

Jane Kingrey Teaching Philosophy

As a student, my favorite classes are those in which I leave the room feeling more confident, less stressed, and with a greater enthusiasm for life and dance itself. Likewise, my mission as a teacher is to cultivate an environment that fosters that same sense of positivity. Regardless of my students' background or the challenges they face outside the studio, my classroom is a place where they can explore all aspects of their individuality and use it to grow both as dancers and human beings.

I prioritize a personalized approach, recognizing that each student's body and mind is different and should be treated as such. Therefore, I encourage them to explore their individual strengths and weaknesses, using them to reach their fullest potential as artists, athletes, and technicians. Every dancer has something unique to contribute, and my role as a teacher is to help them gain confidence in what they bring to the table. Part of this philosophy is fostering an environment of mutual respect and camaraderie within the dance community. I support my students' lives both inside and outside the studio and expect them to approach each class with an attitude of kindness and collaboration. Most importantly, I prioritize the physical and emotional safety of my dancers by using appropriate teaching methods, attentive classroom management, and case-by-case evaluation of each student's needs.

To each class, I bring an eclectic combination of influences, genres, and techniques. My ongoing training in multiple styles of dance equips me to experiment with various teaching strategies, exercises, and artistic nuances that can contribute most effectively to my students' growth. At the same time, I'm committed to honoring the foundations of jazz dance through continuous education. With a deep respect for this art form's history, I actively pursue contemporary research and evolving methodologies to strengthen my impact as a teacher.

Likewise, I hope to help my students recognize the reciprocal relationship between dance and the world around them. Their voices carry power, and their talents can be used as a force for good.

Ultimately when I teach, I encourage my students to be humans first. Too often, dancers are asked to “leave their worries at the door”, yet are later expected to channel those personal emotions and experiences into their dancing. While I’m still discovering how to balance this boundary myself, I hope to create an environment where every individual can feel authentic and present. Dance is an outlet for creativity, athleticism, expression, and collaboration, and my classroom is a place where students can safely discover what it means to them.