

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Dance

Dancing Art

Grade 5

Office of Superintendent of Public Instruction
September 2018



Office of Superintendent of Public Instruction
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Table of Contents

Introduction	ii
Overview	1
Test Administration: Expectations.....	1
Description of the Performance Assessment	2
Learning Standards	2
Supporting Materials and Resources for Teachers.....	4
Preparation for Administering the Assessment.....	4
Recommendations for Time Management.....	7
Assessment Task	8
Teacher’s Instructions to Students	8
Accommodations	8
Student’s Task.....	8
Glossary.....	13

Introduction

To Washington educators who teach the arts:

Welcome to one of our OSPI-developed performance assessments and this implementation and scoring guide. This document is part of the Washington assessment system at the Office of Superintendent of Public Instruction (OSPI).

The assessments have been developed by Washington State teachers and are designed to measure learning for selected components of the Washington State Learning Standards. They have been developed for students at the elementary and secondary levels. Teachers from across the state in small, medium, and large districts and in urban, suburban, and rural settings piloted these assessments in their classrooms. These assessments provide an opportunity for teachers to measure student skills; they can both help teachers determine if learning goals have been met, and influence how teachers organize their curricula. They also provide an opportunity for students to demonstrate the knowledge and skills they have gained.

These assessments:

- ◆ Provide immediate information to teachers regarding how well their students have acquired the expected knowledge and skills in their subject areas.
- ◆ Inform future teaching practices.
- ◆ Provide resources that enable students to participate in measuring their achievements as part of the learning experience.

Included in this document are:

- ◆ directions for administration
- ◆ assessment task
- ◆ scoring rubrics
- ◆ additional resources

Our hope is that this assessment will be used as an integral part of your instruction to advance our common goal of ensuring quality instruction for all students.

If you have questions about these assessments or suggestions for improvements, please contact:

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Dancing Art

An OSPI-Developed Performance Assessment

Dance
Grade 5

Overview

This document contains information essential to the administration of *Dancing Art*, an OSPI-developed arts performance assessment for dance (Grade 5). Prior to administration of this assessment, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

This assessment may be used in several ways:

- ◆ As an integral part of instruction.
- ◆ As a benchmark, interim, or summative assessment.
- ◆ As a culminating project.
- ◆ As an integral part of a unit of study.
- ◆ As a means of accumulating student learning data.
- ◆ As an individual student portfolio item.

Synopsis of *Dancing Art*

The students view two pieces of visual art, and each student then chooses one. Using ideas drawn from the artwork, the student choreographs and performs a short dance that expresses those ideas. The teacher films each performance.

Students must also explain the connections between their dances and the artworks.

Test Administration: Expectations

The skills assessed by this task should be authentically incorporated into classroom instruction.

This assessment task is to be administered in a safe, appropriately supervised classroom environment following district policy and procedures.

All industry and district safety policies and standards should be followed in the preparation and administration of OSPI-developed performance assessments in dance, media arts, music, theatre, and visual arts.

Accommodations based upon a student’s individualized education program (IEP) or 504 Plan may require additional modifications to this assessment.

Additional modifications to the administration of this assessment may be required to accommodate cultural differences, diversity, and religious mores/rules.

Description of the Performance Assessment

- ◆ Performance prompts ask each student to create and present a performance or product based on the criteria outlined in the task.
- ◆ Students must also respond to short-answer questions and prompts. Their answers may be written or oral. All written work must be completed on the response sheets provided. Oral responses may be recorded to facilitate scoring and to document each student’s performance.

Learning Standards

This assessment addresses the following learning standards. For more information, refer to Washington State Learning Standards: *The Arts Learning Standards: Dance by Grade Level* (2017).

Anchor 1 Grade 5	DA:Cr1.1.5	a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events). b. Construct and solve multiple movement problems to develop choreographic content.
Anchor 2 Grade 5	DA:Cr2.1.5	b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
Anchor 4 Grade 5	DA:Pr4.1.5	a. Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space. b. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time. c. Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.

Anchor 5 Grade 5	DA:Pr5.1.5	<p>a. Recall and execute a series of dance phrases using fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).</p> <p>b. Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance, and injury prevention.</p>
Anchor 6 Grade 5	DA:Pr6.1.5	<p>a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.</p> <p>b. Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.</p>
Anchor 7 Grade 5	DA:Re7.1.5	<p>a. Find meaning or artistic intent from the patterns of movement in a dance work.</p> <p>b. Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one’s own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.</p>
Anchor 10 Grade 5	DA:Cn10.1.5	<p>b. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.</p>

Depending on how individual teachers build their lesson units, additional Washington State Learning Standards can be addressed.

Supporting Materials and Resources for Teachers

Preparation for Administering the Assessment

Tools & Materials

Teachers will need the following materials and resources to administer this performance assessment:

- ◆ copies of the task, including the glossary of terms (one for each student)
- ◆ copies of the student-response sheets (one set for each student)
- ◆ one pencil per student
- ◆ two contrasting artworks (choose from prints, sculptures, or photographs)
- ◆ an audiovisual recording device
- ◆ selections of instrumental music and an audio player (optional)

Guidelines

This assessment is an individual performance.

- ◆ Copy the student's task, glossary of terms, and response sheets. Make one set of copies for each student.
- ◆ Choose two visual artworks that might suggest movement. The following are some recommended examples: *Starry, Starry Night* by Vincent Van Gogh; *Parade* by Jacob Lawrence; *Me and My Village* by Marc Chagall; *Dog in Front of the Sun* by Joan Miro; *The Brooklyn Bridge* by Joseph Stella.
- ◆ Students who have had limited exposure to the visual arts may benefit from some preparation for viewing visual art. A teacher-guided viewing of the artwork could include a facilitative discussion covering:
 - First impressions (What do you see?).
 - Specific visual arts vocabulary (What color, texture, line, shape, or balance do you see?).
 - Contextual information (the artist's background, technique, or media).
 - Reflections (ideas and feelings that the viewer experiences in response to the work of art).
- ◆ If you allow the use of musical accompaniment, the music should have no lyrics and should be at least two-minutes long. You may choose music from any genre, but we recommend that you use a genre with which students have some familiarity. You may

provide each student with 3–4 choices of musical selections that include a variety of tempos or dynamics. The students should select their tempo and music for the performance after they have completed their choreography. They may also choose to perform without music.

- ◆ This assessment item presents a problem which can be solved by using the basic elements of dance with any style or genre, such as ballet, ballroom, creative movement, drill, ethnic, folk, hip-hop, historical, jazz, modern, musical theatre, or tap. Students may perform any style of movement with a variety of space, time, and energy elements, chosen to express the particular ideas, feelings, and/or images asked for in the assessment.
- ◆ Remind students to perform their dances with focus and without noticeable interruptions. Examples of an interruption include fixing hair or clothing, nervous gestures or giggles, distractions from outside the dance, or having to stop and think about the choreography.
- ◆ Remind students to perform each movement to its fullest extent. An example of fullest extent for a jumping jack would be an X with arms and legs fully stretched and spread out to create a full X. (A “wilted X” is the opposite, with arms and legs not fully extended. A wilted X is not acceptable.)
- ◆ The recorder must be set up in a defined space so that the performer can be seen at all times.
- ◆ The performance space should be at least 15' x 15'. Some accommodation may be necessary to allow students to rehearse in a space comparable to the performance space.
- ◆ You may find it helpful to film the artwork that is used for the choreography before filming the choreography.
- ◆ Students must perform in bare feet or appropriate dance/athletic shoes for safety.
- ◆ Students who end the performance in a shape should hold it for 3 seconds.
- ◆ As an alternative to a written response, you may permit students to:
 - Respond orally. You should make a video or audio recording to document their responses. Students who are being recorded must be coached to face the recording device when responding. Students may have a copy of the response sheet when being recorded, or you can state the questions. Students should begin by stating their names, numbers, and grade level into the recording device.
 - Dictate their responses to the teacher or an instructional aide, who will write them down.
- ◆ Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.

- ◆ When you are administering the assessment, students may ask questions to clarify the process. You should encourage students to ask questions at any time throughout the administration of the assessment.

Scoring Notes

The following scoring notes should be used as a guideline when scoring this item.

- ◆ Creating rubric: A movement phrase must contain at least three movements in order to receive credit.
- ◆ “Performing beginning and ending shapes clearly” is accomplished when the performer maintains focus and intentional energy while holding the shape long enough for the audience to see the shape.
- ◆ The student’s interpretation of an idea or image can take many forms: for example, while acting like a rising sun can be representative of a sun, so can doing jumping jacks (or anything else). The student’s ability to create or interpret an idea is not being assessed.
- ◆ If a student starts the dance, then stops, then starts again, that should be counted as either (a) no clear beginning or (b) one interruption; however, it should not be counted as both.
- ◆ Responding rubric: In the student’s response, drawings or diagrams can be accepted to describe the student’s choices, provided that they correspond to the dance and that they show activity/energy. If the response is oral or written, both the vocabulary of dance and movement words are acceptable.
- ◆ Responding rubric: All ideas and explanations must correlate to the actual performance to earn credit. Use discretion when assessing the vocabulary used to describe movement phrases and ideas: both the vocabulary of dance and movement words are acceptable.

Using the Glossary

Terms listed in the glossary of this assessment were selected from the glossary of the Washington State Learning Standards for this subject area. When terms that come from other sources may be useful to the student, they are listed at the end of the glossary under the subheading *Additional Vocabulary*. The student's use of this additional vocabulary should not be considered in the scoring of the assessment.

Recommendations for Time Management

Students may have as much time as they need to complete the task. The timeframes suggested here are meant only as a guide, and you may shorten or lengthen them to suit the individual circumstances of the class and students.

The following is a **three-day** suggested timeframe:

Day 1

- 15 minutes: The teacher provides the class with the task and reads it aloud, then reviews the glossary and scoring rubric. The students ask questions; the teacher answers questions.
- 20 minutes: The students choreograph and rehearse their dances.

Day 2

- 10 minutes: The students review and practice their dances before performing.
- 35 minutes: Students take turns performing their dances; the teacher records each performance. Students perform their dances as if the recorder were the audience.
- Note: If another teacher is not available to help supervise, the students who are not performing are to exhibit appropriate audience behavior and personal management during the performance assessments of their peers.

Day 3

- 15 minutes: The students prepare their oral or written responses.
- 20 minutes: (Optional) The teacher records the responses of those students who need to respond orally.
-

All students who remain productively engaged in the task should be allowed to finish their work. If a few students require considerably more time to complete the task than most students, you may wish to move these few to a new location to finish. In other cases, the teacher's knowledge of some students' work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

Assessment Task

Teacher’s Instructions to Students

1. Say: “Today you will take the Grade-5 Washington OSPI-developed arts performance assessment for dance. This assessment is called *Dancing Art*.”
2. Provide the class with copies of the student’s section of the assessment (which may include the student’s task, response sheets, rubrics, templates, and glossary), along with any other required materials.
3. Tell the students that they may highlight and write on these materials during the assessment.
4. Have the students read the directions to themselves as you read them aloud. We also encourage you to review the glossary and scoring rubrics with the students.
5. Answer any clarifying questions the students may have before you instruct them to begin.
6. If this assessment is used for reporting purposes, circle the scoring points on the first page of each student’s response sheets.

Accommodations

The following accommodations can be made for students with special needs or whose English language skills are limited:

- ◆ To complete the response sheets, students may dictate their answers to an instructional aide, who will write them down.
- ◆ Students may give the written and/or recorded responses in their first language. We request a written and/or oral English translation for consistency (validity/reliability) in scoring the rubric.

Refer also to the student’s individualized education program (IEP) or 504 Plan.

Student’s Task

The following section contains these materials for students:

- The student’s task: *Dancing Art* (Grade 5)
- Assessment rubric
- Response sheets (optional)

Dancing Art

As part of an art celebration at your school, two visual artists are coming to visit. The principal has asked you to choreograph and perform a dance inspired by their work; you'll perform your dance at an assembly to introduce the artists to the students. Your task is to bring to life with movement what you see or feel when you look at the art.

You will see two pieces of visual art, one by each artist. Choose whichever piece interests you the most. Taking your ideas from the images in the art, choreograph a short dance that shows your ideas. Your dance should be no longer than 1 minute. Your teacher will film your performance of the dance; the principal will ask you to explain the connections between your dance and the artwork.

Your Task

First, create your dance—

The principal explains that you must meet the following requirements when creating your dance:

- View both works of art.
- Choose one artwork to use as the subject of your choreography.
- Select at least three different ideas, images, or feelings from the artwork and include them in your dance.
- Use a different movement phrase (a sequence of at least three movements) to show each of the ideas, images, or feelings from the artwork.
- Create a clear beginning and ending shape.

Second, perform your dance—

The principal explains that you must meet the following requirements when performing your dance:

- Perform your beginning and ending shapes clearly.
- Use intentional energy throughout the performance.
- Perform movement to the fullest extent.

- Maintain focus throughout the dance.
- Perform your dance without interruption.

Third, respond to questions—

The principal explains that you must meet the following requirements when responding to prompts or questions about your dance:

- Describe three ideas, images, or feelings that you chose to include in your dance.
- Describe the movement phrase that you used to show each of the three ideas, images, or feelings that you selected from the artwork.
- Explain why you chose the movement phrase.
- Use the vocabulary of dance correctly.

You will have time to choreograph and rehearse your dance before performing for your teacher. Your performance will be recorded. You will also have time to prepare your responses.

Dancing Art

	4 Points	3 Points	2 Points	1 Point
Creating	<p>The student demonstrates a thorough understanding of the connections across the arts by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Creates beginning and ending shapes. ◆ Creates a movement phrase to express one idea, image, or feeling from the artwork. ◆ Creates a movement phrase to express a second idea, image, or feeling from the artwork. ◆ Creates a movement phrase to express a third idea, image, or feeling from the artwork. 	<p>The student demonstrates an adequate understanding of the connections across the arts by meeting three of the requirements listed at left.</p>	<p>The student demonstrates a partial understanding of the connections across the arts by meeting two of the requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of the connections across the arts by meeting one of the requirements listed at left.</p>
Performing	<p>The student demonstrates a thorough understanding of arts skills and techniques by meeting all five of the following requirements:</p> <ul style="list-style-type: none"> ◆ Performs beginning and ending shapes clearly. ◆ Uses intentional energy throughout the performance. ◆ Performs all movements to the fullest extent. ◆ Maintains focus throughout the dance. ◆ Performs the dance without interruption. 	<p>The student demonstrates an adequate understanding of arts skills and techniques by meeting four of the five requirements listed at left.</p>	<p>The student demonstrates a partial understanding of arts skills and techniques by meeting three of the five requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of arts skills and techniques by meeting two of the five requirements listed at left.</p>
Responding	<p>The student demonstrates a thorough understanding of how to respond to the performance by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Identifies each of the three ideas, images, or feelings chosen from the artwork. ◆ Describes how movement is used to express the first idea, image, or feeling. ◆ Describes how movement is used to express a second idea, image, or feeling. ◆ Describes how movement is used to express a third idea, image, or feeling. 	<p>The student demonstrates an adequate understanding of how to respond to the performance by meeting three of the four requirements listed at left.</p>	<p>The student demonstrates a partial understanding of how to respond to the performance by meeting two of the four requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of how to respond to the performance by meeting one of the four requirements listed at left.</p>

No Score: If the student demonstrates no understanding of the concepts indicated, meets none of the requirements listed, or is unable or unwilling to complete the task, the student will earn no score.

Student's Name/ID# _____ Grade Level _____

Circle number:

Creating Score	4	3	2	1
Performing Score	4	3	2	1
Responding Score	4	3	2	1

Responses

1. Which work of art did you choose?

2. What three ideas, images, or feelings did you chose to include in your dance and how did you use movement to express each one?

	Idea, image or feeling in the artwork:	How you used movement to express it:
1		
2		
3		

Glossary

choreograph: to arrange, compose, or create a dance

concentration: the act or process of applying close, undivided attention

elements of dance: the key components of movement; movement of the body using space, time, and energy; often referred to as the elements of movement; see *Elements of Dance Organizer* by Perpich Center for Arts Education (used with permission)

energy: the dynamic quality, force, attach, weight, and flow of movement

light: a quality of movement that minimizes the appearance of strength and/or weight

sharp: sudden, percussive quality in a movement

smooth: continuous, sustained quality in a movement

strong: a quality of movement that maximizes the appearance of strength and/or weight

free-flow: an uncontrolled, unrestricted quality of movement

bound-flow: a contained, controlled quality of movement

flow: a quality of energy whereby movements can either be contained or free flowing

focus: 1. the ability to concentrate and keep one's attention fixed on the matter at hand; 2. the direction in which the dancer is looking and the manner in which the dancer is relating (single, multi, direct, indirect); 3. the point towards which the audience's attention is directed

form/design: a principle of choreography/composition; the organization and sequencing of sections of a dance into an overall whole

fullest extent: a full, physical engagement and commitment to the quality of a performance

intentional energy: energy/force that is purposeful and expresses the ideas and feelings that the dancer or choreographer intended

movement phrase: a brief sequence of related movements that have a sense of continuity and artistic or rhythmic completion

phrase: a sequence of at least three movements that convey a sense of continuity

shape: the three-dimensional form a body takes in space, such as curved, angular, twisted, straight, symmetrical, or asymmetrical

space: components of dance involving direction, pathways, facings, levels, shapes, and design; the location where a dance takes place; the element of dance referring to the cubic area of a room, on a stage, or in other environments

Terms in italics are reproduced from the glossary of the National Core Arts: Dance Standards by the National Coalition for Core Arts Standards.

The full glossary for this subject area can be found in the Washington State Learning Standards: *The Arts Learning Standards: Dance by Grade Level* (2017).

Additional Vocabulary

The following vocabulary terms are also useful for this assessment.

color: an element of visual art; the visible range of reflected light. Color has three properties: hue, value, and intensity

elements of visual arts: the basic components that make up a work of art: color, form, line, shape, space, texture, and value:

color: the visible range of reflected light. Color has three properties: hue, value, and intensity (brightness or dullness)

form: a three-dimensional object that has height, length, width, and depth

line: the one-dimensional path of a dot through space used by artists to control the viewer's eye movement; a thin mark made by a pencil, pen, or brush

shape: a closed space made when a line connects to itself

space: an element of visual arts; the area above, below, around, and within an artwork; the illusion of depth or space on a flat surface, created by means of the following techniques: rendering shapes and forms so that they overlap and using size, detail, value, color, and linear perspective

texture: an element of visual arts that portrays surface quality: actual texture is how something feels; visual texture is how something appears to feel

value: the lightness and darkness of a line, shape, or form

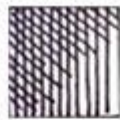
force: see *energy*

line: an element of visual arts; the flat path of a dot through space used by artists to control the viewer's eye movement; a long narrow mark or stroke made on or in a surface; a thin mark made by a pencil, pen, or brush. The repetition of lines (and/or shapes) is used to create texture, pattern, and gradations of value

texture: an element of visual arts; the portrayal of the quality of a surface by using drawing techniques to create texture and patterns, such as stippling, hatching, cross hatching, scribbling, broken lines, and repeating lines and shapes (see examples below); actual texture is how something feels when touched; visual texture (also called simulated texture) is how something appears to feel



hatching



cross-hatching



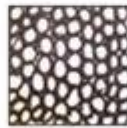
stippling



scribbling



repeating
broken lines



repeating
shapes



smudging/
blending

time: an element of dance; when and how a dance includes tempo, rhythm, duration, speed, and so on

value: an element of visual arts; the lightness and darkness of a line, shape, or form; a measure of relative lightness and darkness

