

**2026-2027 DEL Institute Teacher Training Program**

**Course Descriptions**

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**Course List:**

1. **DEL Foundations**
  2. **Ages and Stages**
    - Dance for Early Childhood**
    - Dance for Elementary Learners**
    - Dance for Adolescent Learners**
  3. **Culturally Responsive Pedagogy In Dance Education**
  4. **History and Culture**
    - DELving into American Modern Dance History**
    - Journey Into Jazz Dance - Let's Swing!**
  5. **Dance and Diverse Learners: A Sensory Approach to Teaching Dance to Students with Disabilities**
  6. **Curriculum Design**
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**DEL Foundations**

**Dates: October 12 - December 20, 2026 (10-week Course)**

**Course Design:** Original course content designed by Jody Gottfried Arnhold and Ann Biddle, with updated contributions from Catherine Gallant and Megan Minturn

The DEL Foundations online course provides an overview of the key components of the nationally acclaimed DEL model of teaching dance across various learning contexts. This 10-week course is based on the highly popular DEL Foundations course taught at DEL 92Y in New York City since DEL's inception in 1995. Updated and modified as an asynchronous learning experience, participants in this course explore DEL's comprehensive and inclusive model of dance education with a

specific focus on the DEL Dance Framework based on Laban Movement Analysis (LMA) as applied to dance education and culturally responsive pedagogy as frameworks for dynamic dance making and scaffolded lesson planning. Participants interact in the online community by engaging in collaborative dance-making, practice teaching, and self- and peer-reflection. In addition, participants gain an understanding of broad developmental benchmarks and effective and inspired teaching strategies to support diverse learners and align with local, state, and/or national dance standards. Finally, participants in this course articulate a vision statement that represents their core Teacher’s Heart and consider how to apply the DEL Model to their unique teaching context. The DEL Foundations curriculum is aligned with the NYC Blueprint for Teaching and Learning in the Arts: Dance, Pre-K –12, and the National Core Arts Standards in Dance (NCCAS).

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## **Ages and Stages**

**Dates: January 11 - February 21, 2027 (6-week course)**

Under the **Ages and Stages** category, DEL Institute students will select **one out of three available six-week asynchronous courses** that delve into the DEL Dance Framework as applied to different age groups and developmental stages: **Dance for Early Childhood, Dance for Elementary Learners, or Dance for Adolescent Learners**. Participants will explore how to embed engaging dance-making experiences into their lesson and unit plans, utilizing the DEL Dance Framework of Body, Effort, Space, and Relationship to generate student-centered choreography. Different entry points for dance-making across diverse student populations will be explored, offering dancers unlimited possibilities to create innovative dances for themselves, their students, and the community. Each course is designed to guide dance educators in encouraging students at a particular age/grade level to create authentic, expansive, and self-directed material through collaborative

decision-making, allowing students to deeply engage in the creative process and gain empowered ownership of their artistry.

**DEL Institute participants will have the option of choosing one of the following course offerings under this category:**

## **Dance for Early Childhood**

Course design: Deborah Damast, Dawn DiPasquale, Daria Fitzgerald, and Erin Lally

**DEL Dance for Early Childhood** is a six-module asynchronous course that encourages learning through play and emphasizes providing a stimulating, multi-sensory, and nurturing community for diverse young learners to discover their innate movement capacity. In this 6-module asynchronous course, participants will learn to design developmentally appropriate dance lessons for children ages 3-7. Participants will explore the **DEL Dance Framework** as applied to early childhood dance and learn to design age-appropriate, interdisciplinary, and culturally relevant dance lessons to engage young learners.

## **Dance for Elementary Learners**

Course design: Kerrienne Cody

**Dance for Elementary Learners** is a six-module asynchronous course that utilizes the **DEL Dance Framework** as a foundation for teaching dance to students in grades K-5. Each module explores movement possibilities and connects the National Core Arts Standards in Dance to various entry points, including ELA, Math, Science, and Social Studies content. Throughout this course, participants will engage with resources, analyze and revise content, and create new lessons for immediate implementation with K-5 learners. All modules will include materials to support instruction for diverse populations. This course will include applications for dance educators in K-5 schools, studio settings, and teaching artist settings.

### **Dance for Adolescent Learners**

Course design: Ann Biddle, Edwin Brathwaite, Katrina Brown-Aliffi, David Lee, Susan Pope, and Felice Santorelli

**Dance for Adolescent Learners** is a six-module asynchronous course that focuses on designing engaging, meaningful, and age-appropriate dance activities and lessons for Middle School and High School dancers. Participants learn to apply the DEL Dance Framework through movement exploration and collaborative dance-making, which builds community and empowers MS/HS dancers to gain agency in their artistry. Each weekly module is designed by a DEL Facilitator who shares best practices for working with teens across diverse teaching settings, aligned with specific curricular themes and topics. The course features student-centered, interdisciplinary modules that support authentic, self-directed learning for adolescent learners.

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### **Culturally Responsive Pedagogy In Dance Education**

**Dates: March 8 - April 18, 2027 (6-week course)**

**Course Design:** Course content by Dr. Nyama McCarthy Brown and course design by Ann Biddle

**Culturally Responsive Pedagogy in Dance Education** is a six-module asynchronous course that examines the key components of cultivating culturally responsive pedagogy in dance education, drawing on video resources created specifically for DEL by Dr. Nyama McCarthy-Brown. The course is built around Dr. McCarthy-Brown's curated videos and includes additional resources designed to guide dance educators through self-examination and teacher reflection and provide culturally responsive teaching tools. Participants will examine how culture, identity, and race show up in their teaching practice and are asked to reflect on how race and other marginalizing stereotypes operate in their learning

environments. In addition, participants will be given building blocks of culturally responsive teaching strategies and culturally sustaining practices to embed in their dance classrooms.

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## **History and Culture**

**Dates: May 3-June 13, 2027 (6-week course)**

Under the **History and Culture** category, DEL Institute students will select **one out of two available six-week asynchronous courses: DELving into Embodied American Modern Dance History** or **Tracing Footsteps: Journey Into Jazz Dance - Let's Swing!**

### **DELving into American Modern Dance History**

**Course Design:** Ann Biddle and Felice Santorelli

**DELving into American Modern Dance History** is a six-module asynchronous course designed for dance educators who want to re-imagine American modern dance history through the lens of embodied and inquiry-based learning. Course content is derived from the DEL at Jacob's Pillow DELving into Dance History series, created by Ann Biddle and Felice Santorelli, and investigates dance artists through multiple contextual lenses to gain a holistic and more inclusive understanding of dance history. Participants will engage in collaborative research, access multimodal course resources and primary sources, and interact with the rich content on Jacob's Pillow's interactive site.

### **Journey Into Jazz Dance - Let's Swing!**

**Course Design:** Dawn DiPasquale with contributions from *Tracing Footsteps* *Journey into Jazz Dance- Let's Swing!* curriculum team

**Journey into Jazz Dance- Let's Swing!** is a 6-module asynchronous course that explores the DEL *Tracing Footsteps Journey into Jazz Dance - Let's Swing!* Curriculum, created in response to the need to provide free high-quality remote learning dance education instruction and materials to all NYC public school students, K-12. Course content focuses on the Africanist roots of early Jazz dance and the emergence of Lindy Hop in New York City during the Harlem Renaissance in the 1920s - 1940s.

In this course, participants will receive an overview of the *Tracing Footsteps* curricular model, explore components of the grade-specific dance units, engage in culturally responsive pedagogy, identify innovative remote-learning instructional practices, and apply the DEL model to collaborative dance-making and lesson plan design. Participants will learn how to bring dance history to life in their dance classrooms through embodied practice, collective inquiry, and exposure to a range of resources (guest dance artists and facilitators, video tutorials, and visually stimulating teaching materials).

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## **Dance and Diverse Learners: A Sensory Approach to Teaching Dance to Students with Disabilities**

**Dates: June 28 - August 8, 2027 (6-week course)**

**Course Design:** Course content created by Sandi Stratton-Gonzalez

**A Sensory Approach to Teaching Dance to Students with Disabilities** is a six-module asynchronous course that focuses on two primary principles: *all of our students are whole people*, and all people deserve full access to dance as an expressive art form. This course begins with foundational information on cultural/historical beliefs about disability, the role of disabled activists in the disability justice movement, and disability legislation. The course explores the seven senses as entry points to designing inclusive dance learning activities for neurodiverse students in multiple teaching settings. These entry points inform

dance pedagogy and provide access to dance students with a range of access needs. Participants will review sensory-based teaching strategies and learn to apply these strategies in the dance classroom.

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## **Curriculum Design**

**Dates: August 30 - October 10, 2027 (6-week course)**

**Course Design:** Course content designed by Ann Biddle with contributions from Catherine Gallant

**Curriculum Design - Inspiration to Design** is a six-module asynchronous course in which participants delve into the key components of lesson planning and curriculum design using the DEL framework. Participants learn to develop scaffolded, developmentally appropriate, and standards-based dance learning activities that connect to dance artistry, theme-based learning, and arts integration. Participants learn to design dynamic lessons that align student learning objectives with content and assessments. By the end of the course, participants will write an original six-lesson dance unit to share with their peers. This course includes one-on-one coaching and mentoring from DEL Professional Learning & Curriculum Senior Consultant Ann Biddle and DEL Facilitator Catherine Gallant.