

# MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)

## TEST OBJECTIVES FIELD 046: DANCE

Subarea	Approximate Percentage of Questions on Test
Dance Elements and Skills	35%
Dance Creation, Production, and Analysis	35%
Dance Education	30%

### DANCE ELEMENTS AND SKILLS

#### **Understand elements and concepts common to dance.**

Includes elements related to the body (e.g., actions, shapes, relationships), space (e.g., level, direction, pathway, range), time (e.g., tempo, rhythm, beat), and movement quality (e.g., flow, weight, time, force, spatial attitude); the characteristics of locomotor, nonlocomotor, and axial movements used in dance; expressive qualities (e.g., emotion, mood, dynamics) and how they are conveyed in dance; body alignment; basic positions of the arms, feet, legs, and body; and the components and functions of warm-up, skill development, and cool-down.

#### **Understand fundamental skills, techniques, and concepts of modern dance.**

Includes basic modern dance terminology, dance patterns and combinations used in modern dance, and major characteristics of different styles of modern dance.

#### **Understand fundamental skills, techniques, and concepts of jazz dance.**

Includes basic jazz dance terminology, dance patterns and combinations used in jazz dance, and major characteristics of different styles of jazz dance.

#### **Understand fundamental skills, techniques, and concepts of ballet.**

Includes basic ballet terminology, dance patterns and combinations used in ballet, and major characteristics of different styles of ballet.

#### **Understand fundamental skills, techniques, and concepts of tap dance.**

Includes basic tap dance terminology, dance patterns and combinations used in tap dance, and major characteristics of different styles of tap dance.

**TEST OBJECTIVES  
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**Understand fundamental skills, techniques, and concepts of ethnic (world) dance.**

Includes basic ethnic (world) dance terminology, dance patterns and combinations used in ethnic (world) dance, and major characteristics of different styles of ethnic (world) dance.

**Understand fundamental skills, techniques, and concepts of social dance.**

Includes basic social dance terminology, dance patterns and combinations used in social dance, and major characteristics of different styles of social dance.

**DANCE CREATION, PRODUCTION, AND ANALYSIS**

**Understand and analyze the basic principles of movement.**

Includes basic principles of movement analysis (e.g., flexion, extension, rotation, abduction, adduction); the major skeletal structures of the body; muscles, tendons, and ligaments and their functions; how human structure and function can affect dance movements and movement potential; and the characteristics of alignment and body-part articulation.

**Understand choreographic principles and processes.**

Includes sources for generating choreographic ideas; basic compositional elements (e.g., space, time, energy, dynamics, phrasing, musicality, musical structure, expression, context) of choreography; the characteristics and purposes of choreographic processes (e.g., reordering, chance, exploring, perceiving, analyzing); uses of improvisation in discovering and generating movement for choreography and for solving movement problems; and production factors that influence choreographic choices (e.g., performance space, accompaniment, dancers, audience).

**Understand choreographic forms and structures.**

Includes characteristics of various dance structures (e.g., AB, ABA, rondo, canon, call and response, narrative); characteristics of representational and nonrepresentational forms; uses of theme development and movement manipulation in dance composition and choreography (e.g., contrast, repetition, transition, retrograde); and factors that influence the choice of dance structure (e.g., accompaniment, dancer's skill level, dance style).

**TEST OBJECTIVES  
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**Understand basic principles of dance performance and production.**

Includes factors that affect the quality of dance performance (e.g., adequate rehearsal, appropriate technical skill, energy, focus, expression); coherence and aesthetic unity; terminology related to stage areas; types, characteristics, functions, and effects of costumes, makeup, lighting, sound, and scenery; procedures for warming up, cueing, and attending to final details before a dance performance; technologies (e.g., video, computer, sound and lighting equipment) used in the creation, performance, and production of dance; and responsibilities of personnel involved in performance production.

**Understand dance forms and styles from a variety of historical and cultural contexts.**

Includes the history of dance, including the development and historical and cultural contexts of various dance forms; significant developments, influences, movements, and events in the history of dance; the role and function of dance and movement (e.g., ritual, celebration); how dance reflects, shapes, and represents ideas, issues, or themes in a variety of cultures; similarities and differences among techniques, styles, characteristic movements, and traditions; and common themes, purposes, and characteristics of dance.

**Understand basic principles of dance analysis and criticism.**

Includes aesthetic concepts and technical vocabulary (e.g., space, time, force/energy) used to describe and analyze dance works in their historical, cultural, emotional, and kinesthetic context; and the effects an individual's perspective (e.g., as critic, performer, choreographer, audience member) may have on one's response to the dance.

**DANCE EDUCATION**

**Understand the foundations of dance education.**

Includes the history of dance education; the philosophical foundations of dance education; significant trends, values, and schools of thought in dance education; the function of dance education within the context of schools and communities; and the ways in which dance provides developmental experiences for artistic expression, critical/creative thinking skills, and physical activity that contribute to the health and well-being of individuals and communities.

**TEST OBJECTIVES  
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**Understand the development and implementation of curricula and instructional and assessment strategies for dance education in a school setting.**

Includes methods for creating developmentally appropriate, standards-based, long- and short-term curricula (e.g., objectives, instructional strategies, and assessments for dance instruction); strategies for creating safe, positive, active, and engaging learning activities and environments for dance and dance education; methods for designing and modifying dance instruction for diverse learners in a variety of classroom and ensemble settings; instructional strategies that promote students' self-management and reflective behaviors; appropriate uses of dance-related equipment, materials, and technology in large and small group instructional settings; and the characteristics and uses of multiple dance education assessment practices.

**Understand ways to integrate dance education knowledge and skills with other disciplines.**

Includes skills (e.g., creative problem solving, sequencing, pattern recognition, communication) and dispositions (e.g., self-awareness, discipline) that are developed through participation in dance education; ways in which skills developed through dance can be applied in other disciplines (e.g., mathematics, science, literature, social studies, other art forms); similarities among concepts (e.g., balance, shape, rhythm, interaction) also used in other disciplines; and methods for providing instruction that integrates dance with other art forms and disciplines.

**Understand activities and movement science practices that promote health, safety, and injury prevention in dance.**

Includes types and benefits of dance activities that enhance flexibility, muscular strength, cardiovascular endurance, agility, motor skills development, coordination, body awareness, control, and balance; basic health and nutritional practices that promote healthy body image and composition; proper warm-up, technical development, and cool-down activities; methods for preventing injuries; common types, causes, and treatments of dance injuries; and health and safety issues associated with classroom and performance environments (e.g., flooring, lighting, temperature).

**TEST OBJECTIVES  
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**Understand key knowledge, skills, and strategies required of the professional dance educator.**

Includes laws related to dance education (e.g., equity, copyright, inclusion, privacy, confidentiality, reporting suspected child abuse); the benefits of professional development activities (e.g., participation in professional dance education organizations); strategies for recognizing and demonstrating respect for diversity and establishing environments in which all individuals are valued and respected; methods for developing collaborative relationships with colleagues, parents/guardians, and community agencies to support the growth and well-being of dance students; and communication skills and strategies that promote the role of dance in education and society to colleagues, the community, and policy leaders.