

**TITLE 6            PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 64       SCHOOL PERSONNEL - COMPETENCIES FOR LICENSURE**  
**PART 13            COMPETENCIES FOR ENTRY-LEVEL PERFORMING ARTS AND VISUAL ARTS**  
**EDUCATION TEACHERS**

**6.64.13.1            ISSUING AGENCY:** Public Education Department (PED)  
[6.64.13.1 NMAC - N, 07-01-02; A, 06-30-06; A, 10-31-07]

**6.64.13.2            SCOPE:** All persons seeking an endorsement in performing or visual arts education to a New Mexico educator license.  
[6.64.13.2 NMAC - N, 07-01-02; A, 09-30-03]

**6.64.13.3            STATUTORY AUTHORITY:** Sections 22-2-1, 22-2-2, and 22-10A-3, NMSA 1978.  
[6.64.13.3 NMAC - N, 07-01-02; A, 09-30-03]

**6.64.13.4            DURATION:** Permanent  
[6.64.13.4 NMAC - N, 07-01-02]

**6.64.13.5            EFFECTIVE DATE:** July 1, 2002, unless a later date is cited in the history note at the end of a section.  
[6.64.13.5 NMAC - N, 07-01-02]

**6.64.13.6            OBJECTIVE:** This rule establishes entry-level competencies that are based on what beginning performing and visual arts education teachers must know and be able to do to provide effective arts programs in New Mexico schools. The competencies were developed to ensure alignment with the New Mexico's content standards and benchmarks and with the national standards for the arts. These standards must be used by New Mexico institutions of higher education to establish performing and visual arts education preparatory programs.  
[6.64.13.6 NMAC - N, 07-01-02; A, 06-30-06]

**6.64.13.7            DEFINITIONS:** [RESERVED]  
[6.64.13.7 NMAC - N, 07-01-02]

**6.64.13.8            REQUIREMENTS:**

A. Beginning teachers seeking an endorsement in performing arts or visual arts to an initial level 1 New Mexico teaching license, must satisfy all of the requirements of the license as provided in (PED) rule for that license, which includes, among other requirements, 24-36 semester hours in performing arts or visual arts and passage of a content area test in performing arts or visual arts as provided in Subsection B of 6.60.5.8 NMAC.

B. Teachers seeking to add an endorsement in performing arts or visual arts to an existing New Mexico teaching license of any level shall meet one of the following requirements:

(1) pass the content knowledge test(s) of the New Mexico teacher assessments, or predecessor New Mexico teacher licensure examination or accepted comparable licensure test(s) from another state in performing arts or visual arts as provided in Subsection B of 6.60.5.8 NMAC; or

(2) successfully complete an undergraduate academic major (24-36 semester hours), or coursework equivalent to an undergraduate major or a graduate degree in performing arts or visual arts; or

(3) obtain certification in performing arts or visual arts for the appropriate grade level of New Mexico licensure from the national board for professional teaching standards.

[6.64.13.8 NMAC - N, 07-01-02; A, 09-30-03; A, 06-30-06; A, 10-31-07]

**6.64.13.9            CORE COMPETENCIES FOR ALL ENTRY-LEVEL PERFORMING ARTS AND VISUAL ARTS EDUCATION TEACHERS:** All teachers of the arts shall develop arts education programs that provide all students with a strong background of study in broad knowledge and skill areas. To accomplish this, the teacher of the arts shall demonstrate:

A. knowledge of content and pedagogy, skills and technical demands specific to their discipline (i.e., dance, music, theatre or visual arts);

B. an in-depth knowledge of the unique meaning and function of the arts in the creative development of all students;

- C. an integrated knowledge of visual and performing arts and the connections and parallels among arts disciplines as well as other content areas;
- D. an understanding of the purposes and dynamics of the creative process;
- E. abilities to observe, discuss, analyze and make informed critical judgments about artistic works;
- F. knowledge, understanding, and sensitivity of diverse peoples and cultures through visual and performing arts;
- G. competence with the technological tools for art creation and pedagogy appropriate to their discipline;
- H. abilities to interact with and engage communities in the arts;
- I. knowledge and understanding of life-enrichment, career opportunities and economic impact of the arts.

[6.64.13.9 NMAC - N, 07-01-02]

### **6.64.13.10 COMPETENCIES FOR ENTRY-LEVEL PERFORMING ARTS EDUCATION**

#### **TEACHERS:**

##### **A. COMPETENCIES FOR ENTRY-LEVEL DANCE TEACHERS:**

- (1) The teacher will demonstrate content knowledge and understanding of dance history, skills and technical demands specific to dance through proficiency in the fundamentals and pedagogy of at least two of the following: ballet, world culture such as flamenco and Native American, folk, jazz, modern, tap, social, musical theatre, interpretative/improvisation, mixability/inclusive for physically or mentally challenged dancers, evolutionary or new forms of dance.
  - (2) The teacher will demonstrate in-depth knowledge of the unique meaning and function of dance in the creative development of all students. The teacher will develop learning environments that promote kinesthetic awareness, promote confidence, emotional stability and social development through movement.
  - (3) The teacher will design lessons that integrate dance with the humanities and all other art forms.
  - (4) The teacher will demonstrate an understanding of the purposes and dynamics of the creative process by:
    - (a) designing lessons that encourage students to express abstract ideas through movement;
    - (b) creating opportunities for personal expression through improvisational movement;
    - (c) creating opportunities for all students to learn the basic principles and elements of choreography;
    - (d) demonstrate abilities to observe, discuss, analyze and make informed critical judgments about artistic works; and
    - (e) modeling and using dance vocabulary.
  - (5) The teacher will design lessons that teach the fundamentals of aesthetic inquiry, and create an environment in which students are able to reflect on their own and others' creative dance presentations
  - (6) The teacher will demonstrate competence with the technological tools for art creation and pedagogy appropriate to their discipline. The teacher will design lessons that incorporate:
    - (a) video technology;
    - (b) computer technology;
    - (c) sound, lighting and other stagecraft; and
    - (d) wardrobe, costuming and makeup.
  - (7) The teacher will demonstrate abilities to interact with and engage communities in dance by:
    - (a) organizing and promoting performances;
    - (b) considering the legal and logistical aspects of planning educational class trips;
    - (c) assuming financial responsibilities for activities and performances; and
    - (d) organizing community support of activities and performances.
- ##### **B. COMPETENCIES FOR ENTRY-LEVEL MUSIC TEACHERS:**
- (1) The teacher implements a balanced curriculum of which the primary goal is to promote the understanding, participation, and applications of music.
  - (2) The teacher demonstrates content knowledge, skills and:
    - (a) technical demands specific to music history, theory and aural skills;
    - (b) technical demands specific to performance including wind, percussion, string instruments, keyboard, and voice; and
    - (c) technical demands in conducting appropriate assessment methodology and strategies.

- (3) The teacher demonstrates an in-depth knowledge of the unique meaning and function of the arts in the creative development of all students. The teacher will:
- (a) identify various categories of music;
  - (b) understand musical form;
  - (c) critically evaluate compositions and performances; and
  - (d) exercise aesthetic and pedagogical judgment in selecting music for use in the classroom.
- (4) The teacher demonstrates an integrated knowledge of the connections among arts disciplines as well as other content areas.
- (5) The teacher demonstrates an understanding of the purposes and dynamics of the creative processes in music: arranging, composing, and improvising.
- (6) The teacher demonstrates abilities to observe, discuss, analyze and make informed critical judgments about artistic works in music. He or she will critically evaluate compositions and performances and will create experiences based on aesthetic and experiential philosophies of music education.
- (7) The teacher demonstrates knowledge, understanding, and sensitivity of diverse cultures through music.
- (8) The teacher demonstrates competence with the technological tools for creation and pedagogy appropriate to music including notation/sequencing software, electronic music hardware, sound reinforcement/recording.
- (9) The teacher demonstrates the ability to interact with and engage the community in music by:
- (a) organizing and promotion of concerts;
  - (b) organizing community support (such as community arts and band booster organizations);
  - (c) legal and logistical consideration of educational class trips; and
  - (d) exercising financial responsibility in each of the above activities.
- (10) The teacher demonstrates knowledge and understanding of life-enrichment, career opportunities, and economic impact of the arts.

**C. COMPETENCIES FOR ENTRY-LEVEL THEATRE TEACHERS:**

- (1) The teacher demonstrates content knowledge, skills and technical demands specific to theatre by implementing a curriculum that includes:
- (a) scriptwriting, including collaboration with actors and playwrights in refining scripts to clarify story and meaning to an audience;
  - (b) comparing and demonstrating various classical and contemporary cultural acting techniques and methods;
  - (c) effectively communicating directorial choices to a small ensemble for improvised or scripted scenes; and
  - (d) evaluating the validity and practicality of the information to assist in making artistic choices for informal and formal productions.
- (2) The teacher demonstrates an in-depth knowledge of the unique meaning and function of theatre in the creative development of all students through:
- (a) making connections between dramatic themes and the human experience;
  - (b) analyzing the physical, emotional, and social dimensions of characters found in dramatic texts from various genre and media.
- (3) The teacher demonstrates an integrated knowledge of visual and performing arts and the connections and parallels among art's disciplines as well as other content areas through:
- (a) illustrating the integration of several art's media;
  - (b) describing and comparing the basic nature, materials, elements and means of communication among the arts;
  - (c) determining how the non-dramatic art forms enhance the expression of ideas; and
  - (d) developing designs that use visual and aural elements.
- (4) The teacher demonstrates an understanding of the purposes and dynamics of the creative process through:
- (a) creating and sustaining characters that communicate with audiences in an ensemble;
  - (b) comparing perceived artistic intent with the final aesthetic achievement.
- (5) The teacher demonstrates abilities to observe, discuss, analyze and make informed critical judgments about artistic works through:
- (a) analyzing and critiquing the whole and the parts of dramatic performances;

(b) evaluating their own and others collaborative efforts and artistic choices in informal and formal productions.

(6) The teacher demonstrates knowledge, understanding, and sensitivity of diverse peoples and cultures through theater arts by:

(a) identifying and comparing the lives, works and influences of representative theatre artists in various cultures and historical periods;

(b) analyzing a variety of dramatic texts from cultural and historical perspectives to determine production requirements.

(7) The teacher demonstrates competence with technological tools for art creation and pedagogy appropriate to theatre by applying technical knowledge and skills through:

(a) applying computer technology and available software;

(b) accessing technological support; and

(c) utilizing distance learning and electronic communication.

(8) The teacher demonstrates the ability to interact with and engage the community in the arts by effectively developing and communicating criteria for selection of text, interpretation and visual and aural artistic choices.

(9) The teacher demonstrates knowledge and understanding of life-enrichment, career opportunities, and economic impact of the arts.

[6.64.13.10 NMAC - N, 07-01-02]

#### **6.64.13.11 COMPETENCIES FOR ENTRY-LEVEL VISUAL ARTS TEACHERS:**

A. The teacher demonstrates sufficient entry-level knowledge, skills and technical demands specific to the visual arts. The teacher implements a well-rounded curriculum that helps all students to learn about the visual arts and produce art that is relevant in their lives. Competency is demonstrated through application of:

(1) the elements i.e., line, shape, form, color and texture; and principles i.e., movement, balance, repetition, rhythm and contrast of visual arts design;

(2) various art media and related techniques.

B. The teacher demonstrates an in-depth knowledge of the unique meaning and function of the visual arts in the creative development of all students. The teacher develops a repertoire of teaching strategies appropriate to the needs of all students.

C. The teacher demonstrates an integrated knowledge of visual arts and the connections and parallels among art disciplines as well as other content areas. The teacher identifies and shares with colleagues, art resources that can be explored in an interdisciplinary manner, as a central part of the school curriculum.

D. The teacher demonstrates an understanding of the creative processes. The teacher identifies the established stages of individual artistic development in terms of both art-making and responses to art.

E. The teacher demonstrates knowledge of cultural and historical contexts surrounding works of art and abilities to observe, discuss, analyze and make informed critical judgments about artistic works. Competency is demonstrated through the observation and analysis of artwork on the basis of cultural as well as technical criteria.

F. The teacher demonstrates knowledge, understanding, and sensitivity of diverse peoples and cultures through the arts. The teacher will be familiar with the history of art, specific artists and art forms of various cultures. The teacher demonstrates knowledge of differing theoretical and philosophical approaches to art and engages in thoughtful oral and written inquiry into the nature of art. Competency is demonstrated by incorporating the elements of: artists and their works, art of various eras and cultures, and the influence of geographic location.

G. The teacher utilizes technological tools for art creation and pedagogy appropriate to visual arts. He or she incorporates a variety of technologies to support and enhance visual arts education.

H. The teacher demonstrates abilities to interact with and engage the community. He or she provides opportunities for all students to demonstrate their accomplishments in the visual arts to peers and the community using school-based and community resources.

I. The teacher demonstrates knowledge and understanding of life-enrichment, career opportunities and economic impact of visual arts, and communicates these ideas to all students, administrators and colleagues.

[6.64.13.11 NMAC - N, 07-01-02]

**HISTORY OF 6.64.13 NMAC: [RESERVED]**