

臺北市立大學

休閒運動管理學系

109 學年度 有氧舞蹈上課綱要 (全英語授課)

課程概述：

本課程設計是讓學生獲得有氧舞蹈的基本步法及動作，同時也提供學生如何將健康生活型態的原則及方法應用於基礎的運動科學知識上，並且分析及提升有氧舞蹈的表現。

課程目標：學生完成此課程後將獲得如下

1. 獲得健康體適能的基本概念及知識
2. 學習基本步法動作組合以及如何編排高低衝擊有氧舞蹈
3. 釐清從事有氧舞蹈時安全注意原則
4. 發展如何將從事有氧舞蹈融入生活型態

評量方法對應學習結果：

評量方法	權重	評量方法描述
參與度	40%	<ul style="list-style-type: none">• 學生的出席率以及對於此堂課的參與度• 學生應積極參與課程
技巧表現	40%	<ul style="list-style-type: none">• 主要是評量學生對於所教授過動作的技巧之表現• 此部分評分重點也依據個人運動的獨特性
學科測驗	20%	<ul style="list-style-type: none">• 學科測驗是針對學生對於課程整體的學習評量• 同時強調對於本課程的認知程度

課程內容

主題	授課時數
獲得健康生活型態 1. 全人健康及體適能 2. 運動的健康益處 3. 健康相關體適能 4. 運動階段 5. 運動處方 6. 身體訓練原則 7. 運動相關傷害之預防 8. 營養 9. 體重管理	8
基礎知識、基礎科學、安全考量 1. 有氧運動的發展 2. 有氧舞蹈的動作及節奏特色 3. 有氧舞蹈動作及安全考量的科學基礎觀點	4
有氧舞蹈的基礎動作 1. 基本技巧 2. 中心及平衡技巧 3. 手部及上半身動作 4. 基本步法及下半身動作 5. March, V-step, side-step, lunge, knee-life, grapevine, step touch/touch step, step-kick, mambo, shuffle, cha-cha-cha, kick-ball-change, hop, jog, jack, jump, hamstrings curl, top-tap	15
安全性 1. 高衝擊以及低衝擊動作 2. 運動強度之監測 3. 自覺用力程度量表 4. 運動心跳率訓練-最大心跳率以及心跳率保留值計算 5. 危險的動作的分析	3
有氧舞蹈動作組合 1. 暖身、心肺和緩和強度設計 2. 有氧舞蹈動作組合	6

參考文獻

Alton, L., & Thygeron, S. M. (2015). Fit to be Well: Essential Concepts

University of Taipei
Department of Sports and Recreation Management
Aerobic Dance Syllabus 2020

Course Aims:

This course is designed to acquaint students with the basic steps and movement of aerobic dance. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyze and enhance aerobic dance performance.

Objectives: Upon completion of this course, students will:

- 1.Acquire the basic concept and knowledge about health-related physical fitness;
- 2.To learn the basic steps, movement combinations, and choreography concepts of low to high-impact aerobics
- 3.To identify the safety concepts of doing aerobic dance type exercises.
- 4.Develop an active life style with particular focus on aerobic dance.

Alignment of Assessment Methods with the Course Intended Learning

Outcome:

Assessment Methods	Weighting	Description of Assessment Methods
Participation	40%	Students' attendance and participation in class constitute a vital component of a physical education course. Active participation in a class is requested of students
Skill Assessment	40%	The skill examination is designed to evaluate student' s performance on the taught Skills. The criteria for the assessment will be based on the specificity of individual sports
Written Examination	20%	The written examination is designed to assess students overall understanding of the course. Emphasis will be placed on the cognitive domain of the course/

Course Content

Topic	Teaching hours
<p>Acquisition of a healthy lifestyle</p> <ol style="list-style-type: none"> 1. well and fitness 2. health benefits of exercise 3. Health-related physical fitness 4. Stage of exercise 5. Exercise prescription 6. Principle of physical training 7. Preventing exercise-related injuries 8. Nutrition 9. Weight management 	8
<p>Basic Knowledge, Scientific Basis, Safety Precautions</p> <ol style="list-style-type: none"> 1. Development of Aerobic dance 2. Movement & rhythmic characteristics of aerobic dance 3. Scientific basis of aerobic movement and safety precaution for aerobic dancers 	4
<p>Basic Movements of Aerobic Dance</p> <ol style="list-style-type: none"> 1. Fundamental techniques Centered and balanced techniques 2. Arm & upper body movements 3. Common Steps & Lower Body Movements 4. March, V-step, side-step, lunge, knee-life, grapevine, step touch/touch step, step-kick, mambo, shuffle, cha-cha-cha, kick-ball-change, hop, jog, jack, jump, hamstrings curl, top-tap 	15
<p>Safety</p> <ol style="list-style-type: none"> 1. High-Impact vs Low-Impact movements 2. Measurement of Exercise Intensity 3. Rate of Perceived Exertion 4. Training Heart Rate Measurement-Maximum Heart rate & Heart-rate Reserve methods 5. Risky Movement 	3
<p>Movements Combination of Aerobic Dance</p> <ol style="list-style-type: none"> 1. Intensity design for Warm up, cardio and cool down 2. Choreographed Aerobic dance sequence 	6

References

Alton, L., & Thygeson, S. M. (2015). Fit to be Well: Essential Concepts.