
ILLINOIS LICENSURE TESTING SYSTEM

FIELD 140: DANCE

TEST FRAMEWORK

November 2003

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Illinois Licensure Testing System

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The Basic Vocabulary of Dance
Dance Creation and Production
Dance Performance Knowledge and Skills
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.

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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).

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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).

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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.

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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.