
**NEW YORK STATE TEACHER
CERTIFICATION EXAMINATIONS™**

**FIELD 70: DANCE
TEST FRAMEWORK**

June 2003

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Subarea

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Dance Elements and Skills
Creating and Performing Dance
Anatomy, Health, and Dance in Everyday Life
Dance and Culture
Responding to and Analyzing Dance

The New York State dance educator has the knowledge and skills to teach effectively in New York State public schools. The dance educator is familiar with the principles and processes associated with the creation of dance and with dance performance. The dance educator also understands the elements and skills of dance used by dancers in various styles and traditions. The dance educator is aware of the deep connection between dance and culture, and how that connection has influenced the development of all forms of dance. The dance educator understands the basic principles of dance composition, analysis, and criticism and can describe how dance is used to communicate meaning.

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SUBAREA I—DANCE ELEMENTS AND SKILLS

0001 Understand body movements and their relationship to dance.

For example:

- demonstrating knowledge of axial and nonlocomotor movements (e.g., bending, twisting, stretching, swinging) and locomotor movements (e.g., walking, running, hopping, jumping, leaping, galloping, sliding, skipping) used in dance performance
- demonstrating an understanding of body parts (e.g., head, trunk, feet, toes), relationships (e.g., near, above, alone, connected, shadow), shapes (e.g., curved, angular, symmetrical), and balance (e.g., on balance, off balance)
- demonstrating knowledge of space (e.g., self space, general space), size (e.g., big, medium, small), level (e.g., high, middle, low), direction (e.g., forward, left, up), pathway (e.g., curved, straight, zigzag), and focus (e.g., single focus, multi-focus)
- demonstrating knowledge of time (e.g., fast, medium, slow) and rhythm (e.g., pulse, pattern, breath, accent)
- demonstrating knowledge of energy (e.g., sharp, smooth), weight (e.g., strong, light), and flow (e.g., free, bound)
- demonstrating an understanding of how human structure and function can affect dance movements and movement potential
- demonstrating an understanding of the use of imagery to improve technique and expand movement potential
- analyzing movement qualities and dynamics

0002 Understand principles and techniques common to various forms of dance.

For example:

- identifying basic positions and directions of the arms, feet, and body
- demonstrating an understanding of the components and functions of, and relationships among, warm-up, center-floor, and across-the-floor work
- demonstrating familiarity with dance performance techniques
- recognizing and analyzing the principles of body, effort, space, and relationships (e.g., among body parts, to other dancers, with props) in dance
- demonstrating knowledge of the relationships among various forms of dance
- demonstrating knowledge of a variety of rhythmic patterns

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0003 Understand ballet techniques.

For example:

- demonstrating knowledge of basic ballet terminology
- recognizing major characteristics of different styles of ballet
- demonstrating an understanding of dance patterns and combinations used in ballet

0004 Understand modern dance techniques.

For example:

- demonstrating knowledge of basic modern dance terminology
- recognizing major characteristics of different styles of modern dance
- demonstrating an understanding of dance patterns and combinations used in modern dance

0005 Understand jazz and tap dance techniques.

For example:

- demonstrating knowledge of basic jazz and tap dance terminology
- recognizing major characteristics of different styles of jazz and tap dance
- demonstrating an understanding of dance patterns and combinations used in jazz and tap dance

0006 Understand folk, world, and social dance techniques.

For example:

- demonstrating knowledge of basic folk, world, and social dance terminology
- recognizing major characteristics of different styles of folk, world, and social dance
- demonstrating an understanding of dance patterns and combinations used in folk, world, and social dance

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SUBAREA II—CREATING AND PERFORMING DANCE

0007 Understand choreographic principles and processes.

For example:

- identifying literal and nonliteral sources (e.g., literature, visual arts, music, environment, gestures, emotions) for generating choreographic ideas and methods for translating an idea into a dance phrase, dance study, or full choreography
- recognizing the uses of improvisation in discovering and generating movement for choreography and for solving movement problems
- demonstrating an understanding of common rhythmic and metric patterns and their relationship to choreography
- demonstrating an understanding of the use of space, pattern, dynamics, phrasing, musicality, expression, and context in choreography

0008 Understand choreographic devices and structures.

For example:

- identifying and analyzing musical forms (e.g., theme and variations, AB, ABA, rondo, round, canon)
- identifying and analyzing representational (e.g., narrative) and non-representational (e.g., abstract) forms
- identifying and analyzing chance dance (e.g., choreographic movements assigned by rolling dice or drawing cards)
- identifying and analyzing motif and development (e.g., contrast, repetition, reordering, transition, retrograde)

0009 Understand basic principles of dance performance.

For example:

- demonstrating an understanding of communication and collaboration skills necessary for working effectively with others in dance settings
- demonstrating knowledge of performance quality (e.g., energy, focus, expression) as it relates to dance performance

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0010 Understand basic principles of dance production.

For example:

- identifying the roles and responsibilities of various participants in dance productions and performances (e.g., dancer, choreographer, director, costumer, lighting designer, manager, audience)
- evaluating different performance venues and analyzing how a performance space affects a work
- analyzing the effects of performance space, props, costumes, makeup, lighting, and sets on choreographic decisions
- analyzing how different accompaniment (e.g., sound, music, spoken text) can affect the meaning of a dance

0011 Understand how dance relates to other art forms and other disciplines.

For example:

- comparing the nature and principles of dance with other art forms (e.g., music, theatre, visual arts)
- describing how technology can be used to reinforce and enhance a dance idea
- comparing materials and concepts (e.g., balance, shape, pattern) used in dance with those used in other disciplines (e.g., math, science, literature, social studies)
- demonstrating knowledge of print and nonprint resources for dance research (e.g., people, video, photography, computer, books, live performances) and applying research methods in the investigation of dance topics

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SUBAREA III—ANATOMY, HEALTH, AND DANCE IN EVERYDAY LIFE

0012 Understand activities and practices that promote health, safety, and injury prevention in dance.

For example:

- demonstrating knowledge of safety practices and injury prevention strategies used in dance
- demonstrating an understanding of appropriate warm-up procedures for different types of dance
- demonstrating knowledge of common injuries and medical problems associated with dance, their causes, and their treatments
- recognizing good nutritional practices
- identifying appropriate clothing and footwear for different types of dance
- demonstrating an understanding of challenges dancers face in maintaining a healthy lifestyle
- demonstrating knowledge of stress reduction techniques

0013 Understand human anatomy as it relates to dance performance.

For example:

- identifying the major skeletal structures of the body
- demonstrating knowledge of major muscles, tendons, and ligaments used in given dance movements
- demonstrating an understanding of appropriate skeletal alignment and body-part articulation
- recognizing methods for improving strength, flexibility, agility, balance, and coordination
- demonstrating knowledge of various body integration techniques (e.g., yoga, Pilates, Alexander)

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0014 Understand the roles of dance in everyday life.

For example:

- recognizing how skills developed in dance are applicable to a variety of careers
- identifying the various career and recreational opportunities available in the field of dance
- demonstrating an understanding of the educational requirements of dance-related careers
- demonstrating knowledge of resources and opportunities for participation in dance-related activities in the community
- analyzing issues of ethnicity, gender, social and economic class, age, and physical condition in relation to dance

SUBAREA IV—DANCE AND CULTURE

0015 Understand the history of ballet.

For example:

- demonstrating knowledge of various characteristics and styles of ballet
- recognizing important developments in the history of ballet
- identifying the contributions of important individuals in the history of ballet
- analyzing the cultural elements that have influenced the development of ballet

0016 Understand the history of modern dance.

For example:

- demonstrating knowledge of various characteristics and styles of modern dance
- recognizing important developments in the history of modern dance
- identifying the contributions of important individuals in the history of modern dance
- analyzing the cultural elements that have influenced the development of modern dance

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0017 Understand the history of jazz and tap dance.

For example:

- demonstrating knowledge of various characteristics and styles of jazz and tap dance
- recognizing important developments in the history of jazz and tap dance
- identifying the contributions of important individuals in the history of jazz and tap dance
- analyzing the cultural elements that have influenced the development of jazz and tap dance

0018 Understand the history of folk, world, and social dance.

For example:

- demonstrating knowledge of various characteristics and styles of folk, world, and social dance
- recognizing important developments in the history of folk, world, and social dance
- identifying the contributions of important individuals in the history of folk, world, and social dance
- analyzing the cultural elements that have influenced the development of folk, world, and social dance

0019 Understand the relationship between dance and culture.

For example:

- demonstrating an understanding of dance as a shared cultural event
- demonstrating an understanding of the role of dance and the reasons why people dance in different cultures and contexts
- recognizing major dance artists from diverse cultures
- identifying basic dance movements and dance forms that are typical of various world cultures
- analyzing how specific dance forms are related to the culture from which they emerge
- comparing dances from different cultures

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SUBAREA V—RESPONDING TO AND ANALYZING DANCE

0020 Understand basic principles of dance analysis and criticism.

For example:

- demonstrating knowledge of words and symbols (e.g., dance notation, motif writing) used in describing and discussing dance
- recognizing theories about the nature of dance and the underlying assumptions people have about dance
- evaluating solutions to a given movement problem
- recognizing and comparing different dance forms and styles from a variety of choreographers and cultures
- analyzing dance compositions within their historical context
- identifying aesthetic criteria for evaluating dance (e.g., skill of performers, originality, visual and emotional impact, variety and contrast, production elements)
- comparing and contrasting dance compositions in terms of space (e.g., shape, pathway), time (e.g., rhythm, tempo), and movement qualities (e.g., force, energy)