EXPERIENCED WORKER SAMPLE ASSESSMENT

DANCE EDUCATION

Test Code: 0057
Version: 01

Specific competencies and skills tested in this assessment:

Movement Elements and Skills in Performing Dance
- Non-locomotor and/or axial movements
- Basic locomotor movements
- Create shapes
- Spatial concepts, personal and general
- Straight and curved pathways movements
- Moving accuracy with variety of accompaniments
- Kinesthetic awareness, concentration, and focus
- Observe and describe movements
- Movement skills and principles
- Dance steps, positions, and patterns
- Transfer of spatial pattern from visual to kinesthetic
- Transfer of rhythm pattern from aural to kinesthetic
- Dynamics and movement qualities
- Memorization and reproduction of movement sequences
- Vocabulary for movement and dance
- Skeletal alignment and body articulation
- Complex steps/patterns
- Rhythmic acuity
- Extended movement sequences
- Projection
- Consistency and reliability in theater skills
- Artistic expression and stylistic nuance
- Self-evaluation and correction
- Provide a variety of accompaniment
- Imagery used in teaching elements of movement
Choreography
Create sequence with and without rhythmic accompaniment
Improvisation
Improvisation use in solving movement problems
Dance phrase
Working effectively alone and with others
Partner skills: copy, lead, follow, and mirror
Contrast and transition principles
Reordering and chance processes
AB, ABA, canon, call and response, and narrative
Work cooperatively in small groups in choreography process
Partner skills: creating shapes, taking/supporting weight
Improvisation in choreography
Structures or forms understanding
Choreographing a duet
Creation of small group dance with aesthetic unity
Choreographic development in a dance

Communication Through Dance
Dance relationship to other forms of movement
Interpretations and reactions to dance
Difference between pantomiming and abstracting a gesture
How different accompaniment types affect dance meaning
How production elements can affect dance meaning
How movement choices communicate ideas in dance
How personal experience influences dance interpretation
Dance creation to reflect a contemporary social theme
Ways a dance can create/convey meaning
Meaning communication in participant-choreographed works

Critical and Creative Thinking Skills
Multiple solutions to a movement problem
Choose favorite solution
Create a movement problem
Appropriate audience behavior for dance performances
Dance compositions in terms of space and energy
Aesthetic criteria for dance evaluation
Dance creation and revision
Establishing aesthetic criteria
Formulate aesthetic-related questions
Dance skills applicable to variety of careers
Analyze style of a choreographic or cultural form
Issues of ethnicity, gender, and age, in relation to dance
Understanding the creative process of teaching dance
Dance Education – continued

**Cultural and Historic Dance**
- Dances from various cultures
- Dance with a specific teaching community
- Dancing in cultures and time periods
- Perform dance from various cultures
- Folk, social, theatrical dances
- Learn a folk dance from learning resources
- Similarities and differences of theatrical forms of dance
- Classical dance forms
- Dance/dancers prior to the twentieth century
- Dance/dancers in contemporary media
- Dance events in the twentieth century
- Role of dance in social, historical, cultural, and political contexts

**Dance and Healthful Living**
- Personal improvement goals for dancers
- How healthy practices enhance dance ability
- Personal goals and improvement steps
- Dance injury prevention strategies
- Create and discuss and warm-up routine
- Reflect on personal progress and growth as a dancer
- Communicate how lifestyle choices affect a dancer
- Historical and cultural images of the body in dance
- Challenges for professional performers in maintaining healthy lifestyles
- Adapting dance activities and teaching for special populations

**Dance Relationship with Other Disciplines**
- Dance concepts and ideas in relationship to a discipline outside the arts
- Connections between dance and other art forms
- Create a project reflecting similarities between the arts
- Concepts used in dance and non-arts disciplines
- Aesthetic differences between live and video-taped dance
- Create an interdisciplinary project
- Commonalities and differences between dance and other disciplines
- Technology used in association with a multidisciplinary dance project
- Compare choreographic work to artwork
- Create an interdisciplinary project with media technologies

**Written Assessment:**

- **Administration Time:** 3 hours
- **Number of Questions:** 147

**Areas covered:**

- **13%** Movement Elements and Skills
- **16%** Choreography
- **20%** Communication Through Dance
- **13%** Critical and Creative Thinking Skills
- **24%** Cultural and Historical Dance
- **1%** Dance and Healthful Living
- **13%** Dance Relationship with Other Disciplines
Sample Questions:

The dance patterns of _____ illustrate the concepts of addition and subtraction.
A. jumping and rolling
B. exits and entrances
C. union movement phrases
D. group choreography

“Labanotation” is useful in which of the following processes?
A. reconstruction
B. lighting design
C. costume design
D. injury prevention

The creative process of “mirroring” is done
A. alone
B. as a pair
C. as a trio
D. in a large group

Syncopation and polyrhythm are common basic elements to which of the following dance forms?
A. Jazz and African Dance
B. Ballet and Butoh
C. Jazz and Ballet
D. Butoh and African Dance

The _____ is considered the “Birthplace of Postmodern Dance.”
A. Martha Graham Dance Company
B. Paul Taylor Dance Company
C. Judson Dance Theatre
D. Grand Union
Dance Education - continued

Performance Assessment:

Administration Time: 1 hour, 40 minutes
Number of Jobs: 5

Refer to List of Materials, Tools and Equipment for Experienced Worker Assessments

Areas covered:

19%  **Lead a Warm-Up Exercise**
   *Exercise performance, technique, physical presentation, age appropriateness, verbal presentation, timeliness*

26%  **Design and Demonstrate a Combination**
   *Sequence performance, technique and presentation, composition of sequences, age appropriateness, timeliness*

19%  **Design and Discuss and Movement Problem**
   *Goal statement and development, movement activity design, timeliness*

25%  **Improvisation**
   *Movement content, presentation, technical ability, creative ability, timeliness*

11%  **Compare and Contrast Dance Compositions**
   *Discussion of video clips, analysis, timeliness*

Sample Job: Design a combination appropriate to a specific age group/level

Estimated Job Time: 30 minutes

Participant Activity:

1. The participant will create two movement sequences that are appropriate for 14 to 18 year old students.

2. The participant will choose two of the following dance disciplines for the movement sequences:
   - Modern/Contemporary
   - Jazz
   - Ballet
   - World Dance

3. The participant may use any of the equipment provided.

4. The participant will verbally explain and physically demonstrate the exercise, using whatever vocalizations, counting, movement cues, imagery, etc., that are appropriate for the combination.

5. The participant will be allowed 20 minutes to design the two sequences, and 10 minutes to demonstrate his/her sequences.