

Illinois Certification Testing System

STUDY GUIDE

Dance (140)



Illinois State Board of Education

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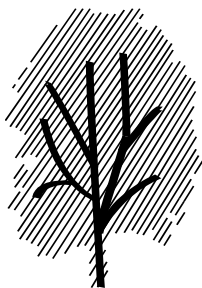
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General Information About the Illinois Certification Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the Illinois Certification Testing System](#)



Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Explanation of the Test Score Report**

INTRODUCTION

The content tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which certification is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

Objective Statement

Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.

Descriptive Statements

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.
- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.
- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

PRACTICE TEST QUESTIONS

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ICTS test for each field. The practice test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

DANCE TEST OBJECTIVES

- I. The Basic Vocabulary of Dance
- II. Dance Creation and Production
- III. Dance Performance Knowledge and Skills
- IV. The Role of Dance

SUBAREA I—THE BASIC VOCABULARY OF DANCE

0001 Understand the elements of dance.

For example:

- Identify elements related to the body (e.g., actions, shapes, relationships).
- Identify elements related to space (e.g., level, direction, pathway, range).
- Identify elements related to time (e.g., tempo, rhythm, beat).
- Identify elements related to movement quality (e.g., the way energy factors such as flow, weight, time, and spatial attitude are combined).

0002 Understand the organizational principles of dance.

For example:

- Identify characteristics of the principles of repetition, contrast, and variety.
- Identify characteristics of the principles of sequence, rhythm, and transition.
- Identify characteristics of the principles of balance, unity, harmony, and climax.

0003 Understand the expressive qualities of dance.

For example:

- Identify the expressive qualities of dance (e.g., emotion, mood, dynamics).
- Recognize how emotion, mood, and dynamics are conveyed in dance.
- Recognize how the body and mind are used as tools for dance.

0004 Understand the processes of dance.

For example:

- Identify the processes of creating dance (e.g., improvising, exploring, choreographing).
- Identify the processes necessary for performing dance (e.g., practicing, refining, replicating).
- Recognize the basic vocabulary that is used to analyze and evaluate dance (e.g., related to sensory elements and organizational principles).

SUBAREA II—DANCE CREATION AND PRODUCTION

0005 Apply the organizational principles of dance.

For example:

- Recognize the organizational principles of repetition, contrast, and variety in dance.
- Recognize the organizational principles of sequence, rhythm, and transition in dance.
- Recognize the organizational principles of balance, unity, harmony, and climax in dance.

0006 Understand choreographic processes.

For example:

- Identify the characteristics and purposes of choreographic processes (e.g., reordering, chance, exploring, improvising, perceiving, analyzing).
- Identify factors to consider when choreographing (e.g., audience, dancers, performance space).

0007 Understand dance structures (choreographic forms).

For example:

- Identify characteristics of various dance structures (e.g., AB, ABA, rondo, canon, theme and variation, call and response, narrative).
- Recognize the applications of various dance structures.
- Recognize factors that influence the choice of dance structure (e.g., accompaniment, dancers' skill level, dance style).

0008 Understand the production of dance.

For example:

- Identify the ways design elements (e.g., scenery, costumes, lighting, props) influence dance.
- Recognize how modern media and technologies affect dance.
- Recognize the relationship between production factors (e.g., performance space, accompaniment, design elements) and choreography.
- Identify careers related to the production of dance.

SUBAREA III—DANCE PERFORMANCE KNOWLEDGE AND SKILLS

0009 Understand performance techniques from various dance styles and forms.

For example:

- Identify vocabulary related to ballet, modern, jazz, tap, folk, and social dance.
- Identify distinguishing characteristics of ballet, modern, jazz, tap, folk, and social dance.

0010 Understand major skeletal structures and common dance injuries.

For example:

- Identify major skeletal structures of the human body.
- Recognize when dancers' body parts are properly aligned.
- Identify common types and causes of dance injuries and methods for preventing injuries.

0011 Apply basic principles of kinesiology and movement analysis.

For example:

- Identify basic principles of kinesiology (e.g., levers, balance, weight).
- Identify basic principles of movement analysis (e.g., flexion, extension, rotation, abduction, adduction).

0012 Understand the teaching of dance in a school setting.

For example:

- Recognize the importance of dance education in the school curriculum.
- Identify age- and needs-appropriate methods to use in all styles and levels of dance education.
- Identify age- and needs-appropriate materials to use in the instruction of dance in all styles and levels.
- Identify factors to be considered when selecting methods and materials to use in dance education.
- Recognize safety considerations in teaching dance in a school setting.

SUBAREA IV—THE ROLE OF DANCE

0013 Understand the role of dance in a variety of cultures.

For example:

- Identify the role and function of dance and movement (e.g., ritual, celebration) in various cultures from different historical periods.
- Recognize how dance shapes and reflects ideas, issues, or themes in a variety of cultures.
- Recognize dance as a way to create and communicate meaning.

0014 Understand the history of dance.

For example:

- Recognize important influences, developments, and innovations in the history of various dance styles and forms.
- Recognize how technology and societal changes have influenced dance.
- Identify the historical development of dance production and performance in a variety of cultures.

0015 Understand the function of dance as an art form.

For example:

- Recognize similar and distinct characteristics within and across all art forms (i.e., dance, drama/theatre arts, music, visual arts).
- Identify the relationship of dance to other art forms.

0016 Understand the relationship of dance to other subject areas.

For example:

- Identify the relationship of dance to other subject areas (e.g., social studies, language arts, science, mathematics).
- Recognize how to integrate dance with other subject areas.

DANCE PRACTICE TEST QUESTIONS

1. Which of the following ways of shaping is most likely to combine all planes of motion?
 - A. widening and narrowing
 - B. rising and sinking
 - C. gathering and scattering
 - D. advancing and retreating

2. In choreography, the concept of harmony is defined as:
 - A. movements that complement each other.
 - B. movement that has multiple elements.
 - C. movements that repeat at important moments.
 - D. movement that relates to an underlying theme.

3. Which of the following approaches would be the most effective way for dancers to use their bodies and minds to develop specific movement qualities?
 - A. analyzing the production of the qualities by an exemplary dancer
 - B. exploring imagery that reflects the intended meaning of the qualities
 - C. analyzing the components of the desired movement qualities
 - D. exploring imagery based on observing the movement qualities

4. In addition to movement choices, which of the following elements, if used consistently throughout a work, would be most effective in helping maintain a mood?
 - A. facial expressions
 - B. sets and costumes
 - C. spatial patterns
 - D. music and lighting

5. During an extended run of a production, which of the following should a choreographer review on a regular basis?
- A. the effects of choreographic alterations by the performers
 - B. the condition of the costumes
 - C. the need for changes to the choreography
 - D. the choice of music
6. Which of the following is an example of contrast within a solo dance?
- A. changing costumes during the work
 - B. moving in a syncopated rhythmic pattern
 - C. altering lighting during the work
 - D. changing from one movement quality to its opposite
7. When analyzing movement in a finished dance, a choreographer should give highest priority to consideration of:
- A. consistency of use of space.
 - B. the complete exploration of movement possibilities.
 - C. consistency of stylistic details.
 - D. the relationship between movement and theme.
8. How does the initial choice of musical accompaniment relate to the structure of a dance work?
- A. Music creates a mood that directs the emergence of structure.
 - B. The structure of the music can influence the choreographic structure.
 - C. The movement inspired by music limits structural possibilities.
 - D. Choreographers typically choose music with a structure in mind.
9. Which of the following forms of canon would a choreographer use if the choreographer wants each dancer to begin individually at the same point in a movement phrase?
- A. cumulative
 - B. reverting
 - C. simultaneous
 - D. overlapping
10. Design elements such as set pieces and backdrops affect choreography most strongly by:
- A. supplementing the narrative content of the choreography.
 - B. altering the dimensions of the performance space.
 - C. drawing attention away from the choreography.
 - D. adding scene changes to the performance event.

11. Jazz dance is distinguished from other dance forms in its use of which of the following?
- A. complicated footwork
 - B. isolation of body parts
 - C. flexibility of the spine
 - D. range of facial expressions
12. Frequent use of floor work is a distinctive characteristic of which of the following genres of dance?
- A. ballet
 - B. folk
 - C. jazz
 - D. modern
13. Which of the following is a likely cause of both alignment problems (e.g., winging scapulae) and usage problems (e.g., knee pain with correct alignment)?
- A. imbalance in muscular strength and flexibility
 - B. insufficient joint mobility
 - C. imbalance in upper-body and lower-body development
 - D. insufficient muscular strength
14. Differences in balance (e.g., stable, offset, dynamic) are best defined by the relationship of the center of gravity to:
- A. the extremities.
 - B. changes in body shape.
 - C. the base of support.
 - D. pathways through space.
15. Which of the following best describes the unique contribution of dance to general education?
- A. It provides an opportunity for nonverbal learning.
 - B. It offers a creative break from daily routines.
 - C. It presents an alternative form of storytelling.
 - D. It combines physical activity with creative expression.
16. Which of the following best describes kinesthetic response as an element of communication in dance?
- A. lights and sound changing in response to the dancers' actions
 - B. the audience's physical response to movement on stage
 - C. dancers improvising based on their response to the environment
 - D. the audience's response to memories of the performance

17. Which of the following best describes the role of hula dance prior to Hawaiian contact with Europeans?
- A. social dance
 - B. entertainment
 - C. religious dance
 - D. seasonal celebration
18. The aesthetic development of postmodern dance in the 1960s was partly a response to the:
- A. dominance of ballet in concert dance settings.
 - B. increasing commercial demands to make new and different dances.
 - C. widespread use of psychological drama in dance choreography.
 - D. lack of suitable theatre spaces for experimental dance.
19. Which of the following is an important difference between the performing arts, including dance, and most forms of visual arts, such as painting and sculpture?
- A. the creative process
 - B. the concept of rhythm
 - C. the need for viewers
 - D. the element of time
20. A high school social studies teacher is planning a unit on Latin America and asks the dance teacher to lead the class in a cultural dance experience. The most appropriate choice would be a:
- A. folk dance from a particular region of Latin America.
 - B. dance improvisation based on a Latin American historical event.
 - C. social dance associated with Latin America.
 - D. section of a dance from a Latin American modern dance company.

ANSWER KEY

This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	C	Understand the elements of dance.
2.	A	Understand the organizational principles of dance.
3.	B	Understand the expressive qualities of dance.
4.	D	Understand the expressive qualities of dance.
5.	A	Understand the processes of dance.
6.	D	Apply the organizational principles of dance.
7.	D	Understand choreographic processes.
8.	B	Understand dance structures (choreographic forms).
9.	B	Understand dance structures (choreographic forms).
10.	B	Understand the production of dance.
11.	B	Understand performance techniques from various dance styles and forms.
12.	D	Understand performance techniques from various dance styles and forms.
13.	A	Understand major skeletal structures and common dance injuries.
14.	C	Apply basic principles of kinesiology and movement analysis.
15.	D	Understand the teaching of dance in a school setting.
16.	B	Understand the role of dance in a variety of cultures.
17.	C	Understand the role of dance in a variety of cultures.
18.	C	Understand the history of dance.
19.	D	Understand the function of dance as an art form.
20.	A	Understand the relationship of dance to other subject areas.

EXPLANATION OF THE TEST SCORE REPORT

OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Certification Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for each content-area test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial certificate in Illinois.

Passing Score

To pass a content-area test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice questions you answered correctly.

Subarea Scores

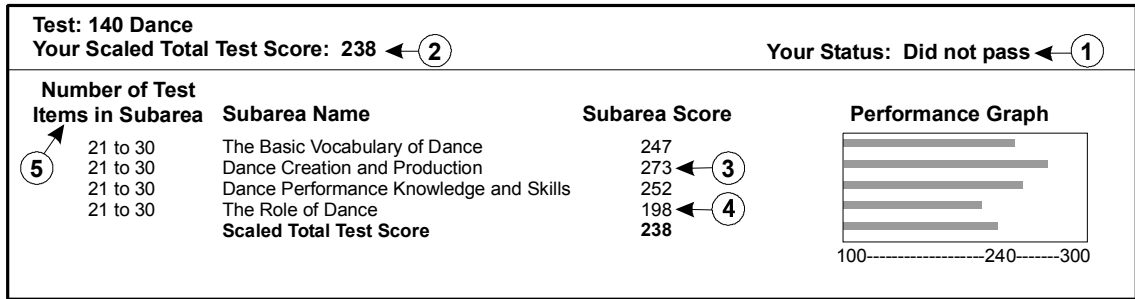
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of a Dance test score report is provided below.



According to the above sample, the examinee did not pass the Dance test ①, because the examinee's total test score of 238 ② is below the passing score of 240.

The examinee did better on the Dance Creation and Production section ③ of the test than on The Role of Dance section ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.