

Dance

[27.300]

STANDARD 1

The competent dance teacher possesses knowledge of the basic vocabulary of dance, including elements, organizational principles, expressive qualities, processes, and body and mind as the primary tool for dance.

Knowledge Indicators - *The competent dance teacher:*

- 1A. understands elements of dance - body (actions, shapes, and relationships), space (level, direction, pathway, and range); time (tempo, rhythm, and beat); and movement quality, i.e., the way energy factors (flow, weight, time, and spatial attitude) are combined.
- 1B. understands organizational principles-repetition, contrast, sequence, variety, rhythm, transition, balance, unity, harmony, and climax.
- 1C. understands expressive qualities - emotion, mood, and dynamics.
- 1D. understands processes - creating, (improvising, exploring, composing, choreographing), performing, responding.
- 1E. understands body and mind as primary tools for dance.

Performance Indicators - *The competent dance teacher:*

- 1F. defines the basic vocabulary of dance.
- 1G. analyzes and evaluates dance events using the basic vocabulary of dance.
- 1H. describes how the body and mind are used as tools for dance.

STANDARD 2

The competent dance teacher possesses the knowledge and skills needed to create dance using the organizational principles, processes, and structures of dance (choreography).

Knowledge Indicators - *The competent dance teacher:*

- 2A. understands organizational principles - repetition, contrast, sequence, variety, rhythm, transition, balance, unity, harmony, and climax.
- 2B. understands choreographic processes - reordering, chance, exploring, improvising, perceiving, and analyzing.
- 2C. understands structures - (choreographic forms) AB, ABA, rondo, canon, theme and variation, call and response, and narrative.

Performance Indicators - *The competent dance teacher:*

- 2D. identifies and describes organizational principles of dance.
- 2E. describes processes to consider in choreography.
- 2F. describes choreographic forms.

STANDARD 3

The competent dance teacher possesses the knowledge and skills needed to perform dance expressively and with technical accuracy within the school setting.

Knowledge Indicators - *The competent dance teacher:*

- 3A. understands performance techniques from various dance styles and forms (e.g., ballet, modern, jazz, tap, folk, and social).
- 3B. understands major skeletal structures and proper alignment; basic principles of kinesiology and movement analysis; common dance injuries and injury prevention.

Performance Indicators - *The competent dance teacher:*

- 3C. demonstrates use of movement elements, expressive qualities, and technical proficiency in performing dance.
- 3D. identifies and describes performance techniques from various dance styles and forms.
- 3E. applies basic principles of kinesiology to analyze types of movement.
- 3F. describes common types and causes of dance injuries and methods for preventing injury.

STANDARD 4

The competent dance teacher possesses the knowledge needed to produce dance.

Knowledge Indicators - *The competent dance teacher:*

- 4A. understands the ways the design elements (scenery, costumes, lighting, props), modern media, and technologies enhance dance.
- 4B. understands careers related to the production of dance.

Performance Indicators - *The competent dance teacher:*

- 4C. describes ways the design elements (scenery, costumes, lighting, and props), modern media, and technologies enhance dance.
- 4D. describes the careers related to the production of dance.

STANDARD 5

The competent dance teacher understands and analyzes the role of dance within a variety of cultures and from different historical periods.

Knowledge Indicators - *The competent dance teacher:*

- 5A. understands how dance shapes and reflects ideas, issues, or themes in a variety of cultures.
- 5B. understands how technology and societal changes have influenced dance.

Performance Indicators - *The competent dance teacher:*

- 5C. describes the role and function of dance and movement in various cultures from different historical periods (e.g., ritual, celebration).
- 5D. describes important influences, developments, and innovations in the history of various dance styles and forms.

STANDARD 6

The competent dance teacher is able to relate knowledge and skills within and across the arts.

Knowledge Indicators - *The competent dance teacher:*

- 6A. understands the function of dance as an art form.
- 6B. understands the relationship of dance to other art forms.
- 6C. understands the relationship of dance to other subject areas.

Performance Indicators - *The competent dance teacher:*

- 6D. describes the functions of dance as an art form.
- 6E. describes the relationship of dance to other art forms.
- 6F. integrates dance with other subject areas.

STANDARD 7

The competent dance teacher understands and is able to apply pedagogical knowledge and skills appropriate to the teaching of dance in a school setting.

Knowledge Indicators - *The competent dance teacher:*

- 7A. understands child development and the psychological principles of learning.
- 7B. understands current age-appropriate methods and materials in all fields and levels of dance education.
- 7C. understands the need for continuing study, self-evaluation and professional growth.

Performance Indicators - *The competent dance teacher:*

- 7D. articulates a logical rationale for the role of dance in the school curriculum, including philosophical and social foundations for dance education.
- 7E. develops age- and needs-appropriate learning experiences, applies techniques for assessing students' aptitudes and skills, and integrates dance with other art forms/subject areas.
- 7F. sets personal goals and standards for improvement.