

Dance Standards

FINAL

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DANCE STANDARDS

- Standard I.*** The dance teacher understands and applies knowledge of dance techniques and movement analysis.
- Standard II.*** The dance teacher understands and applies knowledge of kinesiology, somatics, and healthy lifestyles.
- Standard III.*** The dance teacher understands and applies knowledge of principles and processes for creating, performing, and producing dance.
- Standard IV.*** The dance teacher understands and applies knowledge of dance from different cultures and historical periods and the relationship of dance to other art forms and other disciplines.
- Standard V.*** The dance teacher understands and applies knowledge of skills for critically analyzing and evaluating dance.
- Standard VI.*** The dance teacher understands and applies knowledge of effective dance instruction and assessment.

Standard I. The dance teacher understands and applies knowledge of dance techniques and movement analysis.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>Teachers of Students in Grades 8–12</i>	<i>Teachers of Students in Grades 8–12</i>
The beginning teacher knows and understands:	The beginning teacher is able to:
1.1k concepts of basic anatomy, physiology, and biomechanics as they relate to dance movement;	1.1s compare and contrast different dance techniques using principles of movement analysis;
1.2k concepts of movement quality or effort, including time (e.g., quick, sustained), space (e.g., direct, indirect), weight (e.g., strong, light), and flow (e.g., free, bound);	1.2s identify and analyze movement qualities and dynamics;
1.3k concepts of space, including kinesphere or reach space, level (e.g., high, middle, low), direction (e.g., forward, right, up), and planes of motion (e.g., vertical, sagittal, horizontal);	1.3s use knowledge of dance techniques, kinesiology/biomechanics, and movement analysis to guide and develop students' exploration of movement, enhance kinesthetic and spatial awareness, and promote improvement in skills and technique;
1.4k concepts of shapes and shaping (e.g., spatial tensions, expanding and contracting, spatial paths);	1.4s provide students with a variety of imagery experiences to enhance dance technique and performance;
1.5k concepts of rhythm (e.g., pulse, pattern, accent, syncopation, polyrhythms) and musical organization (e.g., note value, meter);	1.5s organize and sequence lessons that reflect an understanding of how the human body moves and that promote students' ability to move efficiently and effectively;
1.6k the use of imagery to enhance dance technique and movement potential;	1.6s design lessons that integrate movement elements and skills in ways that are appropriate for students with varied skill levels and that reflect the specific motor-skill development needs of individual students;
1.7k vocabulary and techniques associated with various dance forms (e.g., ballet, modern, jazz, tap, folk, world, social dance);	1.7s provide students with opportunities to explore and learn dance techniques from a variety of genres, cultures, and time periods;
1.8k characteristics of different styles of ballet, modern, jazz, tap, folk, world, and social dance; and	1.8s develop students' ability to perform progressively more complex movement patterns and sequences with rhythmic accuracy and a broad dynamic range;
1.9k the use of dance patterns and combinations in various dance forms (e.g., ballet, modern, jazz, tap, folk, world, social dance).	1.9s provide students with opportunities to enhance their ability to express ideas and emotions through dance;

Standard I. The dance teacher understands and applies knowledge of dance techniques and movement analysis.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

- 1.10s provide students with learning opportunities that enable them to perform with projection, confidence, expressiveness, and a refined sense of rhythm and musicality; and
- 1.11s help students use self-evaluation and correction to refine technique.

Standard II. The dance teacher understands and applies knowledge of kinesiology, somatics, and healthy lifestyles.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>Teachers of Students in Grades 8–12</i>	<i>Teachers of Students in Grades 8–12</i>
The beginning teacher knows and understands:	The beginning teacher is able to:
2.1k terminology and concepts related to kinesiology, conditioning, and somatics;	2.1s apply knowledge of kinesiology, conditioning, and somatics to dance movements;
2.2k basic elements and principles of anatomy and kinesiology/biomechanics;	2.2s use safe, effective, and anatomically sound procedures to develop students' skills;
2.3k appropriate alignment and body-part articulation (e.g., use of the joints, range of motion);	2.3s promote students' use of appropriate and effective imagery to enhance alignment and kinesthetic awareness;
2.4k somatic practices (e.g., yoga, Pilates, Bartenieff Fundamentals, Ideokinesis) and principles as they relate to dance;	2.4s teach students to move effectively and efficiently;
2.5k the use of imagery to promote appropriate alignment and kinesthetic awareness;	2.5s assist students in developing and implementing appropriate and effective individual conditioning programs;
2.6k safe movement practices and procedures for promoting dancers' health and safety;	2.6s analyze ways in which lifestyle choices affect dancers and encourage students to make healthy lifestyle choices; and
2.7k principles of and approaches to dance conditioning and injury prevention, including types and benefits of warm-up and cool-down and procedures for enhancing strength, flexibility, and endurance;	2.7s modify instruction to promote safety in various classroom and performance environments.
2.8k common injuries and health issues associated with dance, their causes, and their treatments;	
2.9k basic health and nutritional practices for dancers and common challenges for dancers in maintaining a healthy lifestyle;	
2.10k appropriate clothing and footwear for different types of dance and different studio and performance environments; and	
2.11k health and safety issues associated with classroom and performance environments (e.g., flooring, lighting, temperature).	

Standard III. The dance teacher understands and applies knowledge of principles and processes for creating, performing, and producing dance.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>Teachers of Students in Grades 8–12</i>	<i>Teachers of Students in Grades 8–12</i>
The beginning teacher knows and understands:	The beginning teacher is able to:
3.1k sources for generating choreographic ideas (e.g., music, literature, visual art, environment, gestures, emotions) and methods for developing an idea into a dance phrase, dance study, or complete choreographic work;	3.1s demonstrate ways in which dance creates and communicates meaning;
3.2k basic improvisation skills and techniques for exploring movement;	3.2s provide students with opportunities to use the creative process for self-expression and for responding to their environment;
3.3k the role of improvisation in discovering and generating movement for choreography;	3.3s use improvisation and other choreographic processes to create original dances;
3.4k the basic compositional elements of space, time, and energy (e.g., movement qualities, effort);	3.4s apply knowledge of space, time, energy, pattern, dynamics, phrasing, musicality, expression, and context in choreography;
3.5k compositional forms and structures in dance (e.g., theme and variations, AB, ABA, rondo, round, canon) and their relationship to musical forms;	3.5s identify and analyze a variety of compositional forms and choreographic structures;
3.6k basic elements of music (e.g., meter signatures, terminology related to tempo and dynamics) and common rhythmic and metric patterns;	3.6s select and choreograph appropriate material for dance performances;
3.7k research strategies for locating music literature and sources for various styles of dance;	3.7s use choreographic principles, processes, and structures to choreograph coherent, aesthetically unified dances in a variety of styles;
3.8k elements of and basic skills for dance production (e.g., lighting, costuming, set design, makeup), including safe use of equipment and facilities;	3.8s analyze and describe how a choreographer manipulated and developed the basic movement content in a given dance;
3.9k roles and responsibilities of various participants in dance productions and performances (e.g., dancer, choreographer, costumer, lighting designer, stage manager, house manager, audience);	3.9s analyze how various factors (e.g., performance space, props, costumes, makeup, lighting, sets) affect choreography and performance;
3.10k opportunities in dance as a profession and ways in which skills developed through dance are applicable to a variety of careers;	3.10s apply knowledge of safety principles and procedures related to dance production;
	3.11s analyze the relationship between dance and different types of accompaniment (e.g., sound, music, spoken text);

Standard III. The dance teacher understands and applies knowledge of principles and processes for creating, performing, and producing dance.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>Teachers of Students in Grades 8–12</i>	<i>Teachers of Students in Grades 8–12</i>
3.11k factors affecting the quality of individual dance performance (e.g., adequate rehearsal, appropriate technical skill, energy, focus, expression);	3.12s analyze the significance of elements of performance quality (e.g., energy, focus, expression);
3.12k factors affecting the quality of a dance production (e.g., length and variety of program, lighting, staging, aesthetics, environment);	3.13s provide students with learning opportunities that promote their development and application of knowledge and skills related to improvisation, choreography, and performance;
3.13k the use of technology (e.g., video, computer, sound and lighting equipment) in the creation, performance, and production of dance; and	3.14s teach students appropriate behavior and protocol for dance events as participants and as audience members;
3.14k dance-related skills, such as creative problem solving, critical thinking, cooperation, collaboration and self-discipline.	3.15s use technology (e.g., video, computer, sound and lighting equipment) to reinforce, enhance, or alter dance productions; and
	3.16s teach students to apply dance-related skills, such as creative problem solving, critical thinking, cooperation, and self-discipline in various dance contexts.

Standard IV. The dance teacher understands and applies knowledge of dance from different cultures and historical periods and the relationship of dance to other art forms and other disciplines.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>Teachers of Students in Grades 8–12</i>	<i>Teachers of Students in Grades 8–12</i>
The beginning teacher knows and understands:	The beginning teacher is able to:
4.1k dance as an element of global culture and various historical periods;	4.1s analyze, compare, and contrast techniques, styles, characteristic movements, and traditions in dances from various cultures and historical periods;
4.2k techniques, styles, characteristic movements, and traditions in dances from various cultures and historical periods;	4.2s identify and analyze historical and cultural elements that have influenced the development of different types of dance;
4.3k significant movements, events, and developments in the history of dance;	4.3s choreograph dances that reflect an understanding of various cultures and historical periods;
4.4k significant individuals in the history of dance and their contributions to the development of dance;	4.4s analyze choreography from various cultures and historical periods;
4.5k the history of dance genres, including ballet, modern, tap, jazz, folk, world, and social dance;	4.5s analyze the historical development of dance forms (e.g., social, cultural, and political influences);
4.6k contemporary trends in dance;	4.6s identify and explain historical and contemporary trends and movements in dance;
4.7k relationships between dance and other art forms; and	4.7s analyze ways in which dance has been used to express ideas and emotions in different cultures and historical periods;
4.8k relationships between dance and other disciplines, (e.g., mathematics, science, social studies, English language arts).	4.8s provide instruction that promotes students' understanding and appreciation of the cultural and historical dimensions of dance;
	4.9s compare and contrast the use of form and expression in dance with their use in other fine arts; and
	4.10s provide instruction that integrates dance with other art forms and with other disciplines.

Standard V. The dance teacher understands and applies knowledge of skills for critically analyzing and evaluating dance.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>Teachers of Students in Grades 8–12</i>	<i>Teachers of Students in Grades 8–12</i>
The beginning teacher knows and understands:	The beginning teacher is able to:
5.1k criteria used to evaluate and critique dance performance and production (e.g., skill of performers, originality, visual and emotional impact, variety and contrast, production elements);	5.1s analyze and evaluate qualities of dance performance and production using appropriate criteria and vocabulary;
5.2k characteristics of different types of dance and standards for critically analyzing and evaluating various dances;	5.2s analyze and discuss dance from a variety of perspectives (e.g., critic, performer, choreographer, audience member);
5.3k appropriate vocabulary for and approaches to discussing dance;	5.3s recognize characteristics and qualities of different types of dance and different dance compositions;
5.4k how to analyze, interpret, and evaluate dance, including dance from various eras and cultures;	5.4s recognize and compare different dance forms and styles from various cultures;
5.5k ways in which components of dance production (e.g., lighting, costuming, make-up, set design) influence the creative process and artistic product; and	5.5s analyze dance compositions within their historical context;
5.6k ways in which an individual's perspective (e.g., as critic, performer, choreographer, audience member) may affect response to dance.	5.6s identify performance problems and provide constructive feedback for improving a dance performance;
	5.7s evaluate solutions to a given movement problem;
	5.8s assist students in developing skills for evaluating and making informed judgments about their own and others' dance performances; and
	5.9s promote students' development of skills of observation and reflection through historical, critical, reflective, kinesthetic, collaborative, and imaginative analysis of dances and dance experiences.

Standard VI. The dance teacher understands and applies knowledge of effective dance instruction and assessment.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>Teachers of Students in Grades 8–12</i>	<i>Teachers of Students in Grades 8–12</i>
The beginning teacher knows and understands:	The beginning teacher is able to:
6.1k content and performance standards for dance that comprise the Texas Essential Knowledge and Skills (TEKS) and the significance of the TEKS in developing a dance curriculum;	6.1s develop, implement, and evaluate curriculum and instruction in dance based on the TEKS;
6.2k students' intellectual, social, emotional, and physical development and their significance for dance education;	6.2s use a variety of instructional strategies to develop students' knowledge and skills in dance and enhance critical and creative thinking in dance contexts;
6.3k how to plan, implement, and evaluate dance instruction;	6.3s monitor and encourage the development of students' knowledge, skills, and creativity in dance;
6.4k safe and appropriate progressions for teaching dance technique;	6.4s organize and sequence lessons in ways that promote safe and effective student learning;
6.5k inclusive strategies for teaching dance effectively to students with diverse backgrounds and needs;	6.5s develop and use instructional strategies that are responsive to the strengths and needs of all students, including students with special needs;
6.6k appropriate instructional materials and strategies for developing students' dance knowledge and skills;	6.6s select instructional materials and strategies that promote skills development, motivate achievement, and develop appreciation of the arts;
6.7k the effective use of current instructional technologies in dance settings;	6.7s integrate relevant instructional technologies to enhance teaching and learning in dance;
6.8k methods and purposes of various kinds of assessment in dance;	6.8s foster students' creativity and critical thinking by offering them opportunities to create dances, explore the elements of dance, and analyze their own and others' dance performances;
6.9k strategies and criteria for ongoing assessment of students' dance knowledge and skills;	6.9s use knowledge of the TEKS and multiple forms of assessment to plan instruction and to monitor and evaluate students' progress;
6.10k the use of constructive feedback when evaluating dance skills and performances; and	6.10s develop and apply appropriate evaluation criteria based on knowledge of students' abilities and experience;
6.11k procedures for effectively managing and organizing dance classes and performances.	

Standard VI. The dance teacher understands and applies knowledge of effective dance instruction and assessment.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

- 6.11s offer appropriate feedback and guidance in the assessment process; and
- 6.12s manage time, instructional resources, and physical space effectively for dance classes.