

Florida Performing Fine Arts Assessment Item Specifications

0300310_Dance_Techniques_1_Responding

FRONT MATTER - SECONDARY	
Stimulus Attributes	Written questions should be at grade level readability. Written and aural musical excerpts should provide enough information for the student to answer the question keeping in mind the student might not be familiar with the work. Unless noted in a benchmark specification, aural musical excerpts should be a minimum of 30 to 45 seconds. Short answer or extended responses should specify limitations (e.g., length of the desired answer), clearly define the task, and include a clear and concise rubric for grading. Research and identify copyright information for each visual and aural example. Writers are encouraged to review public domain sources and/or compose/arrange musical examples based on the benchmarks.
Response Attributes	Selected response choices should be at grade level readability and approximately the same length. Selected response items must contain only one correct answer. All distractors must be plausible. If aural distractors are used, they should be 5-10 seconds in length.

NOTE: The contents of these item specifications documents were developed under a grant from the U. S. Department of Education. However, those contents do not necessarily represent the policy of the U. S. Department of Education, and you should not assume endorsement by the Federal Government.



Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 0300310 Dance Techniques 1

Course Title: Dance Techniques 1

Course Number: 0300310

Abbreviated Title: DANCE TECHNQS 1

Course Length: Year

Course Level: 2

Course Credit: 1.0

Graduation Requirements: Will meet Performing/Fine Arts (PF)

Course Description:

General Note: Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

Special Note: Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.

RESPONDING Benchmarks

R	DA.912.C.2.1	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.
R	DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.
R	DA.912.H.1.6	Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value.
R	DA.912.H.3.3	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
R	DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
R	DA.912.O.1.1	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
R	DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.

R	DA.912.O.1.3	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
R	DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
R	DA.912.S.2.2	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
R	DA.912.S.3.1	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.

BENCHMARK #:	DA.912.C.2.1
BIG IDEA:	Critical Thinking and Reflection
ENDURING UNDERSTANDING:	Assessing our own and others' artistic work, through critical thinking, problem-solving, and decision-making, is central to artistic growth
BENCHMARK:	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges
CLARIFICATION:	Identify solutions to performance challenges by analyzing movement from varying perspectives
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Students will need fundamental knowledge of dance criticism, choreographic principles and technical skills aligned with the performing art genres. Focus may be on, but not limited, to effective methods for improving techniques, movement quality, and choreography within the genres of ballet, modern and/or jazz dance
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Text, pictures or video of class work or performance that presents a specific challenge. Media selections should be between 30-45 seconds. Written questions should be at grade level readability. GRAPHIC or VIDEO excerpt of a performance that requires the student to identify effective methods for improving techniques, movement quality, and choreography within the genres of ballet, modern and/or jazz dance.
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Answers should indicate knowledge of technique or choreographic principles.

SAMPLE QUESTION:

Watch this video.

What are two choreographic devices that can be used to improve this performance?

What are the descriptions of each device?

MEDIA: Video
 DESCRIPTION: <DW: Create a video between 30- 45 seconds which includes 3 dancers demonstrating a unison phrase but they are not in sync. The dance step is inconsequential>

RUBRIC:

4-point sample answer: Cannon/Round – The same phrase is performed by each dancer at a different time overlapping each other.

ABA – Phrase A is different from phrase B ending with a repeat of phrase A.

POINTS	SCORING RUBRIC
4 points	<p>The response includes two correct devices with matching descriptions. Examples may include but not be limited to:</p> <ul style="list-style-type: none"> • Cannon/Round – one repeated movement phrase performed by different dancers • ABA – phrase 1, second movement phrase, repeat of the 1st phrase • ABA’ – phrase 1, second movement phrase, return of phrase 1 but with a variation • Rondo – phrase 1, new phrase 2, return to phrase 1, new phrase 3, etc. • Theme and variation – phrase 1, variation of phrase 1, phrase 1, 2nd variation of phrase 1, etc. • Chance – the use of random selection of movement actions
3 points	Response includes two correct devices with one correct matching description.
2 points	Response includes one correct device with one correct matching description.
1 point	Response includes one correct device.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

BENCHMARK #:	DA.912.C.3.2
BIG IDEA:	Critical Thinking and Reflection
ENDURING UNDERSTANDING:	The processes of critiquing works of art lead to development of critical- thinking skills transferable to other contexts
BENCHMARK:	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition
CLARIFICATION:	Identify and/or explain a viable solution to a given technical or choreographical challenge
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Focus on but not limited to refining/correcting/experimenting with movement and choreographic principles within ballet, modern and jazz dance techniques at the beginning level
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Text, pictures or video of class work or performance that presents a specific challenge. Media selections should be between 30-45 seconds. Written questions should be at grade level readability. GRAPHIC or VIDEO excerpt of a performance that focuses on refining/correcting/experimenting with movement and choreographic principles within ballet, modern and jazz dance techniques at the beginning level.
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Identify ways/means to enhance skills related to dance technique and composition.

SAMPLE QUESTION:

Watch the video.

Which motion should be corrected in this execution of the grand battement?

MEDIA: video
DESCRIPTION: <DW create a video of a single dancer performing a grand battement bending the supporting leg. 5-10 seconds>

- A. Lifting of the standing hip
- B. Lifting of the standing heel
- C. Bending of the working leg
- D. Bending of the supporting knee*

KEY: D

BENCHMARK #:	DA.912.H.1.6
BIG IDEA:	Historical and Global Connections
ENDURING UNDERSTANDING:	Through study in the arts, we learn about and honor others and the world in which they live(d)
BENCHMARK:	Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value
CLARIFICATION:	Identify and explain why a piece of exemplary repertoire is valued
ITEM TYPES:	SA (Short Answer) / ER (Extended Response)
CONTENT LIMITS:	Repertory considered exemplary, having withstood the test of time, including but not limited to the work of Petipa, Graham, Ailey, and Fosse
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Text, pictures or video of class work or performance that is considered to be exemplary. Media selections should be between 30-45 seconds. Written questions should be at grade level readability. The item should provide background information about the work if necessary. GRAPHIC or VIDEO excerpt of repertory considered exemplary, having withstood the test of time, including but not limited to the work of Petipa, Graham, Ailey, and Fosse. The item should provide background information about the work if necessary.
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Identify distinctive characteristics of the exemplary repertory

SAMPLE QUESTION:

What are two reasons The Nutcracker is considered to be an exemplary model of Russian Ballet?

RUBRIC:

2 point sample answer: The Russian ballet style found in the Nutcracker is a combination of French and Italian technique. It also is a great example of integrating theatrical ideas such as fairy tales and folk dances.

POINTS	SCORING RUBRIC
2 points	<p>The response includes two reasons why The Nutcracker is considered to be an exemplary model of Russian Ballet. Examples may include but not be limited to:</p> <ul style="list-style-type: none"> • It is a combination of French vocabulary and Italian technical achievements (to create Russian Ballet) • It is integrated with theatrical sense / fairy tales / mime / stylized folkloric dances. • It contains variations for the ‘étoiles’ (stars in French) and participates on the establishment of the ‘Pas de deux’ form (duo, male part, female part, coda). • The music was by a famous composer

1 point	The response includes one correct example.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written "I don't know".

BENCHMARK #:	DA.912.H.3.3
BIG IDEA:	Historical and Global Connections
ENDURING UNDERSTANDING:	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields
BENCHMARK:	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer
CLARIFICATION:	Identify and explain nutritional recommendations, injury prevention and other safe practices for life-long health of dancers
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Focus on nutrition, injury prevention, and proper function of the muscular/skeletal system in relation to formal dance training
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Charts, pictures, graphs, computerized images, text, or video. Media should be between 30-45 seconds. Written questions should be at grade level readability. The stimulus should focus on the application of science and wellness in the art of dance. GRAPHIC or VIDEO excerpt focused on nutrition, injury prevention, and proper function of the muscular/skeletal system in relation to formal dance training.
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Application of science and wellness in dance training

SAMPLE QUESTION:

What is the **most effective** method of increasing flexibility?

- A. Passive stretches
- B. Ballistic stretches
- C. Dynamic stretches
- D. Sustained stretches*

KEY: D

BENCHMARK #:	DA.912.H.3.5
BIG IDEA:	Historical and Global Connections
ENDURING UNDERSTANDING:	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields
BENCHMARK:	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre
CLARIFICATION:	Identify and/or define dance vocabulary that is spoken, written, or in response to a movement
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Focus on common ballet, modern and jazz dance terminology appropriate for dance techniques
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter. In addition: May use text, pictures or video of class work or performance. If used, media should be between 30-45 seconds. Written questions should be at grade level readability. GRAPHIC or VIDEO excerpt focused on nutrition, injury prevention, and proper function of the muscular/skeletal system in relation to formal dance training.
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Demonstrates knowledge of root words and accurately identifies subtle differences in language, movement, or positions

SAMPLE QUESTION:

Which phrase **best describes** a tendu?

- A. Flexed foot in the air
- B. Sickled foot on the floor
- C. Rotated foot off the floor
- D. Extended foot on the floor*

KEY: D

BENCHMARK #:	DA.912.O.1.1
BIG IDEA:	Organizational Structure
ENDURING UNDERSTANDING:	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process
BENCHMARK:	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity
CLARIFICATION:	Compare the similarities and/or differences between various dance styles, genres, and/or forms of two or more different dances
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Examples of various ballet, modern or jazz styles, dance genres
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: May use text, pictures or video of class work or performance. If used, media should be between 30-45 seconds. Written questions should be at grade level readability. GRAPHICS or VIDEOS of TWO OR MORE excerpts of performances to compare the similarities and/or differences between various dance styles (ballet, modern, or jazz), genres, and/or forms of two or more different dances.
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Compare examples to show understanding of form and structure

SAMPLE QUESTION:

Watch the videos.

What are two similarities in form between the two genres?

Media: <DW: Create two separate clips of one person demonstrating the contrasting dance styles ballet and jazz. Each example should be between 20-25 seconds.>

RUBRIC:

2 point sample answer: The body alignment and the posture are similar in both genres.

POINTS	SCORING RUBRIC
2 points	The response includes two similarities based on the videos. Examples may include but not be limited to: <ul style="list-style-type: none"> • Posture

	<ul style="list-style-type: none"> • Body Alignment • Cross-over steps • Balance • They use the same steps such as chasse / battlement / chaine / soutenu / pli� / pirouette / jete / developpe
1 point	The response includes one correct similarity
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know”.

BENCHMARK #:	DA.912.O.1.2
BIG IDEA:	Organizational Structure
ENDURING UNDERSTANDING:	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process
BENCHMARK:	Apply standards of class and performance etiquette consistently to attain optimal working conditions
CLARIFICATION:	Identify class standards and performance etiquette
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Focus on common classroom and performance etiquette expectations; including but not limited to attire, punctuality, and respect for space, teachers, one another and one's self
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter. In addition: May use text, pictures or video of class work or performance. If used, media should be between 30-45 seconds. Written questions should be at grade level readability. Specify how many reasons expected in answer. GRAPHIC or VIDEO of common classroom and performance etiquette expectations; including but not limited to attire, punctuality, and respect for space, teachers, one another and one's self.
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Demonstrate knowledge and standards of dance etiquette as a performer, audience member, or a production crew member.

SAMPLE QUESTION:

What are two reasons for why it is NOT appropriate to wear jewelry in dance class?

RUBRIC:

2-point sample answer: It is dangerous and it is a distraction.

POINTS	SCORING RUBRIC
2 points	The response includes two reasons for why it is inappropriate. Examples may include but not be limited to: <ul style="list-style-type: none"> • dangerous to self • dangerous to others • a distraction • may get broken • may get lost
1 point	The response includes one reason.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written "I don't know".

BENCHMARK:	DA.912.O.1.3
BIG IDEA:	Organizational Structure
ENDURING UNDERSTANDING:	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process
BENCHMARK:	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression
CLARIFICATION:	Identify the components of a step, pattern, or combination including the layering of movements and terminology associated with the movement
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Fundamental dance movement from ballet, modern and jazz dance. Appropriate dance technique 1.
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Written questions should be at grade level readability. Steps, phrases and combinations of movement from but not limited to ballet, modern and jazz dance will be referenced. May use text, pictures or video of class work or performance. If used, media should be between 30-45 seconds. GRAPHIC or VIDEO excerpt of a performance that requires the participant to identify the components of a step, pattern, or combination including the layering of movements and terminology associated with the movement. Examples should include fundamental dance movement from ballet, modern and jazz dance.
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Responses will dissect, assemble, or show an understanding of progression relevant to ballet, modern and/or jazz dance techniques.

SAMPLE QUESTION:

Which steps are part of a développ ?

- A. Rond de jambe, relev , turn
- B. Pli , attitude, battement tendu
- C. Tendu, degage, grand battement
- D. Sur le cou-de-pied, retire, attitude*

KEY: D

BENCHMARK #:	DA.912.O.3.5
BIG IDEA:	Organizational Structure
ENDURING UNDERSTANDING:	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world
BENCHMARK:	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews
CLARIFICATION:	Identify terminology common to the performing arts profession in theatre and dance
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Fundamental knowledge of theatre and dance terminology for dance production or concert
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter. In addition: May use text, pictures or video of class work or performance. If used, media should be between 30-45 seconds. Written questions should be at grade level readability. GRAPHIC or VIDEO excerpt that clearly illustrates examples of terminology common to the performing arts profession in theatre and dance.
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Include language common to dance production, theatrical, or concert work.

SAMPLE QUESTION:

Where is stage left?

- A. The dancer's left when the dancer is facing diagonal
- B. The left side of the stage from the audience perspective
- C. The dancer's left when the dancer is facing the audience*
- D. The director's left when the dancer is facing the director

KEY: C

BENCHMARK #:	DA.912.S.2.2
BIG IDEA:	Skills, Techniques, and Processes
ENDURING UNDERSTANDING:	Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information
BENCHMARK:	Apply corrections and concepts from previously learned steps to different material to improve processing of new information
CLARIFICATION:	Identify how knowledge and skills learned in one dance movement or technique can be applied to a different dance situation
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Focused on but not limited to the mechanics of proper execution of ballet, modern, or jazz dance at the fundamental level
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter. In addition: May use text, pictures or video of class work or performance. If used, media should be between 30-45 seconds. Written questions should be at grade level readability. GRAPHIC or VIDEO excerpt that requires the student to identify how knowledge and skills learned in one dance movement or technique can be applied to a different situation. The primary focus of the media is the mechanics of proper execution of ballet, modern, or jazz dance at the fundamental level.
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Demonstrate knowledge of terms and mechanics in execution.

SAMPLE QUESTION:

Watch the video.

What fundamental dance movement would help the dancer improve their execution of the rond de jambe a terre?

MEDIA: Video
 DESCRIPTION: <DW: Create a 5-30 second video of a student performing rond de jambe a terre in a jazz excerpt .bending the working leg when passing through 1st position >

- A. Battement tendu*
- B. Battement fondu
- C. Battement dégagé
- D. Battement en cloche

KEY: A

BENCHMARK #:	DA.912.S.3.1
BIG IDEA:	Organizational Structure
ENDURING UNDERSTANDING:	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques
BENCHMARK:	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement
CLARIFICATION:	Identify and/or explain proper body alignment
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Principles of alignment of dance movement both stationary and through space relevant to but not limited to ballet, modern, and/or jazz dancing technique with an emphasis on axial, locomotor, and non-locomotor motions
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter. In addition: May use text, pictures or video of class work or performance. If used, media should be between 30-45 seconds. Written questions should be at grade level readability. GRAPHIC or VIDEO that demonstrates proper body alignment. Examples should focus on principles of alignment of dance movement both stationary and through space relevant to but not limited to ballet, modern, and/or jazz dancing technique with an emphasis on axial, locomotor, and non-locomotor motions.
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Students will be able to identify correct body alignment.

SAMPLE QUESTION:

Which instruction **best describes** proper alignment in a modern dance contraction?

- A. Place the shoulders behind the hips.
- B. Turn the legs inward in a deeper bend.
- C. Place the shoulders in front of the hips.
- D. Keep the hips in line with the shoulders.*

KEY: D