

Florida Performing Fine Arts Assessment Item Specifications

0300320_Dance_Techniques_2_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.



Course Title: Dance Techniques 2
Course Number: 0300320
Abbreviated Title: DANCE TECHNQS 2
Course Length: Year
Course Level: 2
Course Credit: 1.0
Graduation Requirements: Will meet Performing/Fine Arts (PF)

Course Description: Students in Dance Techniques II, a year-long course, build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing on developing the aesthetic quality of movement in the ensemble and as an individual.

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.F.3.5	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
R	DA.912.H.1.5	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
R	DA.912.H.3.2	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.
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.1.2	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.S.2.2	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.

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) / ER (Extended Response)
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 at the intermediate 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 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) / ER (Extended Response)
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 intermediate 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

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.F.3.5
BIG IDEA:	Innovation, Technology, and the Future
ENDURING UNDERSTANDING:	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts
BENCHMARK:	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning
CLARIFICATION:	Identify basic anatomy, kinesiology and physiology related to dance
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Dance terminology and procedures of execution focusing on but not limited to structure and function of the muscular skeletal system including types of muscular contractions, types of tissues, bones and joints in relation to a given dance position or in the execution of a specific dance movement. Content may include strategies related to injury prevention as well as skills and concepts commonly used to increase the dancers' balance, strength, and flexibility.
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Text, pictures or video. Media selections should be between 30-45 seconds. Written questions should be at grade level readability. GRAPHIC or VIDEO excerpt that requires the participant to identify basic anatomy, kinesiology, and physiology related to dance.
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE QUESTION:

Which muscle groups are used to planter flex the foot through a battement tendu?

- A. Trapezius and iliopsoas
- B. Quadriceps and Sartorius
- C. Gastrocnemius and soleus*
- D. Gracilis and semitendinosus

KEY: C

BENCHMARK #:	DA.912.H.1.5
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:	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time
CLARIFICATION:	Identify the impact or relevance of dance in a variety of cultures
ITEM TYPES:	SR (Selected Response) / ER (Extended Response)
CONTENT LIMITS:	Focused on dance styles from classical to contemporary that have influenced social, cultural, or political events in history
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Text, pictures or video. 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 the impact or relevance of dance in the culture. Examples should include dance styles from classical to contemporary that have influenced, social, cultural, and political events in history.
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE QUESTION:

What are two characteristics that jazz and performance-based hip-hop dance have in common?

What are two examples of how they have influenced the cultures in which they are popular?

RUBRIC:

4-point sample answer: Hip hop is derivative of jazz dance. Both of them originated in the United States. They have influenced their cultures by providing a form of recreation and of personal expression.

POINTS	SCORING RUBRIC
4 points	<p>The response includes two similarities and two examples how they have influenced their cultures.</p> <p>Examples of similarities may include but not be limited to:</p> <ul style="list-style-type: none"> • Hip hop is derived from Jazz.

	<ul style="list-style-type: none"> • Both originated in the US • Both focus on rhythms <p>Examples of influences on cultures may include but not be limited to:</p> <ul style="list-style-type: none"> • Recreation • Personal expression • Popular with low socio-economic groups • Contain acrobatic moves
3 points	Response includes two similarities and one example of influence on culture. OR Response includes one similarity and two examples of influence on culture.
2 points	Response includes two similarities. OR Response includes two examples of influence on culture. OR Response includes one similarity and one example of influence on culture.
1 point	Response includes one 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.3.2
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 story or internal logic in dance and identify commonalities with other narrative formats
CLARIFICATION:	Identify the ways that internal logic and storytelling is used in dance and identify similar traits in other types of storytelling
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Provide examples of internal logic and storytelling such as generating and memorizing movement, creating character, or refining a performance. Examples might connect with literature, language arts, theatre, or music
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Text, pictures or video. Media selections should be between 30-45 seconds. Written questions should be at grade level readability GRAPHIC or VIDEO excerpt that provides an example of internal logic and storytelling such as generating and memorizing movement, creating character, or refining a performance. Examples might connect with literature, language arts, theatre, or music.
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE QUESTION:

Watch the video.

What are two ways that the storytelling in the video is similar to storytelling in a short story?

Media: <DW: Create a 30-45 second video of a dance that depicts characters, setting, and tells a story.>

RUBRIC:

2 point sample answer: Both have characters and both provide a setting.

POINTS	SCORING RUBRIC
2 points	Response two similarities. Examples may include, but not be limited to: <ul style="list-style-type: none"> • They depict characters • They have a beginning, middle and end • They have a moral / theme • They help visualize the event • They provide a setting / time period / time of day / location
1 point	The response includes one 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.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 of class work or performance. Media should be between 30-45 seconds. Written questions should be at grade level readability. The stimulus should focus on the application of science 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 2
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Text, pictures or video of class work or performance. Media should be between 30-45 seconds. Written questions should be at grade level readability. GRAPHIC or VIDEO excerpt of a performance that requires the students to apply common ballet, modern and jazz dance terminology appropriate for dance techniques.
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.1.2
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: Text, pictures, or video. Media should be between 30 and 45 seconds. Written questions should be at grade 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 2
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. 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 in the beginning intermediate level.

SAMPLE QUESTION:

Which steps are part of a developpé?

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

KEY: D

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 beginning intermediate level
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Text, pictures or video. 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