

Philosophy of Teaching

People have danced since the beginning of time. Dance is as natural to human nature as is the beating of one's heart. As a dancer, teacher, choreographer, and educator, my objective is to captivate students with the beauty of dance. Dance is used to communicate and connect when words do not suffice. My goal is to cultivate technically strong, intellectually curious, and artistically expressive students who understand dance not only as performance but as a discipline that reflects humanity, culture, and social consciousness.

My teaching philosophy is rooted in the belief that dance education should develop the whole artist. Technique alone is not enough. Students must also learn how to think critically, engage creatively, collaborate meaningfully, and connect historical and cultural contexts to contemporary artistic practices. Whether teaching modern technique, choreography, repertory, or dance history, I strive to create an environment where students feel challenged, inspired, and empowered to discover their artistic voice.

Throughout my career in higher education, conservatory training programs, and public school arts education, I have worked with students from diverse cultural and socioeconomic backgrounds. Much of my work has centered on making dance accessible to communities that have historically had limited access to high-quality arts education. During my years within Newark Public Schools, I witnessed firsthand how transformative dance can be in the lives of young people. Dance became a space for discipline, confidence, self-expression, healing, and opportunity. Many of my former students continued their training at prestigious institutions such as New York University Tisch School of the Arts, Boston Conservatory at Berklee, Fordham University/The Ailey School, Virginia Commonwealth University, SUNY Purchase, and The Martha Graham School. Watching students evolve into artists, educators, and professionals continues to be one of the most rewarding aspects of my career.

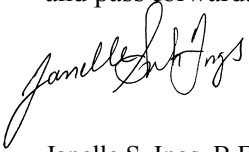
My pedagogical approach is heavily informed by my own training and professional experiences. Having trained extensively at The Ailey School from childhood through the professional division, and as an alumna of Fiorello H. LaGuardia High School of Music & Art and Performing Arts, I understand the value of rigorous technical training paired with artistic mentorship. I believe foundational modern dance techniques such as Graham, Horton, and Limón remain essential in today's evolving dance landscape. In an era increasingly shaped by commercial dance culture, social media, and competitive aesthetics, students can easily become disconnected from the technical, anatomical, and expressive foundations necessary for sustainable artistry and career longevity.

I emphasize movement initiated from the core, intentionality, musicality, breath, alignment, and efficiency within the body. I encourage students to understand why they move, not simply how to execute movement. Through this process, students develop greater body awareness, versatility, artistry, and resilience. I also challenge students to investigate dance

intellectually by engaging with dance history, cultural context, movement analysis, and critique. I believe dance history should never feel distant or disconnected; rather, it should illuminate contemporary conversations surrounding identity, equity, innovation, and artistic evolution.

As an educator, I view the studio as both a classroom and a community. I believe students thrive when high expectations are paired with support, mentorship, and genuine care. I strive to cultivate spaces where students feel seen, respected, and encouraged to take creative risks. My role is not only to train dancers but to mentor emerging artists and leaders who will contribute thoughtfully to the field and to their communities.

Ultimately, my mission as an educator is to preserve the rigor and integrity of concert dance traditions while preparing students to navigate and shape the future of the art form. I want students to leave my classroom with technical excellence, historical awareness, creative confidence, and an understanding that dance has the power to transform both individual lives and communities. Dance is not simply something we perform; it is something we live, inherit, question, and pass forward.



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