**Transcript Review Worksheet**

**5440-03 Dance**

The holder is authorized to teach dance in grades PK-6, 7-12, and PK-12, as specified on the endorsement.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Add Endorsement  Course Audit**

Please note that the transcript review worksheets indicate only the endorsement competencies that must be met. There may be additional jurisdictional requirements.

For a full list of requirements, please consult the [Rules Governing the Licensing of Educators](https://education.vermont.gov/documents/educator-quality-licensing-rules)

| **Content**  **Topic** | **College/**  **University** | **Course**  **Number** | **# of Credits** | **Course**  **Title** | **How did this course meet this competency?** |
| --- | --- | --- | --- | --- | --- |
| 1. **Knowledge Standards:**   Knowledge of how to plan, deliver, and evaluate age-appropriate instruction in dance as delineated in current national professional standards and as reflected in standards approved by the State Board of Education for students. Specifically, the educator understands: | | | | | |
| 1.1. **The goals and purposes of dance arts education,** including:  1.1.1 Promoting an awareness of dance as a fundamental expression of human communication and emotion and the various ways dance impacts society (e.g. culture, economy, history, religion); |  |  |  |  |  |
| 1.1.2. Enriching students’ lives with lifelong skills, perspectives, sensibilities, and understandings; |  |  |  |  |  |
| 1.1.3. Inspiring students to become life-long learners in dance and the arts. |  |  |  |  |  |
| 1.2. **Dance in contemporary and past cultures in both western and non-western societies**,  including:  1.2.1. Various types of dance, including ballet, ballroom, ethnic, folk, jazz, and modern; |  |  |  |  |  |
| 1.2.2. Dance history and philosophy, including the relationship of historical and cultural context to techniques, style, and choreography; |  |  |  |  |  |
| 1.2.3. Social and political history as influenced by dance. |  |  |  |  |  |
| 1.3. **Elements of dance**:  1.3.1. The essential elements of stagecraft, dance accompaniment, and music; |  |  |  |  |  |
| 1.3.2. Basic dance literacy, including the vocabulary of dance, reading and writing about dance, and dance notation; |  |  |  |  |  |
| 1.3.3. The elements of time, space, and energy and their use in the making of a dance as well as knowledge of the creative process with specific application through improvisation in dance; |  |  |  |  |  |
| 1.3.4. Safe movement practices, basic anatomy, the principles of kinetics, nutrition, and healthful body maintenance; |  |  |  |  |  |
| 1.3.5. Choreographic structure; |  |  |  |  |  |
| 1.3.6. Dance production; |  |  |  |  |  |
| 1.4. Arts advocacy and the importance of collaborating with colleagues across the curriculum to advance dance education. |  |  |  |  |  |
| 2. **Performance Standards**:  2.2. Demonstrates the ability to:  2.1. Ability to implements an age-appropriate dance curriculum that enables students to engage in dance as an artistic, kinesthetic, educational, social, cultural, and theatrical experience. Specifically, the educator: | | | | | |
| 2.2.1. Create dances in a variety of dance styles with in-depth mastery of at least one dance style; |  |  |  |  |  |
| 2.2.2. Perform technical skills in a variety of dance forms; |  |  |  |  |  |
| 2.2.3. Critically analyze movement, dance techniques, and choreography; |  |  |  |  |  |
| 2.2.4. Incorporate one’s own artistic experience into dance pedagogy; |  |  |  |  |  |
| 2.2.5. Use the artistic processes of creating, performing, and responding as a  conceptual model to understand and appreciate dance as an art form; |  |  |  |  |  |
| 2.2.6. Collaborate across the curriculum with classroom and other arts educators; |  |  |  |  |  |
| 2.2.7. Effectively communicate the importance of dance education. |  |  |  |  |  |
| 2.3. Develops student appreciation of dance by employing a variety of dance  instructional and assessment methods, including, but not limited to: |  |  |  |  |  |
| 2.3.1. Dynamic alignment; |  |  |  |  |  |
| 2.3.2. Imagery; |  |  |  |  |  |
| 2.3.3. Verbal and visual prompts; |  |  |  |  |  |
| 2.3.4. Accurate technical and artistic demonstration; |  |  |  |  |  |
| 2.3.5. Sharing effective processes of dance critique and reflection. |  |  |  |  |  |
| 2.4. Selects and adapts age appropriate dance materials and theatrical accompaniments to meet the motor skill development needs of students, including those with special needs. |  |  |  |  |  |
| 2.5. Applies effective choreographic process by:  2.5.1. Guiding students in the development of a movement vocabulary based on the elements of dance and movement concepts; |  |  |  |  |  |
| 2.5.2. Engaging students in purposeful dance creation using the elements of dance and movement concepts and principles of choreography to communicate meaning; and |  |  |  |  |  |
| 2.5.3. Fostering the use of appropriate terminology to describe, analyze, and evaluate dance; |  |  |  |  |  |
| 2.6. Organizes and teaches dance content based on national, state and local standards for students that includes:  2.6.1. Exploratory, self-directed, and collaborative learning opportunities; |  |  |  |  |  |
| 2.6.2. Progression of dance skills from novice to advanced dance ability; |  |  |  |  |  |
| 2.6.3. Practices to promote health and safety. |  |  |  |  |  |
| 3. A minimum of a practicum, or the equivalent, in dance education. |  | | | | |