

In addition to the Arkansas Teaching Standards (ATS) and the competencies for the Teacher Excellence and Support System (TESS), including competencies regarding the knowledge and use of educational technology that reflect the International Society for Technology in Education (ISTE) standards, candidates should demonstrate knowledge of and competence in the following:

1. Essential Competencies in Dance Content and Foundations

- 1.1 Demonstrate technical proficiency in multiple forms of dance such as, but in no way limited to Caribbean, Hip Hop, Jazz, Tap, and other African diasporic forms; Ballet, Ballroom, Flamenco, Modern, Musical Theatre, and other Western forms; Bharatanatyam, Chinese Traditional and forms from other Asian and Middle Eastern diasporas; and Improvisational, Folk, Traditional, and Classical forms.
- 1.2 Demonstrate skill in multiple areas of performance to the highest possible level of technical skill and conceptual understanding appropriate to the particular area of concentration and its expressive possibilities.
- 1.3 Knowledge of dance vocabulary, somatic practice, and fundamental concepts and principles of creative movement.
- 1.4 Knowledge of the 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.
- 1.5 Knowledge of and ability to describe how the body and mind are used as primary tools for dance.
- 1.6 Ability to demonstrate mastery of the artistic processes of creating, performing, responding, and connecting to dance.
- 1.7 Ability to organize and scaffold dance skills (e.g., alignment, coordination, flexibility, stability, and strength).
- 1.8 Ability to facilitate the development of critical thinking and problem-solving skills through dance.

<p>2. Essential Competencies in Choreography and Dance Performance</p>	<p>2.1 Knowledge of and ability to describe performance techniques from various dance styles and forms (e.g., ballet, modern, jazz, tap, folk, and social).</p> <p>2.2 Knowledge of and ability to describe the significant skeletal structures and proper alignment; basic principles of kinesiology and movement analysis; common dance injuries and injury prevention.</p> <p>2.3 Knowledge of the use of movement elements, expressive qualities, and technical proficiency in performing dance.</p> <p>2.4 Knowledge of and ability to describe processes to consider in choreography - creating (improvising, exploring, composing, choreographing), performing, responding, and connecting.</p> <p>2.5 Knowledge of and ability to demonstrate proficiency in the multiple components of production including various types of performance spaces, lighting, sound, costuming, and stage management.</p> <p>2.6 Demonstrate understanding of the audition casting and rehearsal processes (e.g., warm-ups, schedule planning, technical rehearsal procedures) and techniques for coaching dancers as they create roles and develop characters.</p>
<p>3. Creating</p>	<p>3.1 Knowledge of how to teach students to generate and conceptualize artistic ideas and work using a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</p> <p>3.2 Knowledge of how to teach students to demonstrate fluency and personal voice in designing and choreographing original dances, justify choreographic choices by explaining how they are used to intensify artistic intent, and construct an artistic statement that communicates a personal, cultural, and artistic perspective.</p> <p>3.3 Knowledge of how to teach students to refine and complete artistic work using self-reflection, feedback from others, and</p>

	<p>documentation to improve the quality of their work.</p> <p>3.4 Knowledge of how to teach students to document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).</p>
4. Performing	<p>4.1 Knowledge of how to teach students to select, analyze, and interpret artistic work for presentation understanding how dancers work with space, time, and energy to communicate artistic expression.</p> <p>4.2 Knowledge of how to teach students to develop and refine artistic techniques and work for presentation and understand how the dancer uses the mind-body connection and develops the body as an instrument for artistry and artistic expression.</p> <p>4.3 Knowledge of how to teach students to convey meaning through the presentation of artistic work understanding that performance is an interaction between the performer, production elements, and audience that heightens and amplifies artistic expression.</p>
5. Responding	<p>5.1 Knowledge of how to teach students to perceive and analyze dance works explaining how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices.</p> <p>5.2 Knowledge of how to teach students to analyze and interpret intent and meaning expressed in choreography through the elements of dance.</p> <p>5.3 Knowledge of how to teach students to apply criteria to discuss and evaluate artistic work by defining personal artistic preferences to critique dance and by considering societal and personal values and a range of artistic expression.</p>

6. Connecting	<p>6.1 Knowledge of how to teach students that dance is experienced, and that all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</p> <p>6.2 Knowledge of how to teach students to investigate various dance-related careers through a variety of research methods and techniques.</p> <p>6.3 Knowledge of how to teach students to understand how dance impacts aspects of society (e.g., education, culture, the economy, recreation, history, religion, etc.).</p>
7. Pedagogical Competencies in Dance Education	<p>7.1 Ability to use a variety of instructional strategies to teach students (e.g., visual, kinesthetic, auditory, tactile, active, reflective, sequential, etc.).</p> <p>7.2 Ability to engage students in learning about dance and dance education through culturally relevant research projects, field trips, master classes with other professional dancers, and community performances.</p> <p>7.3 Ability to effectively combine teaching strategies with instructional aids and resources to maximize learning experiences.</p> <p>7.4 Knowledge of how to use a wide variety of instructional resources and make those resources available to students as stimuli in creating, performing, and responding to dance content and process.</p> <p>7.5 Ability to take responsibility for continuing education and professional development and collaborate with colleagues at local, state, and national levels to advance the field of dance arts education.</p> <p>7.6 Knowledge of how to blend teacher and student assessments and program evaluation into daily instruction and the ability to recognize that dance classrooms provide research opportunities to improve teaching, learning, and reflective practice.</p>

	<p>7.7 Demonstrate understanding of the role of dance activities in multiple subject areas and how to integrate dance education with core curriculum areas.</p> <p>7.8 Apply knowledge of how to develop a learning and performance environment that encourages open communication, collaboration, trust, reflection, creativity, and critical thinking.</p>
Field Experience and Internship	<p>The professional education program provides evidence of the candidate's participation in sequential and developmental field experiences and internship, under the supervision of college personnel and cooperating teachers who are well-trained, have interpersonal skills, and demonstrated competency in teaching. Sequential field experiences shall be at the elementary, middle, and high school levels.</p>