

The Inquiry of Dance Program as a Cultural Education

: Focusing on Korean Culture

Yun, Ji Eun*

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I. Introduction

Since emergence of the fourth industrial revolution, automation has become a common. Also making relationship among people has become important issue because people don't have many chances to communicate others. 'Globalization' and 'Internationalization' are already common words. These phenomenon destroy obstacles of nations to nations and people are experiencing to live in the society where different cultures coexist. Since diversity has become a norm, various issues have been emerging, for example, racial, economical, social, and cultural issues. In addition, this diversity has been drawing many problems in understanding and communicating with each other. Especially, Korean society has been growing multicultural since 1990s. With this rapid revolution, many trials to solve the social integration has been on-going, and one of its solutions is education which has the most impact to society. While, in many fields, many programs have developed to educate people in different target groups, problems on the programs like continuousness issue, national or local support, emerged.

According to the cultural diversity, many previous studies have mentioned that Korean society has become a multicultural society and, considering such conclusion, there are many things to consider for the order of the nation. Since 1990s, a large number of immigrants have been setting in Korea. Immigrants categorization is as follows: foreigners who work in the country, immigrant workers, marriage immigrants, professional immigrants, and students from other countries. Such

* Lecturer, Ewha Womans University, jey0905@gmail.com

categorization provides a lot of opportunities for researches on multicultural society. Many studies have mentioned multicultural education and intercultural education in Korea: however, many studies place both terms in the same context. However, the definition of multicultural education on previous researches have been presented slightly different in which the current study further explains. The current study follows Tschong's definition, intercultural education, since it seems to be more appropriate than multicultural education in order to explain dance program for cultural education for the purpose of this study.

Since the emergence of cultural education, many researchers have been asserting the importance of dance education for cultural education.¹⁾ Multicultural education which is for married immigrants' children or women who got married Korean men has been more focused on. However, the target group and contents seemed to be significantly limited.²⁾ Therefore, cognizing the diversity in society and the importance of relationships among people are needed. This study aims to recognize the current situation and to approach to this society with dance programs as an independent cultural education tool. The program will lead dance education as cultural education for understanding diversities.

The major direction of this study is literature review, mostly based on previous studies related to multicultural dance education. In discussing the previous studies, the current study will explain the arts and culture education as cultural education emphasizing on human relationships. Also, the importance of cultural education and dance classes for understanding different cultures will be added. In addition, the main issue of the current study "Getting to know another culture: South Korea" class will be suggested. The class program has been created by two dance educators with MA. in Dance Education from New York University including the researcher. One is Korean, taught at elementary schools for a while and holds a teaching certification for middle school physical education subject. Another is an American dance teacher³⁾ who is certified for K-12 course and is currently teaching at public schools in the U.S.

There are several limitations to this paper. First is use of the term 'cultural education'. Since the vague division of multicultural and intercultural education, this study use cultural education which

1) Kyung Ah Na, Yu Jin Oh & Hyun Jung Park(2012), The development and application of dance program to create cultural identity for multicultural youngsters, *The Journal of SDDH* 24, pp.19-35.; Hannah Park(2011), Moving toward "We Are!": enhancing culturally relevant creative movement pedagogy for urban children by exploring perceptions of self and other. Doctor of Ph.D thesis, Temple University.; Yun Young Choi(2010), A study on application method of dance education in multi-cultural education. *The Korean Journal of Dance* 63, pp.261-282.; Eun Jin Jun(2014), A study on the status and task of multicultural dance education, *Research of Dance Education* 25(1), pp.41-59.; Eun Ja Jun & Hyun Jung Kim(2010), Effects of dance education on a multi-cultural family, *The Korean Journal ofr Dance Studies* 31, pp.103-136.

2) Kyoung Hee Lee(2011), Two perspectives of education in multicultural society - multicultural education and intercultural education, *The Korean Journal of Multicultural Education* 2(1), pp.37-55.

3) The program developer, Reina Potaznik is an American dance teacher at PS86 The Irving School. She developed this dance program together and teaches this program to students sometimes. She is interested in cultural issue and has been working as an educator and a performer in the States.

could merge both terms. Second, this paper does not include detailed lesson plans within the main contents because of limited quantity of paper. Before the program got finalized, two program developers taught the lessons to students at the Kaleidoscope⁴⁾ class through the New York University program. In addition, some classes were taught by American researcher at a public school in the U.S.A. However, the educational effects could not be verified. So third limitation is that this study will mention only anticipated effects of the program. Moreover, this program is for understanding other cultures through dance classes, however, this study only deals with Korean culture. Based on this frame, other country's cultures can be applied into dance classes in the future.

II. Dance as a Cultural Education

1. Cultural Education

In this study, cultural education includes both multicultural and intercultural education. These days numerous studies deal with the interplay of both multicultural and intercultural. In academics, 'multiculture' is applied in various ways. Its definition includes foreigners, multiculturalism, multicultural society, cultural diversity, international understanding, multi-national, and women who immigrate to get married or seek employment. The usage of these terms is vague. Some researchers use multicultural education and intercultural education interchangeably. However, many researchers have been criticizing the impractical and uncertain value of the definitions.⁵⁾

An example of the difference between 'multiculture' and 'interculture' is seen geographically. Usually North American nations use the term of 'multicultural education' whereas European nations use 'intercultural education'.⁶⁾ A multicultural society is supposed to be a society where diversities prevail in a positive context. Also the concept of multiculturalism is set in an academic environment which represents a mosaic in which different linguistic, cultural, religious, racial and ethnic communities cohabitate.⁷⁾

Tschong (2007)⁸⁾ explains the details of the terms in regard to international understanding,

4) Kaleidoscope program is operated at NYU for graduate students who are preparing to be dance teachers. It is a one year(two semester) program. The first session is for prospective teachers to study how to teach creative movement class to students. The second session is occupied with real teaching. Every week public students come to the Kaleidoscope class and one of the teachers teaches students through his or her own dance lesson. Others can be classmates with students to help them make dance phrases and familiarize with the new environment.

5) Kyoung Hee Lee(2011), Two perspectives of education in multicultural society - multicultural education and intercultural education, *The Korean Journal of Multicultural Education* 2(1), pp.37-55.

6) Ibid

7) Hasan Jashari(2012), Multicultural education and the treatment of others in schoolbooks, *Social and Behavioral Sciences* 47(2012), pp.2207-2211.

multiculture, cross-cultural, intercultural education. In his study, “multicultural” is presented as the social situation or progress of social changes by the influence of immigrants. On the other hand, “intercultural” is used when education, politics, and social objectives are related. When ‘culture interactive’ is asserted, it means that cultures are having relationships with each other and people are accepting the differences and the similarities. Consequently, all races and cultures can receive equivalent positions and value in a group. Multicultural education is appeared to solve problems or cultural bias after failing the culture combine policy in the nations where use English is the native language. It pursues coexistence of diverse cultures and understands culture as ethnic decisions.

Good ways to solve problems on multicultural issues are to minimize the problems, to maximize educational opportunities, and to maximize possibilities from the diversity. In other words, we need to pay attention to the bias and distinction by ethnical, racial, and cultural background. In addition, we need to review the possibility of diverse experience and understanding of world’s complexity including learning how to interact with others.⁹⁾ Multicultural education has a goal that make immigrant society to be integrated. It also emphasizes acceptance of interactivity; at the same time, it asks assimilation to the culture in bigger groups. Intercultural education suggests cultural universality. It focuses on the relationship and interactions based on mutual respects. It is evaluated as practical and an available frame in the global era.¹⁰⁾

As education has become a one of the solutions on the multicultural society issues, cultural education has become more important. Thus, the role of multicultural education in this respect is to enable the incorporation of positive interracial feelings and attitudes and an overwhelming atmosphere in classes where differences and diversities will be respected.¹¹⁾ Through cultural education, students can understand, accept, apply, assimilate, and combine different cultures, with developing communication skills, changing identity, and language acceptance.

As many researchers use the terms, ‘multiculture’ and ‘interculture’ have something in common, and there is a slight difference both terms. In this study, the dance program pursues experiencing and understanding other cultures, then students could expand their perspectives on the differences and improve their communication skills with others. So, it would develop interactive abilities. It is not for the integration into large groups. Therefore, using the term of ‘intercultural education’ is more appropriate for the current study.

8) Young Kun Tschong(2007), Cultural globalization and children’s book education, *Research of Children’s book education* 8(2), pp.1-20.

9) Kyoung Hee Lee(2011), Two perspectives of education in multicultural society - multicultural education and intercultural education, *The Korean Journal of Multicultural Education* 2(1), pp.37-55.

10) Young Kun Tschong(2007), Cultural globalization and children’s book education, *Research of Children’s book education* 8(2), pp.1-20.

11) Hasan Jashari(2012), Multicultural education and the treatment of others in schoolbooks, *Social and Behavioral Sciences* 47(2012), pp.2207-2211.

2. Effects of Dance for Cultural Education

Art represents expression and development of a culture. The value of arts education is to encourage expression and recognition, to experience through direct cultural encounters, and to promote moral development through aesthetic education.¹²⁾ Dance is an art that is expressed through body language and its educational values accept the new and the differences without separating it to mainstream and non-mainstream.¹³⁾

In this modern era, education through dance is spotlighted as a part of arts and culture education. One of the effective dance education is creative movement class. Creative movement is for expanding expression ability through movement. Many previous researches discovered the importance of dance education. Dance education's advantages on physical, emotional, moral, and motor skill development in general has been well-known. It being used as to explore oneself and group identity through the lens of diversity could be a good example of the real dance education.

Especially, dance programs focus on individual and group identities and have examined the experience of children with the aim of developing pedagogical methods that best suited their urban cultural backgrounds. Students and teachers explored the concepts of "self" and "group" by moving, discussing, sharing different dance styles and images, using props and being actively involved in creative movement and expression.¹⁴⁾

Through understanding various cultures from many countries, students seem to better understand diverse culture, ethnic group, history, and values. Also, its effect contributes to learning various artful tradition and culture. That is, dance class is used to utilize dance forms or elements into educational contents and methods in order to accommodate cultural diversity.¹⁵⁾

Dance education as cultural education offers comparison of cultural experience, communication skills in human relations. Thus, students could learn respects of others and their cultures. Additionally, in the social and cultural aspect, various history and social phenomena are combined. This does not mean combining into bigger group but rather respecting individual culture and understanding others' characteristics.¹⁶⁾

Therefore, dance education helps students live in the society with making right connections through the process of understanding oneself and relation with others. Moreover, students could accept

12) Hea-ree Han(1996), Dance at the liberal arts, *Research of Dance Education* 6, pp.181-194.

13) Eun Jin Jun(2014), A study on the status and task of multicultural dance education, *Research of Dance Education* 25(1), pp.41-59.

14) Hannah Park(2011), Moving toward "We Are!": enhancing culturally relevant creative movement pedagogy for urban children by exploring perceptions of self and other, Ph.D thesis, Temple University.

15) Eun Jin Jun(2014), A study on the status and task of multicultural dance education, *Research of Dance Education* 25(1), pp.41-59.

16) Yun Young Choi(2010), A study on application method of dance education in multi-cultural education, *The Korean Journal of Dance* 63, pp.261-282.

different cultures and grow as a cultural person who can be creative. Understanding and embracing different cultures is the most vital point in cultural dance education. Therefore, suitable programs for specific target groups to properly consolidate after assenting other cultures need to be developed.¹⁷⁾

III. Inquiry of Dance Program

A dance program for cultural education based on Korean culture is suggested in this study. This program approaches to cultural education as civic education. So, the program pursues development of skill, attitude and knowledge to communicate with others based on understanding different cultures. The value of this program is that it can be changeable according to the nations and cultures within the same frame. The following explains target group, goals, outlines, and anticipated outcomes. Also, sample of the rubric will be suggested for evaluation.

1. Target group

For the program, the target group is any elementary school children who are in mid-childhood, specifically third and fourth grade, in school. The program can apply to anywhere such as school regular classes or extra curriculum. In this level, children's physical development proceeds at a slower pace than in early childhood. Instead, children in this age group are physically extremely active and gradually display a steady improvement in motor coordination. As they learn and experience the world, their memory improves, attention sharpens, judgement becomes more mature, and problem-solving skills progresses. Also, they demonstrate improved performance of fundamental motor skills and more complex skills that require those skills. For their moral development, they can distinguish "right" and "wrong" along with learning to make and follow rules and regulations. Relationship is also important in this age. Children diminish ego-centrism in this development stage. They start to realize that other people are different from themselves. They increase their awareness of importance of reciprocal nature of friendship and are influenced by peer acceptance/rejection.¹⁸⁾ In summary, the ages are curious for others and can be biased for other racial issues.¹⁹⁾ Therefore, culture education is efficient for children who is in elementary school or younger.

17) Eun Ja Jun & Hyun Jung Kim(2010), Effects of dance education on a multi-cultural family, *The Korean Journal of Dance Studies* 31, pp.103-136.

18) L. Fiore(2011), Lifesmart Exploring human development(McGrawHill), pp.156-181.

19) Yun Young Choi(2010), A study on application method of dance education in multi-cultural education, *The Korean Journal of Dance* 63, pp.261-282.

2. Goals and Objections

This program is based on Korean cultures, such as geography, alphabet, food, games and rhythms. Since this program is for creative movement classes, it also has goals related to movement class and cultural education. The unit's goals are following.

First, students will learn critical dance concepts that incorporate Laban Movement Analysis (LMA)²⁰⁾ categories of body, effort, space, shape as well as Language of Dance(LOD) symbols.²¹⁾ Second, students will understand different cultures through movement. Third, students interact with classmates through the performance process and cooperative activities such as dance making.

3. Outline for the program

The name of the dance program is “Getting to know another culture: South Korea”. The content includes geography, alphabet, food, games, and rhythm. All the lessons progress through the presentation of the theme, warm-up, elaboration, dance-making, sharing/evaluation, and relaxation/cool-down. Depending on the theme, the order warm-up and presentation of the theme can be reversed. Also, each lesson has connections with the Blueprint²²⁾ categories of dance-making, developing dance literacy, making connections, and working with community and cultural resources.

In this study, the program is composed in six classes including a performance opportunity. The following Table 1 shows the entire outline for the unit.

<Table 1> outline for the dance unit

| Lesson | Topic |
|----------|--|
| Lesson 1 | Let's Travel to Korea |
| Lesson 2 | ABC easy as GaNaDa |
| Lesson 3 | What's Cooking? |
| Lesson 4 | Game Time! |
| Lesson 5 | Rhythm and rhythm - Dung Dung Kung da Kung |
| Lesson 6 | Performance |

20) Laban Movement Analysis(LMA) is a method and language for describing, visualizing, interpreting, and documenting human movement. It is not a constructive analysis method of movement, but qualitative. It consists of body, effort, shape, and space. LMA is used in this program for dance analysis and dance literacy.

21) The Language of Dance was created by Ann Hutchinson Guest. It is a teaching approach that enhances the movements and dance experience. In the LOD approach, the main components, the Movement Alphabet, are represented by basic Motif Notation symbols together with the corresponding movement and dance terminology.

22) Dance Blueprint is a part of Blueprint for Teaching and Learning in the Arts made by New City Department of Education. It provides a standards-based rigorous approach to teaching the arts. Additionally, it is a common frame of reference to advance mutual goal and an excellent education for all New York City public school students. Each grade level has approximately six categories: dance-making, developing dance literacy, making connections, working with community and cultural resources, exploring careers and lifelong learning, and teaching through the five strands.

The first lesson is about Korean geography, called “Let’s Travel to Korea,” which is an introduction to the program. The teacher becomes a guide for the tour. Students imagine that they are traveling to Korea. Moving one spot to another will lead students to use different pathways and levels. It will be a good and easy way to acquire the concepts of Motif symbols. Through the lesson, students will learn about Korea which includes learning about where Korea is located in a world map, key landmarks in Korea, and significant historical information of Korea. Learners’ Objectives for the first lesson are as follow. Students will explore traveling pathways directions such as straight, curvy, zigzag, and circular. Students will learn how to notate various traveling pathways. Students will explore moving in different directions, forward, backwards, left, and right. Students will learn how to notate different directions. Students will explore moving in low, medium, high levels. Students will learn how to notate the three types of levels. Students will learn to begin and end their dances in stillness. Students will learn about map-making. Students will learn the different stage directions and how they correlate to the dance studio.

The second lesson is about Korean alphabet ‘Hangul’ called “ABC easy as GA Na Da”. The alphabet can be mixed with English or Hebrew. When the program developed, the target group was international school in America, so the program developers used English and Hebrew alphabet together with Hangul in the class. The good example to use as a sample is Pilobolus human alphabet. This sample shows how to make alphabet using bodies, which will be helpful for students to understand and inspire through the alphabet symbols. The Learners’ objectives for the second lesson are as follow. Students will learn to write their names in Korean and identify the Korean alphabet. This goal could applied to other alphabet. When the program was taught, the students were very interested in Korean alphabet and all of them wanted to write their name in Korean. Students will be able to identify and initiate movement with various body parts. Students will be able to dance in high, middle, and low levels. Students will be able to move in various speeds. Students will be able to identify and move in various pathways. Students will learn to begin and end their dances in stillness. Students will learn and use Laban symbols for levels, pathways and stillness. Students will work in groups to create their dances. Students will perform in front of their peers and provide feedback about what they observed.

The third lesson is about Korean food. This lesson consists of cooking method for Korean food. The teacher explains the kinds of food and the recipe of the food. Students can think how to express the process of the food-making through body actions. Furthermore, the teacher can lead the students to imagine of the food taste. Learners’ objectives for the third lesson are as follow. Students will be able to notate their own dances as well as their peers. Students will be able to dance in various levels, speeds, and pathways. Students will learn to begin and end their dances in stillness. Students will learn and use Laban symbols for levels, pathways, and stillness. Students will work in groups to create their

dances. Students will perform in front of their peers and provide feedback about what they observed.

The fourth lesson is about Korean games. Traditional Korean games such as taekwondo, ssireum, jegichagi, nol-ttwigi, gimajun are combined with dance movement/concepts like jumping, echoing, kicking, mirroring, punching, action/response, galloping, shadowing, twisting, and leading/following. This lesson will be more active than the other lessons. Students will create their own dance inspired by these movement/concept from the games. Through the lesson, students can naturally understand and experience Korean games. Learners' objectives of the fourth lesson are as follow. Students will be able to identify traditional Korean games. Students will understand and use choreographic tools, in particular, those concerning relationships and in specific situations and spatial formations as used in LMA. Students will move across the floor exploring movements found in traditional Korean games. Students will explore concepts of mirroring, shadowing, echoing, leading/following and action/response. Students will be able to dance in high, middle and low levels. Students will be able to move in various speeds. Students will be able to identify and move in various pathways. Students will learn to begin and end their dances in stillness. Student will work in groups to create their dances. Students will perform in front of their peers and give feedback about what they observed.

The fifth lesson is about Korean rhythm. During the class, students will listen and learn the Korean traditional rhythms. Moreover, they will watch several Korean traditional dance clips. Not only for the rhythm and dance, the teacher can combine the other materials to help students widen their cultural acceptance. This lesson will be the comprehensive part of the whole unit since the teacher reminds students to use different concepts of LMA. Learners' objectives for the fifth lesson are as follow. Students will be able to identify Korean music and instruments. Students will explore and notate various shape forms. Students will be able to incorporate vocal sounds or sounds formed by clapping or hitting various body parts to the Korean music that they are listening to in class. Students will work in groups to create their dances. Students will perform in front of their peers and provide feedback about what they observed.

The sixth and the last lesson is performance. Throughout the five lessons, students would have experienced Korean cultures like geography, alphabet, food, game, and rhythm. Every class students have performing time for their dances. The final lesson is for the final outcomes. The teacher records the previous showings in that students can review their dance before the class. Also it is important to know the role of performers and audiences. Learners' objectives for the sixth lesson are as follow. Students can review the dances through the video clips in which the teacher recorded through the classes. Students will practice. Students will perform in front of the class teachers and the school administration.

It is recommended that students write their own dance journals and communicate often with teachers and classmates. Although this program is made for Korean culture, if the class has students

from different countries, it is recommended to change the nation to help understand cultures in the group.

For the evaluation, the rubric is suggested as follow. It includes attendance, journal, LMA concepts, notation, group dance-making, and performance. The following chart is showing the sample of the rubric for the dance unit.

<Table 2> Rubric for the program

| | 4 | 3 | 2 | 1 |
|--------------------|--|--|---|-------------------------------------|
| Attendance | Comes to class prepared and shares own opinion to the class in some way (ex. writing, speaking, etc.) and responds back or questions other's response. | Comes to class prepared and shares own opinion to the class in some way (ex. writing, speaking, etc.). | Comes to class prepared (notebook, clothes, etc). | Comes to class. |
| Journal | Brings journal to class, takes class notes, writes insightful and inquisitive homework reflections. | Brings journal to class, takes class notes, and writes the homework reflections. | Brings journal to class and takes class notes. | Brings journal to class. |
| LMA Concepts | Comes up with own movements. | Improvises with dance concepts. | Executes dance concepts. | Attempts to execute dance concepts. |
| Notation | Fluent in dance notation. | Can write the dance notation of a dance that is being performed. | Reads the dance notation. | Copies the dance notation. |
| Group Dance Making | Taking the facilitator role in the group. | Taking the leadership role in the group. | Works with the group and provides ideas. | Works with the group. |
| Performance | Going above and beyond during the performance. | Helps others with their performance. | Executes the performance well. | Performs. |

4. Anticipated Outcomes

As it is mentioned before, the possibility of the application is unlimited. Although the program doesn't explore the real effects on the educational field, positive outcomes can be anticipated throughout the previous researches and have experience to teach several classes to students right after making this program.

First, students will understand how to accept cultures. It is a natural way to experience different cultures. Since the cultural contents combine with dance elements, it will be an interesting way to learn cultures and movement together. Second, students can easily approach Laban concepts and notations through the cultural elements. Students will experience creative movement and can easily get used to working with movement later. For this program, every class students can have opportunities to work with peers and share their works. So the third anticipated outcome is that

students can communicate with others. During the class, students' work should be with others so, it makes them learn how to communicate others and accept differences. Lastly, the performance opportunity could make children be responsible regarding to the process of the performance.

IV. Conclusions and Suggestions

In a society where the fourth industrial revolution era comes and various cultures coexist, related issues have been mentioned in different fields. Especially, education became vital for the current kind of era. In order to cognize the changes in this era, this study suggested dance program for cultural education applied to Korean culture. It is for improve human relationship in diverse cultures and it is based on Korean culture with six forty-five-minutes sessions. The program includes geography, alphabet, food, game, rhythm, and performance. Each lesson plan includes Laban's vocabulary and performance opportunities.

This study suggests each lesson plan only, however, real educational effects or advantages are not mentioned. Although the outcomes are not improved, through several teaching this lessons, anticipated outcomes of the program can be expected. The program which is suggested in the study has goals related to understanding and accepting other cultures. Furthermore, students can live in the society where many cultures are combined without communication or understanding problems. Also the cultural dance program is organized to be more familiar with Laban vocabulary. Students can learn pathways, levels, speeds, body part, action movements with symbols. The process that students can learn culture through movement is natural to get used to creative movement class. In addition, it will be a good way to know how to cooperate with others.

In conclusion, many educational tool need to be developed for living in this changeable era. This study asserts dance education as cultural education for childhood. Dance/movement makes children understandable and communicable. That is they would have skill, attitude and knowledge to communicate with others based on understanding different cultures. The suggested program can be adapted according to nation, culture, and context. So, in the future, various programs applying different cultures to this frame are expected. Moreover, actual experimental research on the program is anticipated.

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Yun, Ji Eun

Lecturer, Ewha Womans Uni.

Since emergence of the fourth industrial revolution, automation has become a common. Also making relationship among people has become an important issue because people do not have many opportunities to communicate each others. Hence, this study aims to recognize the current situation and to approach to this society with dance programs as an independent cultural education tool. The program will lead dance education as cultural education for understanding diversities. The main issue of the current study is the dance program called “Getting to know another culture: South Korea”. The content includes geography, alphabet, food, games, and rhythm. All the lessons progress through the presentation of the theme, warm-up, elaboration, dance-making, sharing/evaluation, and relaxation/cool-down. The program pursues development of skill, attitude and knowledge to communicate with each others based on the understanding of different cultures. The value of this program is that it can be changed according to the nations and cultures within the same frame. In the future, various programs applying different cultures to this frame are expected. Moreover, the actual experimental researches on the program are anticipated.

Keywords: Cultural education(문화교육), Dance program(무용프로그램), Korean culture(한국문화), Multiculture education(다문화교육), Intercultural education(상호문화교육)