



TEST SUMMARY AND FRAMEWORK

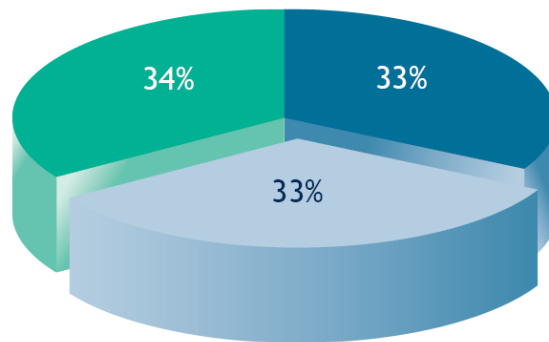
TEST SUMMARY

DANCE

The Washington Educator Skills Tests—Endorsements™ (WEST-E™) are designed to measure a candidate’s knowledge of the subject-area content contained in the test framework for each field. All WEST-E tests are fully aligned with the state’s teacher endorsement competencies and, as applicable, the Essential Academic Learning Requirements.

This test summary describes general testing information as well as the approximate percentage of the total test score derived from each content domain. The test framework, organized by content domain, contains the objectives that define the content for the test.

Test Format	Multiple-choice questions
Number of Questions	Approximately 110
Test Session	2 hours, 15 minutes (does not include 15-minute tutorial)
Passing Score	240 (scores are calculated in a range from 100 to 300)
Test Code	054



Key	Approximate Percentage of Test	Content Domain	Range of Objectives
■	33%	Dance Skills and Concepts	0001-0004
■	33%	Creating, Performing, and Responding to Dance	0005-0008
■	34%	Connections of Dance to Everyday Life	0009-0012



TEST FRAMEWORK

DANCE

DANCE SKILLS AND CONCEPTS

0001 Demonstrate knowledge of basic dance elements, concepts, and skills.

For example:

- identifying elements related to time (e.g., tempo, beat, rhythm)
- identifying elements related to space (e.g., place, range, direction, level, shape, pathway, relationship)
- identifying elements related to energy/force (e.g., sharp, smooth, heavy, light, free, controlled, sustained, percussive)
- demonstrating knowledge of locomotor movements (e.g., walk, gallop, hop, jump, crawl, roll, skip, leap)
- demonstrating knowledge of nonlocomotor movements (e.g., swing, stretch, bend, twist)

0002 Demonstrate knowledge of the basic principles of movement and kinesiology.

For example:

- identifying the major skeletal structures of the body and identifying muscles, tendons, and ligaments and their functions
- demonstrating knowledge of the basic principles of movement analysis (e.g., flexion, extension, rotation, abduction, adduction)
- demonstrating knowledge of the characteristics of alignment and body-part articulation
- demonstrating knowledge of how human systems, structures, and functions; proper skeletal alignment; and body mechanics affect dance movements and movement potential
- demonstrating knowledge of the basic principles of kinesiology (e.g., levers, balance, weight)
- demonstrating an understanding of the body and mind as components of kinesthetic intelligence



0003 Demonstrate knowledge of the fundamental technical skills and concepts of performance dance (i.e., ballet, modern, jazz, and tap dance).

For example:

- identifying basic positions and directions of the body and body parts in performance dance
- recognizing and describing movement characteristics of different geographic regions and historical periods within performance dance
- recognizing and describing the use of spatial patterns and movement sequences in performance dance
- demonstrating knowledge of vocabulary and techniques associated with performance dance
- recognizing significant influences, developments, and innovations in the history of performance dance

0004 Demonstrate knowledge of the fundamental technical skills and concepts of historical and contemporary world and social dance forms.

For example:

- identifying basic positions and directions of the body and body parts in world and social dance
- recognizing and describing movement characteristics of different geographic regions and historical periods within world and social dance
- recognizing and describing the use of spatial patterns and movement sequences in world and social dance
- demonstrating knowledge of vocabulary and techniques associated with world and social dance
- recognizing significant influences, developments, and innovations in the history of world and social dance



CREATING, PERFORMING, AND RESPONDING TO DANCE

0005 Demonstrate knowledge of diverse and emergent choreographic principles, structures, and processes.

For example:

- identifying principles of choreography/composition (e.g., form/design, theme, repetition, balance, contrast, emphasis, variety)
- demonstrating knowledge of the appropriate use and misuse of preexisting works
- recognizing the basic compositional elements (e.g., space, time, energy, dynamics, phrasing, musicality, expression, context) of choreography
- identifying and describing musical choreographic forms (e.g., AB, ABA, theme and variation, rondo, round, canon, call-and-response)
- identifying and describing representational (e.g., narrative) and nonrepresentational (e.g., abstract) choreographic forms
- demonstrating knowledge of the functions and uses of improvisation in the choreographic process
- recognizing sources for generating choreographic ideas (e.g., music, literature, visual art, environment, gestures, emotions)
- identifying a variety of strategies for solving a given movement problem
- demonstrating knowledge of methods for and benefits of reflection, self-evaluation, elaboration, and refining a dance work

0006 Understand dance as a way to create and communicate meaning.

For example:

- analyzing how ideas and feelings are expressed in dance (e.g., movement choices, movement qualities, dynamics, gestures)
- identifying the characteristics, uses, and effects of expressive features in dance (e.g., narrative, symbolism, abstraction)
- analyzing the characteristics, uses, and effects of thematic development and sequence in dance
- demonstrating knowledge of how production elements contribute to the expression of intent and meaning in dance
- demonstrating knowledge of the relationship and interactive responsibilities of the artist/performer and audience in various settings



0007 Demonstrate knowledge of the basic principles of dance performance and production.

For example:

- demonstrating knowledge of methods for selecting, analyzing, and interpreting a dance work for performance
- demonstrating knowledge of factors that affect the quality of dance performance (e.g., adequate rehearsal, appropriate technical skill, integration of body and mind awareness)
- recognizing terminology related to stage areas
- demonstrating knowledge of types, characteristics, functions, and effects of costumes, makeup, lighting, sound, and scenery
- demonstrating knowledge of the importance of collaboration with production personnel
- demonstrating knowledge of technologies used in the creation, performance, and production of dance
- identifying responsibilities of personnel involved in dance performance and production

0008 Demonstrate knowledge of the basic principles of dance analysis and interpretation.

For example:

- demonstrating knowledge of the processes of description, analysis, interpretation, and evaluation based on evidence observed in a dance work
- demonstrating knowledge of aesthetic concepts and technical vocabulary (e.g., space, time, energy/force) used to describe and analyze dance works in their historical, cultural, emotional, and kinesthetic context
- identifying how personal aesthetic criteria are reflected in dance works and how aesthetic choices are influenced by their environment, experience, culture, and historical context
- recognizing the effects an individual's background and experiences may have on one's response to and interpretation of dance works



CONNECTIONS OF DANCE TO EVERYDAY LIFE

0009 Demonstrate knowledge of components of healthful living and fitness that promote lifelong well-being.

For example:

- recognizing and describing types and benefits of dance activities that enhance flexibility, muscular strength, agility, motor-skills development, coordination, body awareness, control, and balance
- demonstrating knowledge of basic health and nutritional practices that promote healthy body composition
- demonstrating knowledge of care and prevention of dance injuries, including effective alignment, warm-up and cooldown activities, and technical development

0010 Analyze the relationship between dance and culture.

For example:

- recognizing the functions (e.g., recording history, telling a story, sharing traditions, expressing feelings and ideas, supporting ceremonies, enhancing the environment) of dance within and across cultures throughout history
- analyzing and comparing dance techniques, styles, and traditions from various cultures and historical periods
- identifying and analyzing how dance has influenced and been influenced by society, culture, politics, and technology in various cultures, geographic regions, and historical periods

**0011 Analyze how dance relates to other arts disciplines and academic subject areas.**

For example:

- demonstrating knowledge of critical- and creative-thinking skills and processes in dance (e.g., creating, practicing, performing, exhibiting, collaborating, reflecting) common among arts disciplines
- recognizing vocabulary and concepts in dance (e.g., theme, rhythm) common among arts disciplines
- identifying ways in which dance and other arts disciplines can be used together to express ideas
- understanding ways in which dance supports understanding of concepts and topics across multiple academic subject areas by focusing on concepts shared by multiple subjects, as well as by using the arts to illustrate and explore content in other academic subject areas
- demonstrating knowledge of how dance skills and concepts support students with differing learning styles, abilities, and/or varying language skills, and reinforce or enhance understanding in other academic subject areas (e.g., mathematics, science, language arts)
- demonstrating knowledge of how learning in dance supports the development of critical- and creative-thinking skills, concepts, and processes (e.g., observation, problem solving, experimentation, revision, cultural understanding, narrative, 21st Century Skills, Habits of Mind, Social and Emotional Learning) and overall success in and out of school

0012 Demonstrate knowledge of career and recreational opportunities in dance.

For example:

- identifying the various career and recreational opportunities available in dance
- recognizing how skills developed in dance are applicable to a variety of careers and recreational pursuits
- demonstrating knowledge of the preparation required for dance-related vocations and avocations
- recognizing work habits and skills needed for careers in dance (e.g., perseverance, regular practice, collaborative skills)