
NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELD 164: DANCE TEST DESIGN AND FRAMEWORK

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This test design and framework document is designed to provide information about the content and format of a test for the New York State Teacher Certification Examinations™ (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this framework useful as they discuss the test with candidates. All test components may differ from those presented here. Furthermore, review of this framework, in whole or in part, does not guarantee an increased likelihood of success on any of the New York State Teacher Certification Examinations. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department, and any changes will fully supersede the information presented in this document. As a reminder, candidates are responsible for contacting their certification officer(s) regarding any changes to the New York State Teacher Certification Examinations.

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NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

**FIELD 164: DANCE
TEST DESIGN**

This test consists of selected-response items measuring content knowledge and one extended constructed-response item measuring pedagogical content knowledge. The constructed-response item is scenario-based and requires candidates to describe an instructional strategy to help students achieve a specific learning goal or an instructional intervention to address a specific learning difficulty, and to provide a rationale for employing that instructional strategy or intervention.

The selected-response items count for 80% of the total test score and the constructed-response item counts for 20% of the total test score, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from the constructed-response item is also indicated in the table that follows.

The total testing time is 195 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- The selected-response items are designed with the expectation of a response time up to 135 minutes.
- The constructed-response item is designed with the expectation of a response time up to 60 minutes.

Further information regarding the content of each competency can be found in the test framework.

Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Creating	22–23	20%	--	--
0002 Performing	22–23	20%	--	--
0003 Responding	22–23	20%	--	--
0004 Connecting	22–23	20%	--	--
0005 Pedagogical Content Knowledge	--	--	1	20%
Total	90	80%	1	20%

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TEST FRAMEWORK

Creating
Performing
Responding
Connecting
Pedagogical Content Knowledge

The New York State Dance teacher has the knowledge and skills necessary to teach effectively in New York State public schools. The dance teacher demonstrates a deep understanding of the concepts, principles, and skills related to the creation, performance, and evaluation of dance as artistic work and the use of dance as an expression of personal and social perspectives. The dance teacher uses this knowledge as the foundation for helping students develop a specific set of enduring understandings and skills that are important to the expression of ideas through the artistic work of dance. The dance teacher understands the technical foundations of dance in the elements of movement and the potentials of the human body. The dance teacher understands the use of dance movement and choreographic design in the creation and expression of meaning and artistic intent and the requirements of performance and production for presenting artistic works. The dance teacher understands the principles and processes involved in responding to and analyzing dance as artistic work and the application of critical, creative, and reflective thinking skills in developing, refining, and evaluating dance as an artistic product. The dance teacher demonstrates a broad knowledge of the variety of and connections between dance genres and styles globally and the various functions dance performs in global societies. The dance teacher understands the connections between the principles, processes, and skills important to dance learning and the learning and understanding of concepts and skills important to other art forms and academic subjects. The dance teacher applies knowledge of planning, implementing, and assessing instructional activities in dance that promote students' knowledge and skills as dancers and artists.

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COMPETENCY 0001—CREATING

Performance Expectations

The New York State Dance teacher is knowledgeable about the principles and processes involved in the creation of dance. The teacher is familiar with vocabulary and concepts related to the composition of dance movement and the choreography of dance works and understands how to apply principles of choreography in the creation of meaningful dance movement and works. The teacher applies knowledge of design principles and structures used in choreographing dance movement and dance works and processes for resolving movement problems. The teacher recognizes how choreography is developed from various sources to create meaning and the ways in which technology and the media arts can be used in dance creation. The teacher understands the fundamentals of staging and production, the roles of various individuals in organizing and staging a dance production, and the ways in which the various elements of a dance production contribute to the creation of meaning and the accomplishment of the goals of the performance.

Performance Indicators

- a. identifies and applies basic vocabulary and concepts related to generating choreography (e.g., motif, movement phrase, transitions, energy, pathways, contrast, group formations, principles of design)
- b. demonstrates and applies knowledge of choreographic processes and compositional tools (e.g., improvisation, exploration, chance, repetition, reordering, canon, unison)
- c. demonstrates and applies knowledge of choreographic structures used in organizing, developing, and refining dance (e.g., ABA, theme and variation, rondo, movement scores and tasks)
- d. identifies and analyzes literal and nonliteral sources for generating choreographic ideas (e.g., images, emotions, poetry, narrative, music, ritual)
- e. identifies and analyzes uses of accompaniment in the creation of dance (e.g., live and recorded music, environmental sound, soundscapes, spoken word, breath, body percussion, silence)
- f. demonstrates familiarity with the use of technology and media arts in choreographic processes and in creating and refining dance pieces (e.g., tablets and mobile devices, Web-based modalities, character animation software, interactive projection)
- g. applies critical thinking and problem-solving skills to analyze solutions to movement problems and apply relevant aesthetic criteria to the revision and refinement of choreography
- h. identifies and applies the use of performative qualities in the creation and refinement of dance works (e.g., dynamics, focus, projection, clarity of intent, musicality)
- i. recognizes and applies strategies for revising and refining movement ideas and solving movement problems to clarify expressive intent (e.g., constructive feedback protocols)

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- j. understands principles and practices related to preparing for and staging a dance performance (e.g., type of venue, purposes of rehearsals, staging use of space, cueing) and the roles and responsibilities of personnel involved in preparing for and staging dance performances and productions
- k. understands principles and practices related to the design and use of costumes, makeup, props, sets, lighting, sound, and media arts in the production of dance

COMPETENCY 0002—PERFORMING

Performance Expectations

The New York State Dance teacher understands the elements, skills, and concepts that are fundamental to dance movement and the creation, performance, interpretation, and evaluation of dance movement and performance. The teacher is familiar with vocabulary, skills, and concepts used in teaching, discussing, and creating dance; understands the uses of and relationships between the fundamental elements and skills of dance movement and technique; and understands how to apply this knowledge to create dance movement and movement ideas. The teacher understands the importance of the relationships between human anatomy and physiology and the creation of movement, is familiar with the structure and function of systems within the human body, and applies this knowledge to ensure safe and effective participation in dance. The teacher understands and applies principles and practices used to condition the body for participation in dance, is aware of common injuries and health issues associated with participation in dance, and understands principles of injury prevention and treatment.

Performance Indicators

- a. demonstrates and applies knowledge of basic vocabulary and concepts related to learning, performing, refining, and responding to dance and dance movement (e.g., locomotor/axial alignment, center of gravity, symmetry/asymmetry, momentum, dynamics, musicality)
- b. demonstrates and applies knowledge of the dance element of body in learning, performing, refining, and responding to dance (e.g., body parts, actions, shapes)
- c. demonstrates and applies knowledge of the dance element of space in learning, performing, refining, and responding to dance
- d. demonstrates and applies knowledge of the dance element of time in learning, performing, refining, and responding to dance
- e. demonstrates and applies knowledge of the dance element of energy in learning, performing, refining, and responding to dance
- f. demonstrates and applies knowledge of the dance element of relationship in learning, performing, refining, and responding to dance (e.g., with other dancers, props, music, environment)
- g. demonstrates and applies knowledge of performance elements related to expressive movement in the interpretation, refinement, and presentation of dance ideas (e.g., phrasing, musicality, presence, expression, kinesthetic awareness, technical dance skills, practice strategies)

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- h. demonstrates and applies knowledge of the development of kinesthetic awareness and principles and processes important in the development of technical skills for various genres, styles, and forms of dance, including somatic practices
- i. demonstrates and applies knowledge of human anatomy and physiology and ways in which the human structure and functions can affect dance movement and movement potential (e.g., bone and muscle structure, types of joints, muscle and joint function, body mechanics)
- j. demonstrates and applies knowledge of healthful and safe practices and injury prevention (e.g., nutrition, lifestyle practices, warm-ups, stretching) for individuals participating in dance and the causes and treatments of injuries and conditions common to dancers
- k. demonstrates and applies principles and practices of physical conditioning used in dance training to promote safe and technically sound dance movement and performance (e.g., various methods and systems for improving strength, flexibility, and endurance)
- l. demonstrates and applies knowledge and understanding of adaptive dance practices to promote inclusivity in alignment with local, state, and federal regulations

COMPETENCY 0003—RESPONDING

Performance Expectations

The New York State Dance teacher understands the relationship between dance movement and the communication of meaning and that the perception of and response to the intent of dance reflects personal and cultural perspectives. The teacher is familiar with important aesthetic and technical vocabulary and concepts used in the description and analysis of dance and understands fundamental principles related to the development of aesthetic understanding. The teacher understands the importance of using critical, creative, and reflective thinking in the analysis of dance movement and performance, in the comparison of dance works and genres, and in the evaluation and refinement of dance movement ideas in order to clarify intent. The teacher is familiar with ways in which dance movement and performance are documented.

Performance Indicators

- a. identifies and applies aesthetic and technical vocabulary and concepts used to describe, analyze, interpret, and differentiate a variety of dance genres, styles, and forms
- b. recognizes and analyzes how ideas, emotions, and values are expressed in dance (e.g., movement choices, movement qualities, gestures)
- c. recognizes and analyzes ways in which various components of a dance performance can create and communicate meaning in a dance work (e.g., dance elements; choreographic design; use of props, costumes, multimedia, and staging; accompaniment; venue; lighting; context)

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- d. recognizes and interprets the ways in which components of a dance performance contribute to artistic expression
- e. applies critical, creative, and reflective thinking skills in the interpretation of dance movement, choreography, and performance
- f. applies critical, creative, and reflective thinking skills to compare and contrast various genres and styles of dance
- g. demonstrates and applies knowledge of various systems used to record and document dance movement and performance (e.g., dance notation, motif writing, technology)

COMPETENCY 0004—CONNECTING

Performance Expectations

The New York State Dance teacher understands the fundamental characteristics, vocabulary, and movement techniques of various genres and styles of performance and participatory dances. The teacher understands and applies skills and concepts important to learning and performing various genres and styles of dance. The teacher is familiar with aesthetic characteristics, movement patterns, and technical skills important to various genres and styles of dance and is familiar with historical and technical styles of major dance forms. The teacher understands the historical development of major forms of dance globally, is aware of the deep connection between dance and culture, and applies that knowledge to explore important developments in the history of dance and the uses and functions of dance in various cultures. The teacher is familiar with the contributions of significant individuals to various genres of dance. The teacher understands the connections between dance and other arts and academic disciplines, including how dance can be used to enhance understanding of other arts and academic disciplines.

Performance Indicators

- a. demonstrates and applies understanding of how contexts impact creating, learning, describing, interpreting, and analyzing various genres and styles of performance and participatory dance
- b. demonstrates and applies knowledge of distinguishing aesthetic characteristics, techniques, and movement patterns of various genres and styles of major concert and theatrical performance dances and traditional and social participatory dances worldwide
- c. demonstrates knowledge of and analyzes the history of major concert and theatrical performance dances and traditional and social participatory dances worldwide, including the identification and analysis of historical periods and major stylistic traditions
- d. demonstrates knowledge of and analyzes the contributions of significant dance artists to the development of various genres and styles of major concert and theatrical performance dances and traditional and social participatory dances worldwide

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- e. identifies and analyzes the aesthetic, social, and cultural functions of dance within various cultures in past and present societies (e.g., recreation, entertainment, social expression, demonstrating group identity, ritual) and how dance styles and works, movement principles, techniques, and aesthetic criteria reflect the social, cultural, economic, and historical contexts from which they emerge (e.g., expressions of cultural values, beliefs, or historical trends; social commentary; gender roles and identity)
- f. demonstrates understanding of how to integrate and synthesize personal experiences, knowledge, and contexts into learning, performing, and interpreting various genres and styles of dance
- g. demonstrates understanding of how dance relates to other arts and academic disciplines, including ways that dance has influenced, and been influenced by, other arts; recognizing and comparing common terms and participant roles in dance and other arts; identifying ways that the subject matter and terminology of academic disciplines relate to dance; and identifying strategies for using dance to enhance understanding in other arts or academic disciplines

COMPETENCY 0005—PEDAGOGICAL CONTENT KNOWLEDGE

Performance Expectations

The New York State Dance teacher effectively applies pedagogical content knowledge to design instruction that helps students achieve a specific learning goal. The teacher applies concepts and principles associated with the practice of dance education in order to plan authentic learning experiences that promote students' application of dance concepts and skills. The teacher applies knowledge of how students learn in order to develop effective instructional strategies. The teacher understands methods of effective assessment of student learning and how to apply assessment results in order to inform future instructional strategies and methods.

Performance Indicators

- a. demonstrates knowledge of a developmentally appropriate learning goal related to a specified dance topic, as well as the skills and conceptual understanding necessary for students to achieve the stated learning goal
- b. provides a logical rationale for including a particular learning goal in an instructional unit devoted to the specific dance topic and demonstrates knowledge of how to assess student readiness for the learning goal
- c. describes, in detail, an appropriate and effective instructional strategy or activity designed to promote students' achievement of a particular learning goal, including the use of appropriate dance-related resources and media
- d. provides a clear and logical explanation of how the strategy or activity described supports the stated learning goal and fosters students' knowledge and skills related to the learning goal
- e. applies knowledge of effective assessment and data analysis in order to inform future instructional goals, strategies, and methods