**Single Subject Content Area Pedagogies Course Matrix**

**In the matrix below, denote the candidates’ opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the “Course Title and Number” text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation (I, P, A) should link to a specific place in the syllabus within that course that demonstrates that this is occurring.**

| **Subject Specific Pedagogical Skills for Single Subject Teaching Assignments in:  Dance** | **(Course Title and Number 1)** |  |  |  |  |  |  |  |
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| 1. Beginning Single Subject teachers of Dance demonstrate the ability to teach the state-adopted student standards for dance, are familiar with national student content standards for dance, and are literate in the artistic discipline of dance, including helping students understand the history, purposes, and roles of dance in society |  |  |  |  |  |  |  |  |
| 1. They demonstrate and help students understand the principles, processes, skills, and content of dance creation, performance, evaluation, and interpretation through teaching both broad and in-depth conceptual knowledge of these processes to students. |  |  |  |  |  |  |  |  |
| 1. They demonstrate and help students gain the knowledge and skills to embody dance and they engage students in the expressive elements of dance. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers help students develop a variety of dance movement techniques and technical skills, and to demonstrate aesthetic awareness, critical analytical skills, and proficiency in the creative solution of dance problems. |  |  |  |  |  |  |  |  |
| 1. They demonstrate and help students develop the ability to generate and conceptualize artistic ideas, organize artistic work, and reflect on and refine artistic expression. |  |  |  |  |  |  |  |  |
| 1. They help students understand various perspectives related to the creation and performance of dance globally, including the historical development, cultural functions, purposes and uses of the art form, and they help students develop the ability to synthesize and relate that knowledge in the creation and performance of artistic and culturally expressive movement. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers understand and teach students about copyright laws and intellectual property rights relating to dance sequences created by others as well as to the selection and use of music used to support dance creation, instruction and performance. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers help students develop their own artistic ideas relating to creating and implementing dance movements and dances. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers are also knowledgeable about and help students understand the mind-body connection and the anatomical and physiological processes through which the body becomes an instrument for artistry and expression. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers understand and implement appropriate ways of working with students to guide them and assist them in performing body movements relating to dance, especially when such assistance requires illustrating, guiding, or demonstrating correct positioning of the body relative to dance movements. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers help students understand appropriate actions and boundaries between students when students are participating in dance activities that require interpersonal physical contact. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers make appropriate accommodations for students with special needs and with disabilities to ensure equitable participation in dance instruction, activities, and performance. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers help students understand how to work with space, time, and energy to communicate artistic intent and expression through dance. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers understand and implement appropriate organization of available classroom or other space for dance instruction with students, and they help students understand how to behave appropriately and safely in an open classroom or other space organized for dance instruction purposes. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers help students understand how to perceive and analyze artistic dance and learn how to recognize and interpret intent and meaning in individual dance performances. |  |  |  |  |  |  |  |  |
| 1. They help students understand the importance of reflection in identifying the impact of dance experiences, the role of emotions in connecting with and responding to dance, how interpretations of dance works are influenced by and connected to personal experiences, cultural contexts, and aesthetics; and how criteria are applied to evaluate dance. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers teach both broad and in-depth conceptual knowledge of the societal, cultural, and historical contexts of dance. |  |  |  |  |  |  |  |  |
| 1. They help students acquire knowledge of western and nonwestern dance traditions, of the history and diversity of dance, and of the roles, forms, and uses of dance in societies past and present. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers help students understand the value of arts, and of participating in arts activities as participants, audience members, and advocates for the arts. |  |  |  |  |  |  |  |  |
| 1. They help students understand how analysis of and participation in a variety of forms of dance contributes to the development of dance literacy and they demonstrate with students the ways that literacy in dance can be integrated with learning and literacy in other arts and academic subjects. |  |  |  |  |  |  |  |  |
| 1. They enable students to reflect on, critique, and analyze dance performance and to understand the connections of dance to personal and cultural experience. |  |  |  |  |  |  |  |  |
| 1. They help students understand the types of potential careers available in dance. |  |  |  |  |  |  |  |  |