

**Course: DNCE 449 Dance Pedagogy: Children and Youth**

**Community Profile: Ages 9-11**

**Compiled by: Alyssa, Sophia, Lauren, Caitlin**

DNCE 449 Dance Pedagogy: Children and Youth

Community Profile: Children aged 9-11

Compiled by: Lauren Saunders, Caitlin Towers, Sophia Frenette, & Alyssa Goodwin

## **THE PEOPLE**

**Population:** Children aged 9-11

### **Developmental characteristics**

- Progress in all major areas of development is gradual, it is common to have a large developmental range in this age group.
- **Physical profile and development**
  - Physical growth slows substantially.
  - Usually occurs in spurts, but progresses at an overall steady pace.
  - Growth averages about 3 kg (7 lb) and 6 cm (2.5 in.) each year. Although patterns related to sex may vary.
  - Lose about four baby teeth each year.
- **Sensory and motor development**
  - Major gains in muscle strength and coordination.
  - **Gross motor:** fundamental skills are mastered, moving on to more advanced movement skills and genre-specific skills.
    - **Balance:** ability to balance mostly reliant on vision. Can control balance without having to freeze the head on the trunk. Can begin to challenge balance by disrupting visual and vestibular systems in simple ways.
    - **Axial movement:** 360° turning (spotting), starting inversions, 2-to-1 leg jumps (i.e. jete ordinaires)
    - **Locomotor movement:** Skipping, galloping, complex locomotor sequences that mix skills, glissades, chaines. Enjoy active play, games like “tag”.
    - **Throwing, catching, and kicking:** Enjoy activities that require a degree of physical conditioning, and become more skilled at complex activities (throwing/catching items, grand battement)
    - **Climbing:** Climb ladders confidently (e.g., playgrounds, treehouses, obstacle courses); navigate stairs easily, often running up/down without holding railings; climb on play structures or low walls using both hands and feet.
  - **Fine motor:** Developing and refining fine motor skills.
    - Can get dressed, brush their hair, brush their teeth, and get ready without any help.
    - Can use simple tools by themselves and like to do activities that use their fine motor skills (painting, drawing, detailed handwork).
- **Cognitive development**
  - Have longer attention spans.
  - Thought processes are usually more concrete than in adolescence.
  - Gradually learn to consider several parts to a problem or situation.
  - Thinking becomes more complex, but they still think in concrete terms.
  - Most concerned with things that are "real" rather than with ideas.

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- For example, actually touching the soft fur of a rabbit is more meaningful to a child than being told that an object is "soft like a rabbit."
  - Like organization and planning.
  - Think independently, improving decision-making skills.
- **Emotional and social development**
  - Interested in rules and regulations.
  - Are intense and emotional.
  - Have gained a strong sense of empathy.
    - Can understand and be sensitive to the feelings of others.
  - Often start having more anxiety from common stressful situations.
  - Enjoy team and group activities.
- **Creative development**
  - Musicality through clapping
    - Clapping a 3/4 waltz time to music.
    - Clapping a 4/4 foxtrot time to music.
    - Clapping a 2/4 march time to music.
    - Clapping a 6/8 polka time to music.
  - Emotional awakening may lead to creative slump.
    - Focus on building genre specific techniques.

#### **THE CONTEXT (when & where)**

**Day and time:** Tuesday, Thursday 5:45-6:45pm

**Location:** Community centre/ private dance studio. Medium-large space that ensures enough room for students to travel across space and be able to see themselves in the mirror.

**Number:** 12 students

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