives can be divided into the following aspects: First, to cultivate creative thinking.

When participating in dance creation projects, students should be encouraged to explore different ways of expression and styles, and stimulate their imagination and creativity. Through the free creative process, students can try various dance elements and expression techniques, thus forming a unique artistic perspective. Second, improve your dance skills. Teaching objectives should include improving students basic dance skills and choreography skills through program practice. Students need to use the learned dance skills in the specific dance creation, conduct physical coordination and performance, and enhance the understanding and use of the dance language. Third, enhance the teamwork ability. Project-driven teaching emphasizes teamwork, and students need to communicate and cooperate effectively with their peers in the creative process. Through the division of labor and cooperation, students can learn how to give full play to their respective strengths in the team and promote the success of collective creation. Finally, develop reflection and self-assessment skills. In the teaching process, students should regularly self-reflect and evaluate their own creative process and results, so as to enhance their ability of self-awareness and continuous improvement. This process not only helps students understand their own strengths and weaknesses, but also provides a reference for their future learning and creation

3.2 Teaching content

The teaching content of dance creation with project drive as the core should cover multiple levels to ensure students all-round development in practice. First, the choice of the project topic is crucial. Teachers can design thematic projects related to dance, such as "expression of dance, dance expression in urban life" or "application of natural elements in dance". The theme chosen in this way can stimulate students enthusiasm for creation and make them more involved to the project. Secondly, the basic elements of dance creation are also an important part of the teaching content. Teachers should teach students the basic principles of dance creation, such as composition, rhythm, space use and emotional expression. By teaching these elements, students can better organize the dance movements in the creative process, thus forming a coherent dance work. In addition, the design of practical links is also indispensable. Teachers can arrange a series of practical activities, such as group discussion, improvisation and work rehearsal. These activities encourage students to constantly try and modify in their creation, promoting their innovative ability and teamwork spirit. Finally, the results presentation and feedback links are also an important part of the teaching content. Through regular presentation of works, students can show their creative achievements to their peers and teachers, get feedback and suggestions, so as to perfect your own dance works. This display not only enhances students confidence, but also promotes mutual learning and communication

3.3 Teaching resources

Teachers can use dance performance videos, dance tutorial videos and digital materials of related art works to help students understand various dance styles and techniques. Audio resources can also be used for dance accompaniment and rhythm training to enhance students dance experience. The special dance classroom is the infrastructure for the dance creation teaching. The classroom shall be equipped with wooden floors, mirrors, sound equipment and sufficient space for students to have free choreography and rehearsal. Teachers can also provide the necessary props and costumes to help students to better express the theme in their creation. Invite dance experts, choreographers or industry professionals to participate in the teaching process can provide students with high level guidance and feedback. Regular workshops or lectures are held to promote student communication with outside experts and broaden their horizons. At the same time, teachers should cooperate with teachers in other disciplines (such as music, drama, visual arts, etc.) to design interdisciplinary projects to enrich students learning experience.

4. Conclusion

Project-driven teaching design of dance creation as the core can not only improve students dance practice ability, but also enhance their innovative thinking and teamwork ability. Through the real project experience, students can learn and grow in practice, and form a deeper understanding and expression of dance art. In the future of dance education, we should continue to explore the application of project-driven teaching method, promote the innovation of teaching content and methods, and provide a broader space for students comprehensive development. At the same time, teachers should actively seek the cooperation with the industry experts, enrich the teaching resources, improve the teaching effect, so as to cultivate more competitive and creative dance talents.

References

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