



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

Dance Education – continued

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

Dance Education - continued

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% | <u>Lead a Warm-Up Exercise</u>
<i>Exercise performance, technique, physical presentation, age appropriateness, verbal presentation, timeliness</i> |
| 26% | <u>Design and Demonstrate a Combination</u>
<i>Sequence performance, technique and presentation, composition of sequences, age appropriateness, timeliness</i> |
| 19% | <u>Design and Discuss and Movement Problem</u>
<i>Goal statement and development, movement activity design, timeliness</i> |
| 25% | <u>Improvisation</u>
<i>Movement content, presentation, technical ability, creative ability, timeliness</i> |
| 11% | <u>Compare and Contrast Dance Compositions</u>
<i>Discussion of video clips, analysis, timeliness</i> |

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.