

An Analysis on Correlation between the Curriculum and the Career of Students in Life Dance Department

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ABSTRACT

I aim to discover that how greatly the curriculum of Life Dance department has had an effect on the career of students majoring in dance, with research objects being Life Dance department of two universities, located on the metropolitan area. The study method, called qualitative, includes some suggestions on the curriculum of the two and comparison, analysis of job-related materials; further, it involves discussion on the influence the curriculum has had on the career as dance trainers. The results from it are as follows; first, the curriculum of the department mostly consists of pure art such as Korean dance, modern dance, ballet, but has few creative life dance programs. Second, the employment into the art area has been more often than to the counterpart. Finally, it shows that a title of a department does not make a big difference and affect the employment rate. In conclusion, as the completion of the curriculum does not always guarantee a success, it is recommended that college students get some competent certificates related to dance.

Keywords: Life Dance Department, Curriculum, Career

1. INTRODUCTION

E. L. Tolbert, in *Counseling for Career Development*, has demonstrated that career has some meanings beyond the simple fact that a man becomes an employee, which illustrates that our life must be influenced by chosen jobs [1]. Jaechang Lee's study entitled "Application of career research programs" has showed that depending on the field we decide to work on, human beings are bound to be affected by many aspects of life, such as the opportunities, residence, the types of friendship, people's social or economic status, values, mental or physical health, and relationship among family members [2]. However, it is true that a lot of the students majoring in dance have difficulties in choosing a job; most of the curriculums in the universities are made up of Korean dance, Modern dance, and Ballet, aimed at the practical technique, which lowers the opportunities to become professional dancers or dance trainers. Fortunately, with the introduction of a pool system for dance instructors, there are said to be job openings for trainers in middle or high schools, but the number of people recruited is limited. Another challenge is that job applicants for the position should have a professional teaching certificate.

Considering the situation, the name of the department has been changed from Dance to Life Dance. The trial starts from the idea that it is possible to broaden access to jobs, by means

of the popularization of dance. Kyoungjoo Lee's research demonstrated that Life dance is the physical activity which people from all walks of life take part in, ranging from pre-school children to the old; the dance performed for health improvement, beauty is meant by dance sport, jazz dance, aerobic dance and belly dance and also defined as informal, free, and active [3]. Therefore, as Heesun Lee suggests in her study on educational functions of dance [4], life dance can be called 'dance for all' or 'dance as a life-long activity'; the word, 'social dance' currently becomes synonymous with 'dance for all'. Hyeja Lim thus contends that Life dance is closely related to life-long education, learning society and can be defined as wholeness of dance, accompanying spontaneity of participants regardless of age and sex [5].

I am in need of research of the curriculum composition of Life Dance department, as well as the career of students in the dance section. The precedent studies, regarding the career, largely fall into three. For example, studies by Kunmi Lee, Younghee Kim and Myungjoo Kim [6]-[8] proved that one is that career guide affects choice of job, another is that the level of dance achievement does, and the other is that the earlier the students choose to advance into dance community, the higher the expectation of the success the greater part of the studies have been concentrated on one about thought, decision of career and dance itself." Unlike previous research, this paper explores the effects on the curriculum of Life Dance department has had on students' career, analysis of educational contents in the department, and the influence the contents have

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had on their career. Finally it finds out the problems and suggests the solutions to them.

2. METHOD

I focus on an analysis on correlation between the curriculum of Life Dance department and its career, with the subjects Life Dance department of two schools in the metropolitan area. The methodology, called qualitative, includes some suggestions on the curriculum of the two and comparison, analysis of job-related materials for the last three years; moreover, it covers discussion on an influence the curriculum has had on the career as dance trainers. <Table 1> shows general characteristics of both universities; <Table 2> - <Table 9> illustrate each curriculum of both universities and finally <Table 10> indicates the career analysis on the graduates for the last three years.

Table 1. Characteristics of both universities

University	Total (per grade)	Major(The number of students)
A	40	Korean Dance(18), Modern Dance(12), Ballet(10)
B	40	Korean Dance(14), Modern Dance(13), Ballet(13)

Table 2. Curriculum of university A(Freshman)

Division	Curriculum	Hour	Semester	
			1st	2nd
(Major) Theory / elective	Introduction to Dance	2	2	
(Major) Theory / elective	Stage Makeup	2		2
(Major) Theory / elective	Modern Dance I	2	1	
(Major) Theory / elective	Korean Dance I	2	1	
(Major) Theory / elective	Ballet I	2	1	
(Major) Theory / elective	Modern Dance II	2		1
(Major) Theory / elective	Korean Dance II	2		1
(Major) Theory / elective	Ballet II	2		1

(Major) Theory / elective	Korean Dance I,,II (Basic)	4	1	1
	Modern Dance I,II (Basic)			
	Choosing one of Ballet I, II(Basic)			

Table 3. Curriculum of university A(Sophomore)

Division	Curriculum	Hour	Semester	
			1st	2nd
(Major) Theory / elective	Rhythm Training	2	2	
(Major) theory / elective	Rhythm Training (in English)	2	2	
(Major) theory / elective	Folk Dance	2	2	
(Major) theory / elective	Dance Massage	2	2	
(Major) Theory / elective	Oriental Dance History	2		2
(Major) theory / elective	Sport History	3		3
(Major) Theory / elective	Principles of Physical Education	3		3
(Major) Theory / elective	Western Dance History	2	2	
(Major) Theory / elective	Human Anatomy	2	2	
(Major) Practice / elective	Korean Dance III,IV	4	1	
(Major) practice / elective	Modern Dance III,IV	4	1	1
(Major) Practice / elective	Ballet III, IV	4	1	1
(Major) Practice	Korean Dance (Basic)	4	1	1

/ elective	Modern Dance (Basic)			
	Choosing one of Ballet I,II (Basic)			
(Major) Practice / elective	Make-up	2		1

	Choosing one of Ballet Workshop I,II			
(Major) Practice / elective	Jazz I, Dance Sport I	2		1
(Major) Practice /elective	Yoga I, II	4	1	1

Table 4. Curriculum of university A(Junior)

Division	Curriculum	Hour	Semester	
			1st	2nd
(Major) theory / elective	Sports Psychology	3	3	
(Major) theory / elective	Exercise Physiology	3		3
(Major) theory / elective	Dance Sociology	3	3	
(Major) theory / elective	Analysis and Notation of Dance Movement	2	2	
(Major) theory / elective	Dance Nutrition	2	2	
(Major) theory / elective	Dance Therapy	2	2	
(Major) theory / elective	Statistics and Research Method in Sport	3		3
(Major) theory / elective	Stage Theory	2		2
(Major) Theory / elective	Dance Composition	2		2
(Major) Theory / elective	Dance Music	2		2
(Major) theory / elective	Introduction to Costumes	2		2
(Major) Practice / elective	Traditional Dance I	2		1
(Major) Practice / elective	Korean Dance Workshop I, II	8	2	2
	Modern Dance Workshop I, II			

Table 5. Curriculum of university A(Senior)

Division	Curriculum	Hour	Semester	
			1st	2nd
(Major) Theory / elective	Biomechanics	3	3	
(Major) Theory / elective	Performance Management	2	2	
(Major) Theory / elective	Self Expression	2	2	
(Major) theory / elective	Dance Instruction	3		3
(Major) theory / elective	Dance Criticism	2		2
(Major) Theory / elective	Creation Therapy I,II	4	1	
(Major) practice / elective	Traditional Dance I, II	2	1	
(Major) practice / elective	Pilates I, II	4	1	1
(Major) practice / elective	Life Dance I,II	4	1	1
(Major) Practice / elective	Korean Dance Workshop III, IV	8	2	2
	Modern Dance Workshop III, IV			
	Choosing one of Ballet Workshop III, IV			
(Major) Practice /elective	Choosing one of Jazz I, II and Dance Sports II, III	4	1	1

Table 6. Curriculum of university B(Freshman)

Division	Curriculum	Hour	Semester	
			1st	2nd
Required (Basic)	Human Anatomy	3	0	
Required (Basic)	Korean Dance I	1	0	
	Modern Dance I			
	Ballet I			
Required (Basic)	Major Practice of Dance I	2	0	
Required (Basic)	English Communication	2	0	
Required (Basic)	Practical English Conversation I	3	0	
Required (Basic)	Seminar for Freshmen	1	0	
Required (Basic)	Korean Dance II	1		0
	Modern Dance II			
	Ballet II			
Required (Basic)	Korean Speaking and Writing	3		0
Required (Basic)	Art Theory	3		0
Required (Basic)	Creative English Reading	2		0
Required (Basic)	Major Practice of Dance II	2		0
Required (Basic)	Philosophical Understanding of Science and Technology	2		0

Table 7. Curriculum of university B(Sophomore)

Division	Curriculum	Hour	Semester	
			1st	2nd
Intensive (Major)	Analysis on Computer Movement	3	0	
Intensive (Major)	Dance Production	3	0	
Core (Major)	Life Dance II	1	0	
Core (Major)	Workshop for Dance Practice III	1	0	
Core (Major)	Choreography III	2	0	

Core (Major)	Educational Theory of Dance	3	0	
Core (Major)	Major Practice of Dance V	2	0	
Core (Major)	Aesthetics of Dance	3	0	
Intensive (Major)	Pilates	3		0
Intensive (Major)	Gyrotonic	3		0
Intensive (Major)	Computer Dance Application	1		0
Intensive (Major)	Teaching method of Dance	3		0
Core (Major)	Workshop for Dance Practice IV	1		0
Core (Major)	Life Dance III	1		0
Core (Major)	Choreography IV	2		0
Core (Major)	Major Practice of Dance VI	2		0
Core (Major)	Dance Creation	3		0

Table 8. Curriculum of university B(Junior)

Division	Curriculum	Hour	Semester	
			1st	2nd
Intensive (Major)	Dance Sports I	1	0	
Intensive (Major)	Jazz I	1	0	
Intensive (Major)	Percussion Instrument Practice I	1	0	
Intensive (Major)	Dance Composition	3	0	
Core (Major)	Workshop for Dance Practice	1	0	
Core (Major)	Choreography I	2	0	
Core (Major)	History of Western Dance	3	0	
Core (Major)	History of Korean Dance	3	0	
Core (Major)	Function of Dance	3	0	

Core (Major)	Major Practice of Dance III	2	0	
Intensive (Major)	Dance Sports II	1		0
Intensive (Major)	Jazz II	1		0
Intensive (Major)	Design of Digital Dance Image	3		0
Intensive (Major)	Percussion Instrument Practice II	1		0
Intensive (Major)	Dance Repertory	3		0
Core (Major)	Workshop for Dance Practice	1		0
Core (Major)	Life Dance I	1		0
Core (Major)	Choreography II	2		0
Core (Major)	Dance Psychology	3		0
Core (Major)	Major Practice of Dance IV	2		0

Table 9. Curriculum of university B(Senior)

Division	Curriculum	Hour	semester	
			1st	2nd
Intensive (Major)	Computer Dance Application	1	0	
Core (Major)	Workshop for Dance Practice V	1	0	
Core (Major)	Life Dance IV	1	0	
Core (Major)	Choreography V	2	0	
Core (Major)	Dance Sociology	3	0	
Core (Major)	Dance Criticism	3	0	
Core (Major)	Major practice of Dance VII	2	0	
Core (Major)	Life Dance V	1		0
Core (Major)	Workshop for Dance Practice VI	1		0

Core (Major)	Choreography VI	2		0
Core (Major)	Major practice of Dance VIII	2		0

Table 10. Career analysis (from 2008 to 2010)

	University A	University B
2008	Graduates total: 25 - full time job (4) - temporary job (14) - graduate school (7) -Relation to major (21) -No relation to major (4) -Employment to life dance field (2) -Employment to academies (12)	Graduates total: 39 - full time job (6) - temporary job (28) - graduate school (5) -Relation to major (34) -No relation to major (5) -Employment to life dance field (8) -Employment to academies (12)
2009	Graduates total: 29 - full time job (7) - temporary job (14) - graduate school (8) -Relation to major (26) -No relation to major (3) -Employment to life dance field (9) -Employment to academies (9)	Graduates total: 28 - full time job (2) - temporary job (16) - graduate school (10) Relation to major (23) No relation to major (5) Employment to life dance field (3) Employment to academies (3)
2010	Graduates total: 24 - full time job (6) - temporary job (14) - graduate school (4) -Relation to major (19) -No relation to major (5) -Employment to life dance field (3)	Graduates total: 20 - full time job (7) - temporary job (8) - graduate school (5) -Relation to major (15) -No relation to major (5) -Employment to life

-Employment academies (11)	to	dance field (0)	to
		-Employment academies (1)	

3. RESULT

3.1 An Analysis on Correlation between the Curriculum and Life Dance

According to each grade, the curriculum of Life Dance department can be divided into four: first, pure art such as Korean dance, modern dance and ballet. Second, teaching parts, like dance theory, life dance, rhythm or percussion music, choreography or creation, planning and management. Third, the field of dance staff which covers make-up, costume, fine art, and image. Last, sport area. Most of the time is being spent in learning the domain of pure art, such as Korean dance, Modern dance and Ballet, in both universities. When it comes to school hours, university A has 18 and university B has 18 for 4 years. In case of A, the classes are largely deployed in junior, senior grade, but B's hours are evenly done every grade, except freshmen.

3.2 An Analysis on Correlation between the Curriculum and the Career

As <Table 10> suggests above, the number of employees in dance institutes, involved in pure art is much more than that of life dance concerned; university A has 32 people who advanced into dance academies to teach Korean dance, ballet and 14 people who became life dance trainers to coach future dancers in Yoga, Pilates. On the contrary, university B has 16 employees in the area of pure art and 11 in the other part. As shown in <Table 10>, more than 90% of the employed made a decision to have major-related job; in case of A, 73 of 78 students (93.6%) for the last three succeeded in being in a major-relevant position, including graduation school and in case of B, 82 of 87 students (83%) did so. Unfortunately, <Table 10> illustrates that most of the employment belong to not a full-time job, but a part-time, which makes job applicants consider it difficult to have a stable job.

3.3 An Analysis on Correlation between the Department and the Career

To give a department a name is of great importance; changing Dance to Life Dance department should encourage the college students to choose the career to the newly-named dance field. However, only because the number of life dance curriculums is a little more than that of the old one, it does not make a sense to name the new one Life Dance department. Both institutions has more curricula of pure art, like Korean dance, Modern Dance, and Ballet than those of life dance; the number of the employed concerned with the former is much more than it of the latter.

University A has a lot of sport-related subjects, such as Sport History, Human Anatomy, Sport psychology, and Exercise Physiology, but university B has many dance programs combined to computer, like Korean Speaking and Writing,

Creative English Reading, Philosophical Understanding of Science and Technology, Analysis on Computer Movement, Computer Dance Application and Design of Digital Dance image. For college students who might think it difficult to have a grasp of the classes, all courses but ones in first grade include the subject of Choreography, which makes it possible for them to compose the dance, apply it to the computer, image and further to communicate with each other. Nevertheless, this fact does not have a positive effect on their employment.

4. CONCLUSION

What we are learning in the universities is said to be very critical, as it greatly influences our career. It has been believed that a greater part of college students begins to research their career, when they are senior. There are some factors affecting career search, decision; for example, relevant studies demonstrated that there are identity of career, personality, psychological independence from parents, family's social support and efficacy of career decision [10]-[13]. According to Jinsook Seo, the career research covers searching for self, finding out information of the world, and acquiring the basic knowledge for employment.

Learnt professional knowledge and acquired practical skill in the universities can be regarded as basic ability that job seekers must have to be employed. As mentioned above, what we are learning in the universities matters in choosing the career. The conclusions drawn from learning 4-year content of Life Dance department are as follows; first, the curriculum of the department generally consists of Korean dance, Modern dance, Ballet and has few creative life dance programs. Second, the employment to pure art has been more often than to the counterpart, which indicates that a specific curriculum seems to be irrelevant to employment. That is, it is required to check out whether Choreography classes involve the contents related to the development of life dance or leads to the employment of the domain of the computer dance application. Finally, it shows that a name of a department does not make a big difference and affect the employment rate very much.

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