Abstract

An Analysis of the Dance Contents in the 7th Curriculum

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In the 7th Curriculum presented by the Ministry of Education, dance is dealt with in an integrated instruction in kindergarten and the first and second grades; in PE from the 3rd through 10th grade; and as an elective subject in the second and third years in high school. The analysis of the compositional system of and the explanations on the curriculum, and the contents of the textbooks following the curriculum presented by the Ministry of Education for K-12 revealed that the main contents consist of creative dance and folk dance. In addition, elective courses on health and dance, which will be offered from 2003, include ballet and modern dance to provide students with opportunities to experience dance as an art. Based on this, it can be said that although the overall structure of dance education takes the form of dance as an arts education, it still has the following problems.

First of all, in the area of creative dance, there were quite a few cases where detailed contents on 'the factors of body movement' were absent. Rather, only the basic stage was introduced with no consideration of the students' development according to ages from kindergarten to high school. And the details were overlapping. Furthermore, the methods of development for creative dance were different depending on the textbooks, and there was no consistency.

Second, the basic movements of Korean dance were not sufficiently introduced under folk dance. ‘Mask dance,’ ‘kanggangswallae’ and ‘small drum dance’ were repeatedly introduced from kindergarten through high school so that students would be exposed to only a fragment of Korean folk dance. It should be also pointed out that a gradual step-by-step class composition from the basic stage to the advanced in the area

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of folk dance of the other countries is necessary.

Third, there were no interrelationships between the grades in dance theory, which did not have a step-by-step structure.

Fourth, there were many instances of the unreasonable usage of terminology in ‘curriculum explanations’ provided by the Ministry of Education and in the dance contents of PE textbooks. Dance terminology was not uniformly presented in the curricula from kindergarten to high school, e.g., folk ‘chum’ vs. folk ‘muyong,’ body ‘pubun’ vs. body ‘puwi,’ ‘nophi’ vs. ‘sujun.’

Fifth, it was considered possible that dance would not be selected as an intensive elective course due to the present educational environment of high school (including human resources), lack of facilities, and the complicatedness of maintaining the subject.

Based on the above findings, we present the following suggestions for the effective enforcement of the 7th curriculum and as a foundation for developing the 8th curriculum.

First, a committee of arrangements composed of dance education professionals, school teachers, and administrators is urgently needed to establish ‘the national standards for dance education’ initiated by the nation. That is, the concrete standards for achievement and contents as well as the accurate direction and goal of dance education need to be offered so that students can receive step-by-step and consistent dance education from kindergarten to the twelfth grade.

Second, a curriculum, which is appropriate for the community and the school, should be operated in a flexible manner.

Third, we need not only the step-by-step classroom contents, learning methods, and teaching methods on dance theory, creative dance, folk dance, and viewing but also the evaluation standards that are appropriate for the characteristics of each unit.

Fourth, detailed ‘dance teaching manuals’ need to be developed urgently so that dance teachers can apply them to their classrooms in school. In addition, teaching manuals for elective courses for juniors and seniors of high school need to be developed at the same time.

Fifth, more detailed and realistic researches on dance as an elective course for the 11th and 12th grades are needed. For this, information exchanges among dance teachers are more important than anything else. Therefore, ‘a meeting for the nationwide dance teachers’ seems necessary.

Sixth, due to the characteristics of dance subject, reeducation on dance teachers needs to be continually done.
- understanding of the changing characteristics of the subject
- knowledge on the contents of the subject
- knowledge on teaching methods
- maintenance of objectivity on evaluation
- deep understanding of the trend of dance education through information exchange

Seventh, educational environments and facilities should be improved, by first