

DANCE

Standard 1. Students will perform set dance forms in formal and informal contexts and will improvise, create, and perform dances based on their own movement ideas. They will demonstrate an understanding of choreographic principles, processes, and structures and of the roles of various participants in dance productions.

Standard 2. Students will know how to access dance and dance-related material from libraries, resource centers, museums, studios, and performance spaces. Students will know various career possibilities in dance and recreational opportunities to dance. Students will attend dance events and participate as appropriate within each setting.

Standard 3. Students will express through written and oral language their understanding, interpretation, and evaluation of dances they see, do, and read about. Students will acquire the critical vocabulary to talk and write about a variety of dance forms.

Standard 4. Students will know dances from many cultures and times and recognize their relationship to various cultural, social, and historic contexts. Students will recognize that dance is performed in many different cultural settings and serves many functions in diverse societies.

Selected Response Items

The following are samples of the 20 selected response items included on the proposed assessment. A key to the correct responses appears on page 74.

Note: The teacher plays a short video excerpt for the student. The still photograph is provided to give an idea of the content.

Directions: (*video prompt*) After watching the video excerpt, answer question 1.



Dance Standard 4 Performance Indicator 4(c)
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- 1 Which of the descriptions below best fits the excerpt you have just viewed?
 - 1 *Rainforest*, choreographed by Merce Cunningham, makes use of the actions of everyday life, including walking and running.
 - 2 *The Beloved*, choreographed by Lester Horton, depicts the relationship between a religious man and his wife.
 - 3 *Revelations*, choreographed by Alvin Ailey, portrays the black experience and it has the power to stir the emotions of people of all cultures.
 - 4 *John Henry*, choreographed by Arthur Mitchell, combines ballet and folk dance forms to celebrate the strength of the legendary folk hero of the same name.

- 2 Moving from slow to fast or from fast to slow are ways of employing the dance element of

- 1 energy
- 2 space
- 3 time
- 4 force

Dance Standard 3 Performance Indicator 3(b)
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Note: The still photograph is provided to give an idea of the content.



Dance
Standard **2**
Performance
Indicator 2(e)

- 3 In which joint should the movement of the legs from parallel to turned-out position be initiated?
- 1 ankle
 - 2 hip
 - 3 knee
 - 4 lower back

- 4 A person in which dance-related career analyzes and writes about dance performances?
- 1 arts manager
 - 2 choreographer
 - 3 dance company manager
 - 4 dance critic

Dance
Standard **2**
Performance
Indicator 2(d)

- 5 When creating a dance or movement study, floor patterns are created by
- 1 slow and fast time
 - 2 high and low space
 - 3 light and strong effort
 - 4 straight and curved pathways

Dance
Standard **3**
Performance
Indicator 3(b)

- 6 On a stage, the tall, narrow curtains that hide the wings are called the
- 1 runners
 - 2 legs
 - 3 arms
 - 4 covers

Dance
Standard **3**
Performance
Indicator 3(a)

7 In folk and social dance, the dancers

- 1 are part of a religious ritual
- 2 require rigorous training
- 3 are the same as the audience
- 4 always perform on a stage

Dance
Standard **4**
Performance
Indicator 4(a)

8 The most thorough and accurate way to document dance is through

- 1 film or video
- 2 photography
- 3 memorization
- 4 written description

Dance
Standard **2**
Performance
Indicator 2(a)

Short Constructed Response Items

The student answers two short constructed response questions in two to three sentences and/or in bullet form.

- Exercise A

Description of Exercise A: An item which asks the student to describe and explain an aspect of the process of becoming a dancer. This could be related to dance class structure, health concerns, technical training, or any other issues relevant to developing the dancer.

Dance
Standard **2**
Performance
Indicators 2(b), (c)

- Exercise B

Description of Exercise B: An item which asks the student to demonstrate his/her knowledge of dance history, by selecting a dance form or dance artist from a list provided in the assessment. The student may be asked to describe in sentence form biographical and career information about the dance artist (style of dance, significant contribution, approximate time period of career, and name of one work choreographed and/or performed).

Dance
Standards **3 & 4**
Performance
Indicators 3(b); 4(b), (c)

Student Example—Short Constructed Response

Level 4

Hiphop dance originated in the 80's and 90's in the United States. It is a fairly new form of dance. The music that accompanies this dance is usually rap or an upbeat R+B or pop song. The tempo is usually fast and the rhythm is both staccato and legato. (The beat is staccato and if there is singing it is usually free-flowing and legato.) The general movements of this dance form uses a lot of foot work which is usually complicated steps. The hands are also used to go along with the foot steps, however the feet are the focus of the dance. The space is usually low and medium. Energy is very high and is also a main element in this form of dance.

Dance Rubric—Short Constructed Response (Exercise B)

Level	Description
4	<ul style="list-style-type: none"> • Identifies the country/culture of origin; may give historical context for the creation and performance of the dance • Thoroughly describes the music that is heard with the dance, including instrumentation, rhythm, tempo, style/genre • Using dance vocabulary, describes in depth general movement characteristics of this dance form and gives examples of specific steps or movements
3	<ul style="list-style-type: none"> • Identifies the country/culture of origin • Describes music that is heard with the dance, mentioning instrumentation, tempo, rhythms, style • Using dance vocabulary, describes general movement characteristics of this dance form
2	<ul style="list-style-type: none"> • One of the three pieces of information is incorrect or missing
1	<ul style="list-style-type: none"> • More than one of the pieces of information is incorrect or missing

Extended Constructed Response Items

This item utilizes a video prompt that uses at least two dance excerpts. (*video prompt*)

Description: The student will write an essay describing how the choices the choreographer(s) made with respect to one movement element and one production element express and communicate the mood/meaning/intent of the dance excerpt. The format of the question includes a chart to help the student organize his/her observations. Versions of this item may use any movement element (time, space, energy/force) or any production element (music, lighting, costumes, sets, props, etc.).

Dance
Standards **3 & 4**
Performance
Indicators 3(b), (c); 4(b), (c)

Directions: You will view a three-minute videotape containing excerpts of two dances. You will see this twice. As you watch, observe the way each choreographer uses space and music to express ideas. Use the chart below to take notes for completing the essay on the next page.

	Excerpt A	Excerpt B
How does the movement in each excerpt utilize the element of _____?		
Describe the _____ (production element) that is used in the excerpt.		
What are the ideas, meanings, and/or moods expressed by this excerpt?		

Performance Event Items

Note: The student creates a movement study and also must demonstrate dance skills.

- Exercise A - Choreography and Performance

Description of Exercise A: The student works individually to create and perform a dance study. The study includes at least five dance concepts that include knowledge of stage direction; variations in time, space, force/energy; or specific types of movement. A checklist is provided to guide the student's rehearsal process.

Dance

Standards **1, 2, & 3**

Performance

Indicators 1(a), (b); 2(a); 3(c)

- Exercise B - Skill Demonstration

Description of Exercise B: In 90 seconds after completing Exercise A, each student will be required to demonstrate, at the teacher's request, five movement ideas. These movements will be the same for each student, and could include stage directions; specific variations of time, space, force/energy; and/or specific movement vocabulary.

Dance

Standards **1 & 3**

Performance

Indicators 1(a); 3(b)

Example of Exercise A

Directions: In this task you will work individually to create and perform a dance study no more than one minute in length. Your performance will be videotaped. You are to show your performance and choreographic skills, your understanding of the elements of dance, and your ability to express an idea through movement. You will perform your study in the marked performance area two times in a row. The camera is front, where the audience would be, and is lined up with center stage. Keep in mind the size and shape of the outlined performance area as you create your study. If you go outside the outline, you will not be seen. Remember that you will only be allowed to show one minute of movement in each performance. At one minute, even if you have not yet finished, you will be asked to stop and start again. You will perform in the order of the student roster. No music is to be used.

The "stage area" is taped off as seen below:



Camera



The movement sequence must have a clear beginning, middle, and end. It must include, but is not limited to, the following:

Note: Five dance concepts are provided on the assessment. The teacher may utilize the blanks below for instructional purposes.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Your study must express an idea through the movements that you choose. The idea could be a movement concept, a shape, an emotion, or any other thought that you wish to explore. Use the checklist in your test booklet to make certain you include all of the requirements listed above in your study.

Select a title that relates to the meaning of your study and write it in the space below. The title, the movement choices you make, and the way that you perform your dance should reflect the idea you are expressing. Remember that each of the required elements must be performed so that it is clearly visible.

You will have 20 minutes to create and rehearse your study and complete the questions that follow. The test booklet will be collected at the end of 20 minutes and you will move to the waiting area. Once there, *you may NOT rehearse or talk*. The performance order in which you will be videotaped is posted.

Title of Study _____

As you choreograph, be sure to fill in the following section.

Example of a question that may be part of this item:

- 1. Describe movement elements and qualities that relate to the title that you chose.

Scoring Example—Dance Performance Event A

Note to teacher: You may utilize the blank areas below to practice scoring your students' movement studies. Remember to apply the following rubric to the scoring scale.

Performance Event A - Sample Scoring Grid

School

A: Requirements B: Theme C: Aesthetics D: Projection /performance flow E: Knowledge of study

Level 4

Scoring Scale: 4 – Master 3 – Proficient 2 – Apprentice 1 – Novice

Student #	Score	Reasons for Score	Videotape or other technical considerations which might affect the score
	A		
	B		
	C		
	D		
	E		

#	A. 4	Student's use of spiral is interesting.	auto-focus is set on
	B. 4	Student articulated well the inner conflict associated with title.	videocamera
	C. 4	Student's use of variation is very strong.	
	D. 4	Student is consistent in expression - there is a minor break in commitment.	
	E. 4	Well-rehearsed (one minor pause/break).	
#	A.		
	B.		
	C.		
	D.		
	E.		
#	A.		
	B.		
	C.		
	D.		
	E.		
#	A.		
	B.		
	C.		
	D.		
	E.		

Dance Performance Event—Scoring Rubric

Recommendation: While scoring, watch videotape at least two times before actually giving a score.

Criteria	4 Master	3 Proficient	2 Apprentice	1 Novice
CREATING				
A Requirements	<ul style="list-style-type: none"> • Clear beginning and end • Clearly demonstrates the five movement elements listed (e.g., variations in time, space, force/energy, or specific types of movement) • Begins and ends in the designated stage areas 	<ul style="list-style-type: none"> • Clear beginning and end • Clearly demonstrates the five movement elements listed (e.g., variations in time, space, force/energy, or specific types of movement) • Begins and ends in the designated stage areas 	<ul style="list-style-type: none"> • One of the requirements is missing 	<ul style="list-style-type: none"> • More than one of the requirements is missing
B Theme	<ul style="list-style-type: none"> • Movement choices clearly and consistently support theme • Theme clearly described in title 	<ul style="list-style-type: none"> • Present in study and title • Some movements related to theme more than once during study 	<ul style="list-style-type: none"> • Connection between title and movements not seen 	<ul style="list-style-type: none"> • No title, no theme evident
C Aesthetics	<ul style="list-style-type: none"> • Movements varied • Strong, contrasting use of time, space, and force • Transitions between movements always flow smoothly 	<ul style="list-style-type: none"> • Some variations in movements and in use of time, space, and force • Transitions mostly present and smooth 	<ul style="list-style-type: none"> • Movements varied a little • Use of time, space, and force not contrasting or varied • Transitions present but not smooth 	<ul style="list-style-type: none"> • Movements overly repetitive • Movements monotone • No transitions
PERFORMANCE				
D Projection	<ul style="list-style-type: none"> • Confident • Focused • Expressive • Consistent energy 	<ul style="list-style-type: none"> • Focused • Confident • Somewhat expressive 	<ul style="list-style-type: none"> • Hesitant • Looking down inappropriately 	<ul style="list-style-type: none"> • Not focused • Projection stifled, weak • Lack of appropriate expression
E Flow, knowledge of study	<ul style="list-style-type: none"> • Well-rehearsed • Two performances of the dance match • No breaks in movement energy • No extraneous movements (fixing hair, pulling shirt, chewing gum) 	<ul style="list-style-type: none"> • Rehearsed • Two performances of the dance match for the most part • No major breaks in movement • No extraneous movements (fixing hair, pulling shirt, chewing gum) 	<ul style="list-style-type: none"> • Under-rehearsed • Two performances of the study match somewhat • Major breaks in movement • Extraneous movements (fixing hair, pulling shirt, chewing gum) which detract from performance 	<ul style="list-style-type: none"> • Obviously does not know choreography, or is improvising • Two performances of the dance resemble each other but have obvious differences

Performance/Portfolio Items

Dance
Standards 1-4
Performance Indicators- Vary

Part Task Descriptions

- A** Mandatory trio or duet choreography and performance, with required elements, notation, and reflective questions. The choreography is to be inspired by another art form. The performance is to be no longer than five minutes.
- B** A research project in which the student researches anatomical structures and relates them to dance movement through narrated demonstration. May also include demonstrating some section of class work (such as warm-up, or a specific step or movement) while relating the exercise to anatomical structures.
- C** Student-selected work that demonstrates proficiency in a standard not yet adequately represented in the portfolio.
- D** The self-assessment task gives the student the opportunity to assess himself/herself and his/her level of achievement in the four standards.



Dance Portfolio Check-Off Chart

Note: The following chart is included in the portfolio for the student's use.

Directions: Under each task, check off the performance indicators you have achieved. Use this chart to select your projects in Task C and to write your year-end assessment of your work related to the dance standards (Task D).

<p style="text-align: center;">Dance Standards and Performance Indicators (abbreviated) <i>Check-Off Chart</i></p>	<p style="text-align: center;">TASK A</p> <p style="text-align: center;">Trio/Duet</p>	<p style="text-align: center;">TASK B Circle one</p> <p style="text-align: center;">B-1 Cultural Dance B-2 Critical Review B-3 Teacher's Choice</p>	<p style="text-align: center;">TASK C</p> <p style="text-align: center;">Student Selected Item</p>
Standard 1: Creating, Performing, and Participating			
a. Perform movement with complex steps and patterns, and with meaning			
b. Create dance studies and full choreographies			
c. Apply choreographic processes and structures to create a duet or ensemble performance			
Standard 2: Materials and Resources			
a. Use dance technologies (e.g., notation, videotaping, training equipment)			
b. Are familiar with techniques of research about dance			
c. Know about regional dance performance venues			
d. Know educational requirements of dance careers			
e. Identify major muscles and bones and their function in dance			
Standard 3: Responding and Analyzing			
a. Make comparisons of the nature and principles of dance to other arts			
b. Analyze and describe similarities and differences in dance forms and styles			
c. Describe and compare a variety of choreographic approaches used in the creation of dance			
Standard 4: Cultural Dimensions and Contributions			
a. Explain interaction of performer and the audience as a shared cultural event			
b. Identify the cultural elements in a variety of dances			
c. Recognize contributions of dance and dancers in different times and different places			