

Dance Education (Ed 612.32) Self-Assessment Worksheet

Ed 612.32 Dance Education

Directions: This matrix worksheet should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this worksheet should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.

Ed. 612.32 DANCE EDUCATION The program for dance education shall provide the candidate with the following skills, competencies, and knowledge through a combination of academic and supervised practical experiences in the following areas:	DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY).	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
(a) In the area of content, process, and methodology as an art form: (1) For purposes of artistic expression, the ability to: a. Create dances;		
b. Perform technical skills in a variety of dance forms; and		
c. Critically analyze movement, dance techniques, and choreography:		
(2) the ability to incorporate one's own artistic experience into dance pedagogy; and		
(3) The ability to use artistic processes of create, perform, and respond as a conceptual model to understand and appreciate dance as an art form;		

(b) In the area of promoting the understanding of dance as an artistic, kinesthetic, education, social, cultural, and theatrical experience, the ability to:		
(1) Develop students' appreciation of choreographic diversity by providing:		
a. Live or recorded examples, or both of professional performances; and		
b. Experiences in a variety of dance forms such as traditional, social, classical, theatrical, social(sic), and contemporary;		
(2) Explore and manipulate movement material from a variety of sources, including, but not limited to, environment, daily, life, and art forms other than dance		
(3) Integrate theories and principles from other fields of study into:		
a. Teaching: and		
b. Choreography: and		
c. Stagecraft: and		
(4) Demonstrate how lighting, costuming, or setting can contribute to the meaning of a dance or dance event.		
(c) In the area of dance history and culture, the ability to :		

<p>(1) Incorporate experiences from various cultures and historical periods;</p>		
<p>(2) Develop dance experiences using a variety of dance styles, cultures, and time periods; and</p>		
<p>(3) Relate historical and cultural context to techniques, styles, and choreography; and</p>		
<p>(d) In areas of dance pedagogy, the ability to: (1) Employ a variety of dance instructional methods, including, but not limited to: a. Dynamic alignment; b. Imagery; c. Verbal prompts; and d. Accurate technical demonstrations;</p>		
<p>(2) Design composition and improvisational structures to support conceptual knowledge;</p>		
<p>(3) Create opportunities for student self-reflection, including, but not limited to: a. Journals and other media; b. Related artistic expressions; and c. Self-assessment;</p>		

<p>(4) Help students apply the choreographic process by:</p> <ul style="list-style-type: none"> a. Guiding students in the development of a movement vocabulary based on the elements of dance and movement concepts; b. Engage students in purposeful dance creation using the elements of dance and movement concepts and principles of choreography to communicate meaning; and c. Foster the use of appropriate terminology to describe, analyze, and evaluate dance; 		
<p>(5) Encourage safe movement practices by:</p> <ul style="list-style-type: none"> a. Discussing with students the importance of nutrition for developing and maintaining strong, healthy, and energetic minds and bodies; 		
<ul style="list-style-type: none"> b. Fostering safe dance practices by applying principles of anatomy and kinesiology; 		
<ul style="list-style-type: none"> c. Explaining injury prevention treatment to students; and 		

<p>d. Designing a safe environment where planned, spontaneous, and varied activities can occur;</p>		
<p>(6) Share effective processes of dance critique with students by: a. Facilitating student analysis of dance to include an understanding of : 1. Dance vocabulary; 2. Movement technique; 3. Choreographic structure; 4. Imagery and meaning; 5. Historical and cultural context; and 6. Dance production; and</p>		
<p>b. Employing various methods of critiquing such as self, peer, and teacher so that students can: 1. Critique the work of others; 2. Reflect and revise their work; and 3. Express themselves more accurately;</p>		

<p>(7) Organize and teach dance content, including the ability to create lesson plans, units, and curricular guidelines based on national, state, and local standards for students that include:</p> <ul style="list-style-type: none">a. Developmentally appropriate activities;b. Exploratory, self-directed, and collaborative learning opportunities;c. Theories and principles of other artistic disciplines and disciplines outside of the arts; andd. Practices to promote health and safety; and		
<p>(8) Describe and advocate for a comprehensive K-12 dance program that:</p> <ul style="list-style-type: none">a. Develops dance skill and concepts sequentially over time;b. Aligns with local, state, and national standards;c. Includes appropriate learning materials;d. Addresses opportunities available beyond the regular classrooms; ande. Can be made available, in appropriate ways, to all students.		

[Source](#). #9306, eff 10-25-08