

Indiana Department of Education

Indiana Content Standards for Educators

FINE ARTS–DANCE

Dance teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

December 2010

Table of Contents

Fine Arts–Dance Educator Standards 1

Selected Bibliography of Standards and Sources Related to
Fine Arts–Dance 5

Alignment of Educator Standards with State and National Standards 6

Fine Arts–Dance Educator Standards

Standard 1: Creative Processes of Dance

Dance teachers have a broad and comprehensive understanding of dance movement, choreographic processes, and the performance of dance.

Standard 2: Aesthetics and Analysis of Dance

Dance teachers have a broad and comprehensive understanding of the aesthetics, interpretation, and evaluation of dance.

Standard 3: Dance in Society

Dance teachers have a broad and comprehensive understanding of the development of dance through history and the role of dance in various cultures.

Standard 4: Healthful Practices

Dance teachers have a broad and comprehensive understanding of human anatomy, healthful lifestyles, and safety as related to dance education and performance.

Standard 5: Connections of Dance to Other Disciplines

Dance teachers have a broad and comprehensive understanding of the relationships between dance and other art forms and between dance and disciplines outside the arts.

Standard 6: Connections of Dance to Daily Life

Dance teachers have a broad and comprehensive understanding of the role of dance in the community and of career and recreational opportunities in dance.

Standard 7: Dance Instruction and Assessment

Dance teachers have a broad and comprehensive understanding of content-specific instruction and assessment in dance.

The Indiana Educator Standards for Fine Arts–Dance describe the knowledge and skills that teachers need to help students achieve the learning outcomes defined by the Indiana Academic Standards for Dance. A link to relevant portions of the Indiana Academic Standards can be found below.

[Dance](#)

Fine Arts–Dance Educator Standards

Standard 1: Creative Processes of Dance

Dance teachers have a broad and comprehensive understanding of dance movement, choreographic processes, and the performance of dance, including:

- 1.1** fundamental concepts and skills related to elements of movement, such as pathway, direction, and flow, and locomotor and nonlocomotor movement
- 1.2** principles, forms, and structures of choreography, such as repetition, contrast, phrasing, and theme and variations, improvisation, literal and nonliteral forms, and compositional structures
- 1.3** applying and demonstrating critical- and creative-thinking skills in dance, such as solving a given movement problem or refining a dance work
- 1.4** principles and practices related to participation in dance performance, such as cooperation and collaboration, procedures for warming up and cueing, and working in ensemble
- 1.5** principles and practices related to the design and technical production of theatrical elements of dance performance, including the roles and responsibilities of dancer, choreographer, and director; costume, scenery, and lighting design; and how design and props contribute to the expression of meaning

Standard 2: Aesthetics and Analysis of Dance

Dance teachers have a broad and comprehensive understanding of the aesthetics, interpretation, and evaluation of dance, including:

- 2.1** the expressive qualities of dance in creating and communicating meaning, such as intent, movement choices, dynamics, and narrative, linear, and nonlinear forms
- 2.2** effective processes of describing dance movement and choreography, such as aesthetic concepts, technical vocabulary, and the ability to analyze and discuss dance from a variety of perspectives
- 2.3** aesthetic concepts and criteria related to analyzing, interpreting, and evaluating dance as part of the processes of choreography and performance, such as the visual and emotional impact of choreographic choices, the relationship between music and movement, and individual aesthetic expression

Standard 3: Dance in Society

Dance teachers have a broad and comprehensive understanding of the development of dance through history and the role of dance in various cultures, including:

- 3.1** fundamental characteristics and technical skills of various genres of dance, such as folk, jazz, modern, ballet, and social dance
- 3.2** the development of dance genres through history and in various cultures, including significant developments in and influences on dance and the historical and cultural contexts of various dance genres
- 3.3** the functions of dance as a form of expression and communication in various cultures, including the narrative and symbolic features of dance

Fine Arts–Dance Educator Standards

Standard 4: Healthful Practices

Dance teachers have a broad and comprehensive understanding of human anatomy, healthful lifestyles, and safety as related to dance education and performance, including:

- 4.1** human anatomy and physiology and their relationship to dance movement, such as major skeletal and muscular structures of the body and how skeletal alignment and body mechanics affect movement
- 4.2** principles and practices of dance conditioning, including methods of improving strength, flexibility, and coordination
- 4.3** health and safety practices and principles of nutrition related to dance, including causes, symptoms, and treatment of common injuries and health issues related to dance
- 4.4** the role of dance in promoting perspectives and practices contributing to a healthful lifestyle

Standard 5: Connections of Dance to Other Disciplines

Dance teachers have a broad and comprehensive understanding of the relationships between dance and other art forms and between dance and disciplines outside the arts, including:

- 5.1** elements of dance, such as rhythm, theme, color, texture, composition, and movement, that are common to other art forms
- 5.2** ways in which various art forms can be used together to express ideas
- 5.3** similarities between concepts and skills developed through participation in dance, such as observation and experimentation, and concepts and skills important to other disciplines
- 5.4** ways in which skills developed through participation in dance, such as creative problem-solving, sequencing, pattern recognition, and communication, are used in other disciplines

Standard 6: Connections of Dance to Daily Life

Dance teachers have a broad and comprehensive understanding of the role of dance in the community and of career and recreational opportunities in dance, including:

- 6.1** the value of attending dance events and participating in community dance organizations
- 6.2** ways in which individuals may integrate dance as a recreational activity in daily life
- 6.3** various career opportunities and occupations related to dance and dance production, such as artistic director, choreographer, lighting and set designer, private dance studio owner, health and fitness instructor, and physical therapist
- 6.4** skills required for various dance careers, such as perseverance, self-discipline, time management, and other work habits

Fine Arts–Dance Educator Standards

Standard 7: Dance Instruction and Assessment

Dance teachers have a broad and comprehensive understanding of content-specific instruction and assessment in dance, including:

- 7.1** the Indiana Academic Standards for Dance
- 7.2** the NDA National Standards for Dance and the ISTE technology standards
- 7.3** instructional strategies and resources for promoting student understanding of concepts and skills related to dance
- 7.4** strategies and skills for planning and designing dance instruction, including the use of techniques and approaches that meet the needs of diverse learners
- 7.5** instructional strategies to promote student learning and to foster the development of critical-thinking, problem-solving, and performance skills in dance
- 7.6** communication methods that promote student learning and foster active inquiry, interaction, and collaboration in dance education activities
- 7.7** collaboration with educators in other disciplines to integrate dance and movement into the curriculum at all levels
- 7.8** strategies for selecting, adapting, and using technological resources to enhance teaching and learning about dance
- 7.9** strategies and skills for effectively assessing student understanding and mastery of essential dance concepts and skills, such as rubrics, drawings, and journals

Selected Bibliography of Standards and Sources Related to Fine Arts–Dance

State and National Standards and Curriculum Frameworks

1. Indiana Department of Public Instruction. (2004). *Indiana academic standards for dance*. <http://www.ipfw.edu/vpa/caa/Dance%20Standards%20Web%208-15-05%5B1%5D.pdf>
2. National Dance Education Organization. (2005). *Professional teaching standards for dance in arts education*. Bethesda, MD. http://www.nj.gov/education/njpep/classroom/arts_assessment/worddocs/NationalPD_DanceStandards.pdf
3. Consortium of National Arts Education Associations (CNAEA). (1994). *National standards for arts education*. <http://artsedge.kennedy-center.org/educators/standards.aspx?facet:ArtsSubjectName=Dance#results>
4. International Society for Technology in Education (ISTE). (2008). *National educational technology standards for teachers*. http://www.iste.org/Libraries/PDFs/NETS_for_Teachers_2008_EN.sflb.ashx

Sources on Fine Arts–Dance Content

5. Kassing, G. (2007). *History of dance: An interactive arts approach*. Champaign, IL: Human Kinetics.
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7. Minton, S. C. (2007). *Choreography: A basic approach using improvisation*. (3rd ed.). Champaign, IL: Human Kinetics.
8. Gilbert, A. G. (2006). *Brain-compatible dance education*. Reston, VA: National Dance Association, an association of the American Alliance for Health, Physical Education, Recreation, and Dance.
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Sources on Student Learning and Pedagogical Methodology

11. National Dance Association. Meyer, F. A. (Ed.). (2010). *Implementing the national dance standards*. Champaign, IL: Human Kinetics.
12. Thompson, M. J., & Barniskis, B. (2005). *Artful teaching and learning: Student achievement through the arts*. A joint project of the Minneapolis Public Schools and the Perpich Center for Arts Education. http://www.pcae.k12.mn.us/pdr/HANDBOOK6_7.pdf
13. Willis, C. (2004). *Dance education tips from the trenches*. Champaign, IL: Human Kinetics.
14. Kassing, G., & Jay, D. (2003). *Dance teaching methods and curriculum design*. Champaign, IL: Human Kinetics.
15. McCutcheon, B. P. (2006). *Teaching dance as art in education*. Champaign, IL: Human Kinetics.
16. Hagood, T. (2006). Values and voice in dance education: The merit of fostering tradition, experiment, diversity, and change in our pedagogy. *Arts Education Policy Review*, 108(2), 33–39.

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Fine Arts–Dance	Indiana Academic Standards for Dance	CNAEA National Standards for Arts Education	ISTE National Educational Technology Standards
<p><u>Standard 1: Creative Processes of Dance</u></p> <p>Dance teachers have a broad and comprehensive understanding of dance movement, choreographic processes, and the performance of dance.</p>	<p>K.1-2; 1.1-2; 2.1-2; 3.1-2; 4.1-2; 5.1-2; 6.1-2; 7.1-2; 8.1-2; H.1-2</p>	<p>K-4.1-2; K-4.4; 5-8.1-2; 5-8.4; 9-12.1-2; 9-12.4</p>	<p>1a–1d; 2a; 3a; 3b; 3d; 4a</p>
<p><u>Standard 2: Aesthetics and Analysis of Dance</u></p> <p>Dance teachers have a broad and comprehensive understanding of the aesthetics, interpretation, and evaluation of dance.</p>	<p>K.3-4; 1.3-4; 2.3-4; 3.3-4; 4.3-4; 5.3-4; 6.3-4; 7.3-4; 8.3-4; H.3-4</p>	<p>K-4.3-4; 5-8.3-4; 9-12.3-4</p>	
<p><u>Standard 3: Dance in Society</u></p> <p>Dance teachers have a broad and comprehensive understanding of the development of dance through history and the role of dance in various cultures.</p>	<p>K.5; 1.5; 2.5; 3.5; 4.5; 5.5; 6.5; 7.5; 8.5; H.5</p>	<p>K-4.5; 5-8.5; 9-12.5</p>	
<p><u>Standard 4: Healthful Practices</u></p> <p>Dance teachers have a broad and comprehensive understanding of human anatomy, healthful lifestyles, and safety as related to dance education and performance.</p>	<p>K.6; 1.6; 2.6; 3.6; 4.6; 5.6; 6.6; 7.6; 8.6; H.6</p>	<p>K-4.6; 5-8.6; 9-12.6</p>	

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Fine Arts–Dance	Indiana Academic Standards for Dance	CNAEA National Standards for Arts Education	ISTE National Educational Technology Standards
<p><u>Standard 5: Connections of Dance to Other Disciplines</u></p> <p>Dance teachers have a broad and comprehensive understanding of the relationships between dance and other art forms and between dance and disciplines outside the arts.</p>	<p>K.7; 1.7; 2.7; 3.7; 4.7; 5.7; 6.7; 7.7; 8.7; H.7</p>	<p>K-4.7; 5-8.7; 9-12.7</p>	
<p><u>Standard 6: Connections of Dance to Daily Life</u></p> <p>Dance teachers have a broad and comprehensive understanding of the role of dance in the community and of career and recreational opportunities in dance.</p>	<p>K.8; 1.8; 2.8; 3.8; 4.8; 5.8; 6.8; 7.8; 8.8; H.8</p>	<p>K-4.5.2; 5-8.5.3</p>	
<p><u>Standard 7: Dance Instruction and Assessment</u></p> <p>Dance teachers have a broad and comprehensive understanding of content-specific instruction and assessment in dance.</p>			<p>1a–1c; 2a–2d; 3a; 3b; 3d</p>