

A Study of Dance Curriculum Models Based on Children's Dance Training Institutions

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Abstract: In the field of contemporary education, it is particularly important to study the curriculum model of children's dance training institutions, aiming to deeply explore the curriculum theory, teaching methods and application in practice of children's dance education, and strive to optimize the structure and content of dance courses, so as to better meet the law of physical and mental development and aesthetic needs of children. Through the systematic analysis and evaluation of dance curriculum, it is helpful to improve the quality of children's dance education, ensure the synchronization of its teaching methods and children's development, and emphasize the importance of innovative teaching strategies to promote the overall improvement of preschool children's comprehensive quality. In addition, this study also focuses on the positive effects of dance education on children's sociality, emotion, physical coordination and creativity, and emphasizes the cultivation of children's multiple intelligences, aesthetic concepts and cultural literacy through dance education. Therefore, studying the dance course model of children's dance training institutions has far-reaching significance for promoting the innovative development of preschool education and building a more efficient and comprehensive children's dance education system. Based on this, this paper discusses the dance curriculum model of children's dance training institutions.

1. Introduction

As a multi-dimensional form of artistic expression, dance occupies a key position in the field of preschool education. The study on the dance curriculum model of children's dance training institutions is committed to analyzing and constructing teaching methods and curriculum systems that are compatible with children's physical and mental development stages, focusing on how dance education can effectively integrate into children's cognitive development, emotional expression, social communication and physical coordination, so as to comprehensively promote children's physical and mental health and creative thinking. At the same time, it emphasizes the diversity and flexibility of dance curriculum design, aiming to provide differentiated and personalized learning experience for children at different stages of development, and then lay a solid foundation for cultivating a new generation of children with aesthetic feelings and cultural literacy.

2. Research status

2.1 Development trend of children's dance education at home and abroad

At present, children's dance education at home and abroad is gradually shifting from the traditional skills and performance center mode to the learner-centered education mode, which attaches importance to children's personality development, creativity and physical cognition, and emphasizes the comprehensiveness and interaction of dance and physical activity and its positive impact on children's physical and mental health in curriculum design and teaching methods. Therefore, more and more educational institutions begin to adopt dynamic assessment methods, emphasizing the reflection and adjustment in the teaching process, rather than just the display of results. At the same time, with the development of information technology, digital learning resources and virtual interaction have become important tools to promote educational innovation, making online teaching platform and virtual reality technology widely used in dance education. In addition, cross-cultural communication has increasingly become an important part of children's dance education. Learning dance forms under different cultural backgrounds not only helps to enrich children's artistic vision, but also promotes children's understanding and respect for multi-cultures.

2.2 Diversified exploration of dance curriculum mode

Contemporary children's dance education attaches importance to the cultivation of emotional intelligence, social ability and creativity in addition to traditional skills training, and emphasizes the education concept of all-round development, which makes the dance curriculum no longer limited to the teaching of classical dance, but includes diversified dance forms such as modern dance, national dance and street dance. It is committed to cultivating children's appreciation and understanding of different cultures and artistic styles. In addition, the curriculum design also emphasizes the physical development of preschool children, such as the cultivation of coordination, flexibility and sense of rhythm. What is more noteworthy is that dance education is gradually adopting interdisciplinary teaching methods, such as combining music, drama and visual arts with dance education, so as to enhance children's artistic expression and innovation ability^[1].

2.3 Gap analysis between current dance teaching theory and practice

The current dance education theory emphasizes learner-centered and advocates personalized and innovative teaching methods, but it is often difficult to fully implement the education theory in practice. The reason is that actual teaching is often limited by teachers, resources and curriculum structure, resulting in the teaching content and methods are still biased towards traditional skill training and performance-oriented, ignoring children's creativity and personalized development needs. In addition, the emphasis on interdisciplinary integration in theory has not been fully reflected in practice, for example, the combination of dance and other art forms is still relatively scarce. Although the integration of technology in dance education, such as digital media, is advocated in theory, there are few cases of such integration in actual teaching, and the application level is uneven.

3. Main research issues

3.1 Influence of existing dance course mode on children's physical and mental development

Although the current dance curriculum model has its advantages in skills and artistic expression, it has certain limitations in promoting the all-round development of children. Some teachers overemphasize technical training and neglect the cultivation of children's emotion, social interaction and creativity. At the same time, the traditional dance course lacks the systematic training of children's body cognition and self-awareness, which affects children's physical and mental healthy development and the formation of self-identity. In addition, the current dance education is not enough to promote children's cross-cultural understanding and the formation of multiple values, so the existing dance curriculum needs to innovate in content and methods, such as adding interdisciplinary elements, improving the interaction and creativity of the curriculum, and paying more attention to the emotional and social development of children, so as to promote the comprehensive physical and mental development of children.

3.2 Balance between teaching resources and teaching quality

Under the current educational environment, how to effectively use the limited teaching resources to achieve the best teaching quality is an important challenge in the field of children's dance education. First of all, the uneven distribution of teaching resources causes significant differences between different regions and different types of educational institutions, which directly affects teaching quality and educational equity. High-quality resources such as experienced dance teachers, advanced teaching facilities and rich teaching materials are often concentrated in resource-rich regions or institutions, while those with fewer resources face the problems of weak teachers, outdated teaching equipment and a lack of teaching materials. Secondly, some educational institutions may over-rely on expensive teaching resources while neglecting the development of innovative and effective teaching methods in the process of pursuing teaching quality. For example, some institutions overemphasize hardware input while ignoring the innovation of teaching content and teacher professional development.

3.3 Family and society's expectation and reality of children's dance education

At present, families and society generally expect to promote children's all-round development through dance education, including artistic accomplishment, physical health, emotional expression and social ability. However, there is often a gap between these expectations and reality. Due to differences in economic and cultural backgrounds, different families have significant differences in the accessibility and quality of dance education, which reflects the uneven distribution of educational resources. Although the value of dance education in children's development is generally recognized by the society, this understanding has not been fully translated into full support and investment in dance education in practice, so that dance courses are often regarded as secondary auxiliary activities, lacking necessary educational policy support and financial investment. In addition, parents and society sometimes have too utilitarian expectations for dance education, expecting to improve children's competitiveness or artistic achievements through dance education, while ignoring the essential value of dance education in promoting children's all-round development [2].

4. Literature review

4.1 Historical and theoretical basis of preschool dance education

The history of pre-school dance education can be traced back to the educational philosophy of early educational reformers such as Froebel and Montessori, which emphasized the development of children's physical and mental development and the cultivation of creativity through artistic activities. At the beginning of the 20th century, the theory of dance education began to take shape and put forward the correlation between dance, physical expression and emotional development, which laid the foundation for the theory and practice of dance education. In the second half of the 20th century, with the in-depth research of child developmental psychology and pedagogy, the theory of preschool dance education was further developed, emphasizing the importance of dance education in promoting children's social skills, emotional intelligence and physical cognition. In addition, contemporary dance education theories are increasingly incorporated into cross-cultural education and multiple intelligence theories, emphasizing the promotion of children's understanding and respect for multi-culture through dance education, as well as the cultivation of multi-faceted intelligence.

4.2 Comparative study on dance education from an international perspective

Dance education from the international perspective presents diversity and complexity, and different countries have their own characteristics in the concept, method and practice of dance education. Dance education in North America and Europe emphasizes the cultivation of creativity and individual expression, while integrating various dance forms such as modern dance, ballet and folk dance, and paying attention to the intersection and integration of dance and other artistic disciplines. Although Asian countries such as China and Japan are gradually introducing modern dance teaching concepts, traditional dance culture still occupies an important position in the education system, and more emphasis is placed on the inheritance of skills and the spread of cultural values. Dance education in Africa and Latin America reflects more local cultural characteristics and the importance of community participation. From the above different educational models, we can see different teaching objectives, curriculum contents and teaching methods, which further reflect the differences in economic development, cultural values and educational policies of different countries ^[3].

4.3 Application of innovative teaching methods in dance education

In recent years, the dance education community has begun to pay attention to and adopt a variety of innovative teaching strategies to improve the teaching effect and children's learning experience. The learner-centered teaching method emphasizes children's active participation and creation, while teachers play the role of guides and facilitators, which helps to stimulate children's creativity and independent thinking ability. In addition, through the integration of technology, such as the use of digital media and virtual reality technology can bring a new development perspective to dance education, making dance learning more interactive and diversified. For example, through video analysis and digital feedback, children can better understand their own movements and improvement points. In addition, interdisciplinary teaching methods have also been applied in dance education, such as combining music, drama and visual arts, which not only helps to enrich the curriculum content, but also broadens children's artistic vision and understanding ability. However, the implementation of this innovative teaching method also faces some challenges, such as the needs of teacher professional development, the allocation of teaching resources and the adaptation

of evaluation standards.

5. Research methods

5.1 Combined application of qualitative and quantitative research methods

Quantitative research methods refer to providing objective and quantifiable analysis through numerical data, such as questionnaires to collect a large sample of data on the satisfaction, participation and learning effect of dance courses, which can be used for statistical analysis to reveal general trends and correlations. Qualitative research methods, however, focus on in-depth understanding of the nature of phenomena, such as exploring individual experiences, feelings and motivations in dance teaching through interviews, observations and case studies. The combination of the above two methods can achieve data complementarity and a more comprehensive research perspective. By combining the broad vision provided by quantitative data with the in-depth insight of qualitative research, the research can not only quantify the effect of children's dance education, but also deeply understand the educational process and individual differences behind it^[4].

5.2 Methods of curriculum assessment and teaching observation

Curriculum evaluation mainly adopts a variety of methods to quantify and qualitatively analyze teaching effectiveness, including children's learning achievements, the suitability of curriculum content and the effectiveness of teaching methods. In this process, standardized tests, analysis of children's works, feedback questionnaires and other tools can be used to collect data. At the same time, as an important qualitative research means, teaching observation focuses on the direct observation of teachers' teaching strategies and children's participation in the actual teaching environment, including the systematic record of classroom interaction, the implementation of teaching methods and children's responses to teaching content. By combining curriculum evaluation and teaching observation, teachers can understand the effect of dance curriculum more comprehensively, identify the advantages and disadvantages in teaching, and provide empirical basis and improvement suggestions for curriculum design and teaching practice.

5.3 Technical route of data collection and analysis

A variety of methods such as quantitative questionnaires and standardized tests as well as qualitative interviews, teaching observations and case studies were used to collect data to ensure the breadth and depth of the data. It performs data pre-processing, including data cleaning, classification, and coding to ensure data accuracy and availability. At the same time, statistical analysis methods, such as descriptive statistics, correlation analysis and regression analysis, are used for quantitative data to identify the relationship and trend among variables. For qualitative data, methods such as content analysis and topic analysis are applied to dig and explain the meaning and pattern behind the data. In addition, the results of comprehensive quantitative and qualitative data analysis can obtain a comprehensive understanding of the effect and impact of the dance curriculum model, and then provide strong support for subsequent educational practice and policy development.

6. Solutions

6.1 Theory and practice of innovative dance course design

Dance curriculum should be innovatively designed based on preschool education psychology and development theory, requiring teachers to have a deep understanding of children's cognitive, emotional and social development characteristics at different ages, and design appropriate dance movements and activities based on children's physical functions and cognitive abilities, so as to promote the development of children's overall coordination and creativity. At the same time, the innovative curriculum design should also consider the integration of interdisciplinary education concepts, such as combining music, drama and visual arts with dance education, so as to enrich the teaching content and expand children's artistic vision and understanding ability. At the practical level, the design of innovative dance courses should emphasize personalized and learner-centered teaching strategies, requiring teachers to be not only knowledge carriers, but also guides and facilitators of the learning process, paying attention to the individual differences and special needs of each child. Teachers can meet different children's learning styles and interests through personalized learning plans and group cooperation activities, and apply modern educational technologies such as digital media and interactive software to increase the interest and interactivity of the curriculum, and improve children's participation and learning motivation. At the same time, curriculum design should also be flexible and open to help teachers adjust and optimize in time according to children's feedback and teaching effects.

6.2 Establish a professional development and continuous training system for teachers

The teacher professional development and continuous training system should be based on the in-depth understanding of educational theory and dance art, and emphasize the comprehensive ability of teachers in dance techniques, educational psychology, curriculum design and teaching methods. Ongoing training should include the latest educational concepts, interdisciplinary teaching strategies and new developments in the field of dance to ensure that teachers are able to keep up with The Times and meet the challenges of teaching. At the same time, the teacher professional development plan should pay attention to the combination of practice and theory, and provide sufficient opportunities for teachers to apply what they have learned in practical teaching. For example, activities such as simulation teaching, classroom practice and teaching reflection can help teachers constantly improve their teaching skills and problem-solving ability in practice, and encourage teachers to conduct educational research and innovative experiments. Teachers constantly explore and practice new teaching methods and curriculum design. In addition, teachers' professional growth needs effective evaluation and feedback mechanism to help teachers recognize their own strengths and weaknesses, so as to formulate personalized development plans; On the other hand, the continuous training system should be flexible and adaptable, so as to adjust according to the changes in the educational environment and the different needs of teachers, such as using online learning platforms and remote seminars to facilitate more teachers to participate in training ^[5].

6.3 Explore the tripartite cooperation model between home, school and community

The key to establish such cooperation mode is to recognize the common influence and function of family, school and social environment on children's dance education. As the first environment for children's growth, family plays an important role in children's artistic interest and emotional support. Therefore, educational institutions need to establish a good communication channel with parents,

organize regular parent meetings and workshops, so that parents can understand the importance of dance education and know how to support children's dance learning in a family environment. At the same time, educational institutions, as providers of professional education, are responsible for designing and implementing high-quality dance courses and providing children with a safe and creative learning environment. Therefore, educational institutions should actively explore the integration with other disciplines, innovate teaching methods, and pay attention to children's individual differences to provide personalized learning plans. In addition, the participation of social environment is reflected in providing broader resources and opportunities for dance education. Government departments, cultural and artistic organizations and private enterprises can create favorable conditions for children's dance education through financial support, policy formulation and community activities. For example, the government can support dance education projects through funding schemes and preferential policies, cultural and arts organizations can provide professional dance lectures and workshops, and enterprises can encourage young children by sponsoring performance activities or setting up scholarships.

6.4 Improve and implement the dance education evaluation system

The core goal of the evaluation system is to reflect children's learning achievements in dance education in an all-round way, covering multiple dimensions such as technical skills, artistic performance, physical coordination, and music perception. The evaluation system should be based on clear educational objectives and learning outcome criteria, and the criteria should be based on preschool education theory, dance education research, and the latest achievements in child developmental psychology. In the selection of assessment tools and methods, it is necessary to combine qualitative and quantitative methods, including observation records, child performance evaluation, self-assessment report, teacher evaluation, parent feedback and standardized testing. In the implementation of assessment, we should pay attention to the process and continuity of assessment, so as to find problems in time and adjust the teaching plan. Teachers can comprehensively understand children's learning progress and the effectiveness of teaching methods through continuous observation of children's performance and participation in the classroom, combined with regular learning results display. In addition, the assessment system should also consider the individual differences and cultural backgrounds of children to ensure the fairness and adaptability of the assessment. For example, for children from different cultural backgrounds, the assessment criteria should be adjusted accordingly to ensure the accuracy and rationality of the assessment results. At the same time, the analysis and application of evaluation results is the key link of the evaluation system. Data analysis technology can be used to identify the trend and pattern of learning effectiveness, and make educational decisions and improvements based on it. For example, if data show that a certain teaching method is extremely effective in improving children's dance skills, the method can be further strengthened and promoted, and the evaluation results can be timely fed back to teachers, children and parents to promote the teaching effect and children's personal development^[6].

7. Conclusion

In short, the study on the curriculum model of children's dance training institutions is conducive to improving the professionalism and systematicness of preschool dance education, emphasizing the deep exploration of the potential of dance education in promoting children's physical and mental development, emotional expression, social interaction and aesthetic awakening, and helping teachers to implement efficient and creative dance teaching. By deepening the understanding of dance curriculum structure, teaching methods and educational effects, teachers can inject new

vitality into preschool education, and then promote the innovation and development of education model.

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