



This program opens up a world of possibilities for our children.

*-Elementary School Principal*

The culminating performance is so powerful because the whole community comes together to celebrate this wonderful achievement of the students in which they've woven together their creative, artistic abilities with their academic learning.

*-4<sup>th</sup> grade teacher*

As a direct result of Discover Dance, the overwhelming majority of my students have vastly increased their confidence, physical health, historical imagination, love of the arts, collaborative skills, and attendance.

*-7<sup>th</sup>/8<sup>th</sup> grade teacher*

Students learned to be responsible not only for themselves, but also to one another as they worked on a common goal...Students learned to respect one another's strengths and weaknesses and a close community formed for the children that participated in the program

*-Elementary School Principal*

Children experience the extraordinary power of dance.

*-Parent Volunteer*

My students have shown a greater sense of self, a greater and positive self confidence in all areas of their school work.

*-3<sup>rd</sup> grade teacher*

My students learn the skills that are necessary for transforming traditional "book learning" into choreography and public performance. Discover Dance provides students with the tools that are required to truly integrate artistic expression with academic content.

*-7<sup>th</sup>/8<sup>th</sup> grade teacher*

I love having kids exposed to the arts because I believe it helps kids think conceptually, contributing mightily to their evaluative skills. But the [Discover Dance] residency also links dance to social studies which allows art to enhance more classical textbook learning. It brings the subject matter to life and asks the kids to think more introspectively about it. In the end I think that helps with learning and especially with retention.

*- DISCOVER DANCE Parent*

What a child can take away from that experience cannot be given a price. All the energy and synergy- to work as a collective team. To listen and take instruction and support each other in order to, after much practice, present something as a cohesive group...The look of pride and enthusiasm on my child's face captured what education and the arts can accomplish together so perfectly.

*-DISCOVER DANCE Parent*

Cover photo: Highland Park Elementary 2<sup>nd</sup> grade students on stage at PNB's McCaw Hall, rehearsing choreography based on the book *Charlotte's Web*, by E.B.White

All DISCOVER DANCE photos by: Bill Mohn (unless otherwise noted)

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## About This Report

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This report reflects the results of the first full year-long implementation of DISCOVER DANCE student learning assessments. Building on recommendations from a successful assessment pilot program in 2008-2009, PNB Community Education Programs staff and teaching artists continued to:

- Refine assessment tools and examination/scoring of results
- Modify learning goals as needed for different ages/grade levels
- Reflect on the implications of the results for future instruction and assessment

The results from both the Fall 2009 and Spring 2010 residency programs are included in this report, along with recommendations for changes based on reflection of the assessment process.

## Program Overview

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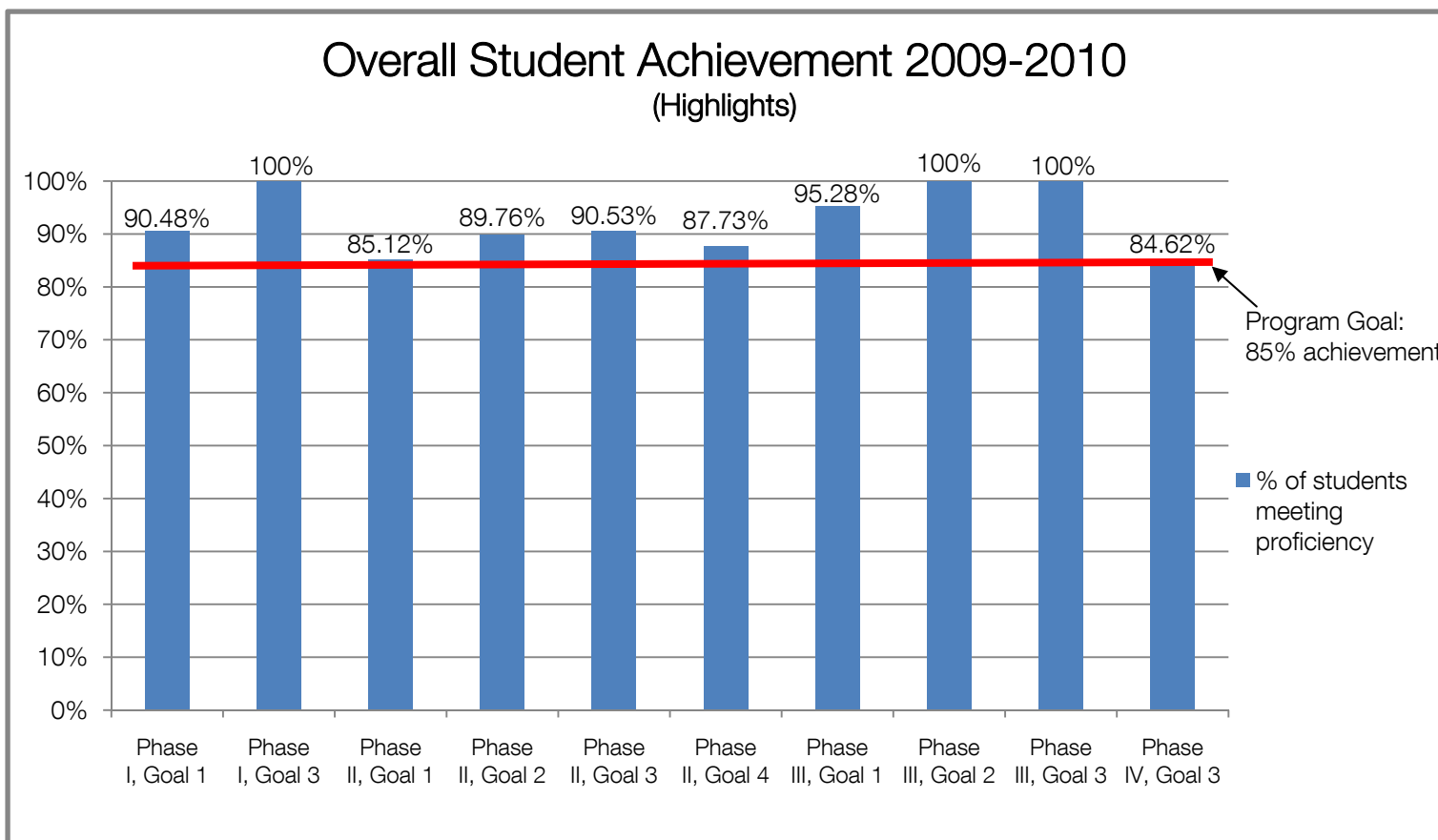
Pacific Northwest Ballet's DISCOVER DANCE program is aimed at providing students with an opportunity to learn the skills and processes needed to bring an original choreographic work to life. Using curriculum that blends creative movement, choreographic tools, and topics from the classroom, classrooms of students mirror professional artistic practices by creating their own dance. The program uses an artist-in-residence model—partnering students and teachers with teaching artists to develop units and lessons that reflect classroom goals and state standards. Lessons focus on artistry, athleticism, creative thinking, problem-solving, cooperation, and performance skills.

The 2009-2010 school year (the 13<sup>th</sup> year of the program) saw large-scale program expansion made possible by new funding. Over the course of the school year, DISCOVER DANCE took place in seven schools, serving a total of 500 students ranging from 2<sup>nd</sup> to 8<sup>th</sup> grade. With the addition of four new schools also came the addition of a second DISCOVER DANCE Community Performance, essentially doubling the program's impact from prior years. At each partner school all classrooms from one grade level participate in a residency lasting three to five months, with two sessions per classroom each week. An additional 90 students participated in set design residencies or performed vocal or instrumental music for the student dances at the final performances.

The DISCOVER DANCE curriculum is broken into four phases: Building Skills, Company of Dancers, Rehearse and Refine, and Performance/Celebration/Reflection. These four phases reflect the novice status of students at the beginning of the residency as well as their systematic growth throughout the program. Each phase has clearly stated goals that are aligned with state arts standards (see pages 10-13). In addition, individual lesson plans are written in alignment with state standards in other subject areas, such as science or literacy, reflecting program design and inclusion of ideas from other curricular areas.

Program evaluation is based on student assessments, teacher surveys, parent feedback, and teaching artist meetings. A new assessment process was piloted in the 2008-2009 school year. The results of the pilot were used to refine program goals and teaching strategies, as well as to improve assessment techniques which were implemented for the 2009-2010 school year. Student assessment is completed during school hours, both during residency hours and regular classroom time. For most goals, regardless of total student participants, a sample or subset of student assessments were formally assessed and scored.

The DISCOVER DANCE program goal is for 85% of students to achieve proficiency on all measurable/formally assessed outcomes.



Photos (l-r): 2<sup>nd</sup> grade students from Arbor Heights Elementary during a DISCOVER DANCE class at their school  
 PNB Teaching Artist Suzanne Singla works with 3<sup>rd</sup> grade students from Graham Hill Elementary as they explore the dance concept of relationship  
 Students from Alternative School #1 rehearse choreography based on earthquakes at Marion Oliver McCaw Hall

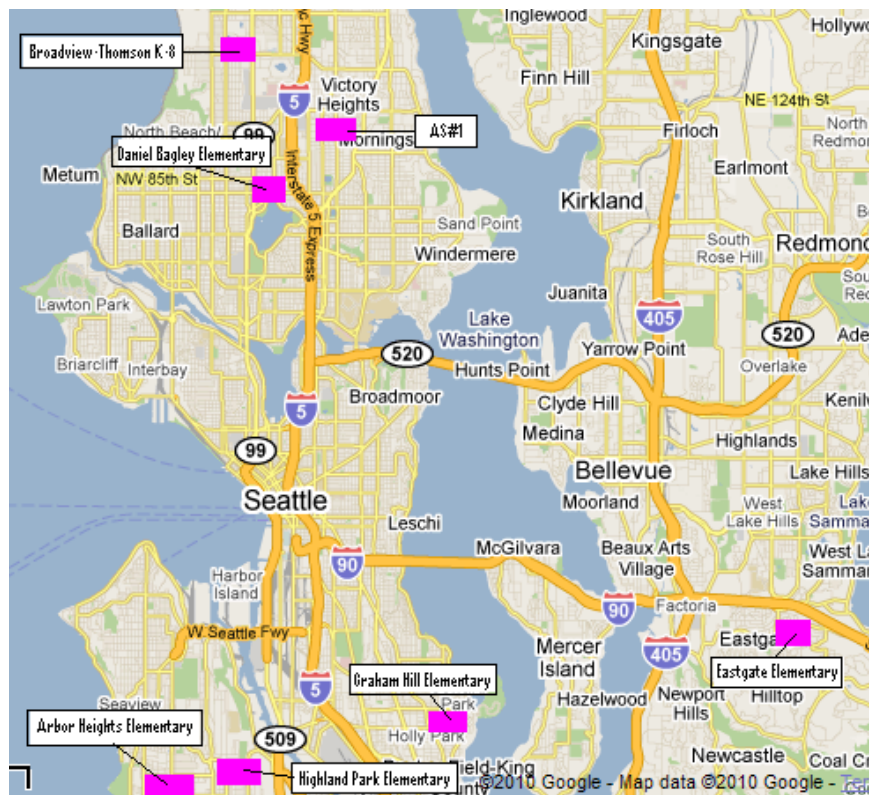
# About DISCOVER DANCE Participants

## At a Glance:

- 7 Schools
- 19 Classrooms
- 29 Classroom Teachers
- 500 Students
- 2 School Districts
- 50 Students created backdrops
- 35 Elementary Chorus Members
- 30 Middle School Musicians
- 4 PNB Teaching Artists
- 3 PNB Accompanists
- 3 Program Staff (1 FT, 2 PT)
- 2 Interns/Teaching Apprentices
- 2,534 Audience Members (at final 2 performances)



Highland Park Elementary 2<sup>nd</sup> grade students explore ways to choreograph their water/soils science unit and the book *Wiggling Worms at Work*



## 2009-2010 DISCOVER DANCE Partner Schools & Districts

### SEATTLE PUBLIC SCHOOLS:

#### **Broadview Thomson K-8**

2<sup>nd</sup> grade (4 classrooms)  
1<sup>st</sup> year of partnership

#### **AS#1 (7/8<sup>th</sup> grade)**

7<sup>th</sup>/8<sup>th</sup> grade (2 classrooms)  
1<sup>st</sup> year of partnership  
(following 8-year partnership at Summit K-12 School)

#### **Daniel Bagley Elementary**

4<sup>th</sup> grade (2 classrooms)  
10-year partnership

#### **Graham Hill Elementary**

2<sup>nd</sup>-4<sup>th</sup> grade (3 classrooms)  
10-year partnership

#### **Highland Park Elementary**

2<sup>nd</sup> grade (3 classrooms)  
1<sup>st</sup> year of partnership

#### **Arbor Heights Elementary**

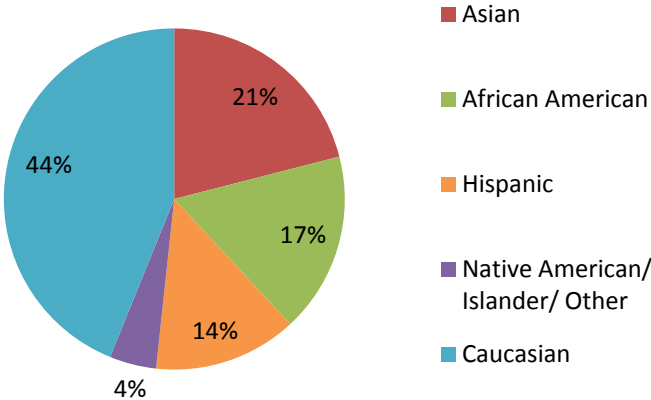
2<sup>nd</sup> grade (2 classrooms)  
1<sup>st</sup> year of partnership

### BELLEVUE SCHOOL DISTRICT:

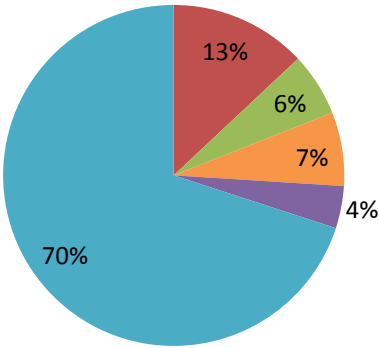
#### **Eastgate Elementary**

4<sup>th</sup> grade (3 classrooms)  
12-year partnership

### DISCOVER DANCE Student Demographics

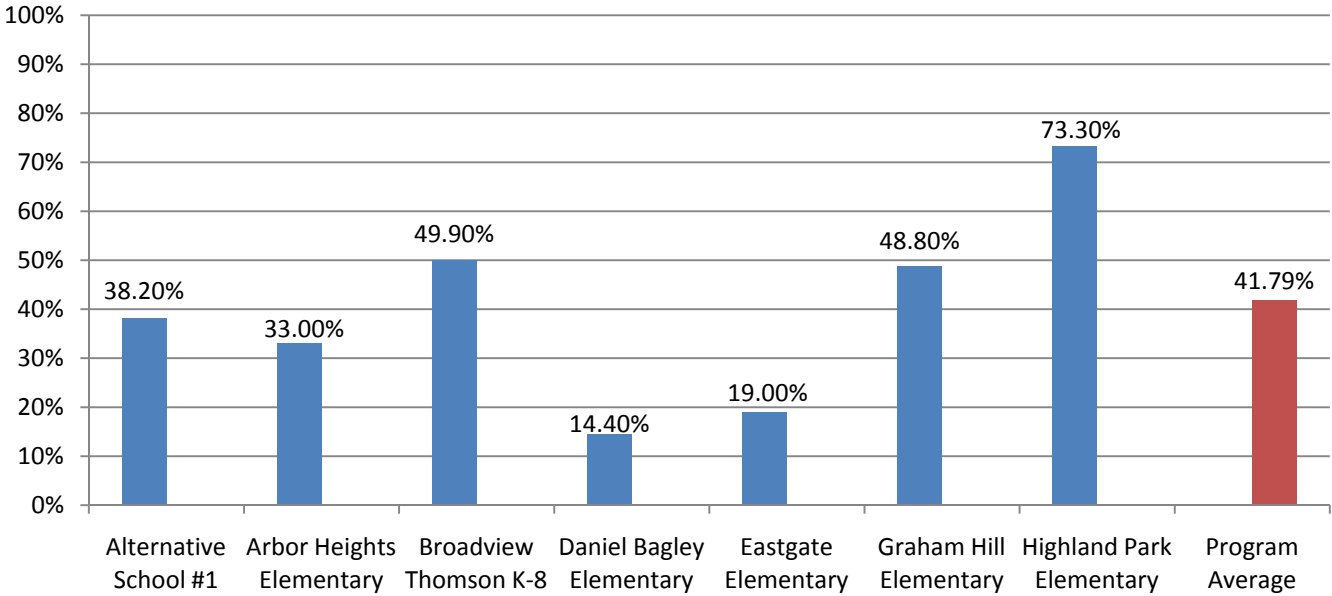


### King County Demographics



Source: Washington State Office of Financial Management

### DISCOVER DANCE Schools Free/ Reduced Lunch Percentages



# Classroom Teacher Feedback

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21 out of 27 classroom teachers responded to an online survey about their experience with the DISCOVER DANCE program. The following are results and comments from their responses:

## Overall:

- 100% are satisfied with DISCOVER DANCE, 94% report “extremely satisfied”
- 100% rate PNB communication and planning above average or excellent

*“The staff at PNB is incredibly supportive. Thank you for supporting schools and students who may not otherwise experience dance!”*

*“This has been a wonderful program in our school as confirmed by staff, students and parents.”*

## About Students:

- 87.5% of teachers report that their students experienced a change in their thinking about dance
- 75% report that that students gained new insights to other curriculum areas during DISCOVER DANCE
- Approximately 85% of students in the program have never seen a professional performance.
- 94% of teachers rated the following aspects of the program a 5, the highest rank, for educational value:
  - Regular, in-school classes with the teaching artist
  - Fieldtrip to PNB studios to see rehearsal and costumes
  - Performance on stage at McCaw Hall

*“The entire experience was incredibly rewarding for students.”*

*“Every student was able to feel success during dance class.”*

## About PNB Teaching Artists:

On a scale of 1-5, with 1 being the lowest score and 5 the highest, all PNB teaching artists were ranked 4 or 5 on the following aspects by classroom teachers:

- Timeliness
- Professional manner
- Inspiration to students
- Lesson planning
- Communication

*“For my students, this experience is one to remember all their lives, and their PNB Teaching Artist was successful in helping them to blossom in all areas of creativity”*

*“[Our PNB Teaching Artist] does a spectacular job of connecting with a diverse student body in terms of their initial interest and abilities. She engages, encourages, and gets students to rise above her expectations.”*

## About Schools:

The arts are underrepresented at all DISCOVER DANCE schools. Music is the most often sighted arts offering (88%) and visual art is second (55%). None of the schools offer theater or dance, with the exception of one school, which offers a multi-arts curriculum (offering approximately 1 hour of total instruction time per week for all four disciplines).

*“The residency definitely helps my students come together as a group. They learn to work together for a common goal.”*

*“This was an activity that parents felt part of as evidenced by their attendance at the performance. Our entire school community benefits from the partnership.”*



Photos, clockwise from top:

Daniel Bagley Elementary 4<sup>th</sup> graders perform choreography based on their school-wide virtues program, which fosters an awareness of compassion, integrity, and cooperation

A 2<sup>nd</sup> grade student takes part in a DISCOVER DANCE class at Broadview Thomson K-8 School

A classroom of 3<sup>rd</sup> grade students from Graham Hill Elementary observes Pacific Northwest Ballet Company dancers at PNB's Ballet's Phelps Center

# DISCOVER DANCE Phases & Goals

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## Phase I: Building Skills

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In this phase participants develop a basic understanding of dance and choreographic concepts. Classes focus on building dance skills, vocabulary, and sequencing, rather than on performance choreography.

### PHASE I Goals:

1. Students will learn three to five dance concepts
2. Students will learn three to five dance steps/skills
3. Students will learn to improvise and create short movement phrases using dance concepts and skills
4. Students will learn dance class structure and protocol (*i.e.* - *warm-up, across the floor, reverence*)

### VOCABULARY

- Self space (non-locomotor movement)
- General space (locomotor movement)
- Weight (heavy and light movement)
- Energy (sharp and smooth movement)
- Levels (high, middle, low)
- Shapes (positive and negative space)
- Speed (fast, medium, slow)
- Plié (bend)
- Sauté (jump)
- Jeté (leap)
- Warm-up
- Across the floor
- Révérence

### WASHINGTON STATE EALRs\*

- 1.1 Understands and applies dance concepts and vocabulary
- 1.2 Develops dance skills and techniques
- 2.1 Applies a creative process in dance
- 2.2 Applies a performance process in dance
- 3.1 Uses dance to express and present ideas and feelings
- 4.1 Understands how the arts impact and reflect lifelong choices

\*EALR: Essential Academic Learning Requirement  
(Washington State standard)

## Phase II: A Company of Dancers

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In this phase participants build on previously learned skills to create choreography to be shared in the DISCOVER DANCE Community Performance. Classes focus on small group work, sharing and reflection, editing, and choreographic sequencing. Students also attend a Pacific Northwest Ballet matinee and visit PNB studios for a behind the scenes tour – allowing them to understand the various careers related to dance.

### PHASE II Goals:

1. Students will learn to communicate ideas through movement
2. Students will learn to describe and discuss movement using appropriate/ fitting language and vocabulary
3. Students will learn a variety of strategies to memorize and perform movement sequences (*i.e.*- *counting, visual references, musical cues, thinking ahead*)
4. 4<sup>th</sup> grade and above ONLY: Students will learn how the choreographic process is similar to and different from other creative processes (*i.e.* - *brainstorm/gather ideas, organize ideas, reflect, edit/refine, share*)

#### VOCABULARY

- Form (ABA, canon, abstract, narrative...)
- Formation
- Choreography
- Choreographer
- Repetition
- Transposition
- Manipulation
- Stage Left & Stage Right
- Up Stage & Down Stage
- Musical beat
- Cues
- Audience

#### WASHINGTON STATE EALRs

- 1.1 Understands dance concepts and vocabulary
- 1.2 Develops dance skills and techniques
- 1.4 Understands and applies audience conventions in a variety of arts settings and performances for dance
- 2.1 Applies a creative process in the arts
- 2.3 Applies a responding process to a dance presentation
- 3.1 Uses dance to express and present ideas and feelings
- 3.2 Uses dance to communicate for a specific purpose
- 4.2 Demonstrates and analyzes connections between dance and other content areas

## Phase III: Rehearse and Refine

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In this phase participants will complete choreography that will be performed in the DISCOVER DANCE Community Performance. Class time is used to refine choices made in Phase II and to prepare for performance. Repetition and focus are necessary to succeed. The culmination of this phase is a dress rehearsal at McCaw Hall.

### PHASE III Goals:

1. Students will learn to share observations of a dance
  - *2<sup>nd</sup>-3<sup>rd</sup> grade:* from performer perspective
  - *4<sup>th</sup>-8<sup>th</sup> grade:* from both audience and performer perspectives
2. Students will learn to identify strengths and weaknesses in choreography/performance and offer suggestions for improvement
3. Students will learn skills to transfer their dances from the rehearsal room/school to the theater (*increased spatial awareness, spatial orientation*)

### VOCABULARY

- Rehearsal
- Stage
- Stage presence
- Energy (using each movement's full potential)
- Focus
- Stage Manager
- Stage Crew
- Wings/Backstage
- Dress Rehearsal
- Curtain call
- Unison

### WASHINGTON STATE EALRs

- 1.2 Develops dance skills and techniques
- 1.4 Understands and applies audience conventions in a variety of arts settings and performances for dance
- 2.1 Applies a creative process in dance
- 2.2 Applies a performance process in dance
- 2.3 Applies a responding process to a dance presentation
- 3.3 Develops personal aesthetic criteria to communicate artistic choices
- 4.1 Demonstrates and analyzes the connections among the arts disciplines

## Phase IV: Performance/Celebration/Reflection

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In the final phase participants fully realize the potential of expression, communication, and artistry in dance. Through public performance and reflection students are able to assess lifelong opportunities and lessons. The result of what students achieved through hard work and commitment is recognized and celebrated.

### PHASE IV GOALS:

1. Students will learn how dedication and focus contribute to a successful performance
2. Students will learn how performing on stage for an audience affects the experience of a dance
3. Students will learn about the varied careers in performing arts

#### VOCABULARY

- Backstage
- Stage presence
- Energy (using each movement's full potential)
- Focus
- Costume
- Backdrop
- Audience behavior
- Reflection

#### WASHINGTON STATE EALRs

- 1.4 Understands and applies audience conventions in a variety of arts settings and performances for dance
- 2.2 Applies a performance process in dance
- 4.3 Understands how the arts impact lifelong choices
- 4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts

## Additional Benefits of DISCOVER DANCE

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- Students' creative opportunities are expanded through the opportunity to express their ideas kinesthetically
- Students will take on varied responsibilities in both small and large groups—gaining experience in cooperation, shared leadership, and negotiation
- Students will understand the role of the individual within the group, recognizing that individual efforts strengthen group success
- Students will develop and use skills to problem solve, reflect, and create individually and in groups

# Assessment Results 2009-2010:

## Phase I: Building Skills

In Phase I students develop a basic understanding of dance and choreographic concepts. Classes focus on building dance skills, vocabulary, and sequencing, rather than on performance choreography.

### Goal 1: Students will learn three to five dance concepts

#### Assessment strategy:

Goal 1 (along with Goal 3) was assessed using a small-group, performance-based activity. Classes were split into small groups and each received word cards listing different dance concepts they had learned. Groups were then asked to create a short movement phrase that demonstrated each of the concepts on their cards. Teaching artists gave approximately ten minutes for composition, followed by a sharing.

**Dance Concepts:** (varied by grade level, see chart below)

Space (*self, general*),

Level (*low, middle, high*),

Energy (*smooth, sharp, swingy, shaky*),

Relationship (*in front, behind, over, under, side by side, near, far, around*)

Pathway (*curvy, zig-zag, straight*)

Direction (*forward, backward, up, down, sideways*)

Size (*near-reach, mid-reach, far-reach*)

	2 <sup>nd</sup> grade	3 <sup>rd</sup> grade	4 <sup>th</sup> grade	7 <sup>th</sup> /8 <sup>th</sup> grade
Total groups	65	18	30	13
Students per group	3-4	3-5	3-5	4-5
Cards per group	3	4	4-5	4-5*
Space	•	•	•	•
Level	•	•	•	•
Energy	•		•	
Relationship	•	•	•	•
Pathway	•		•	•
Direction		•	•	
Size				•

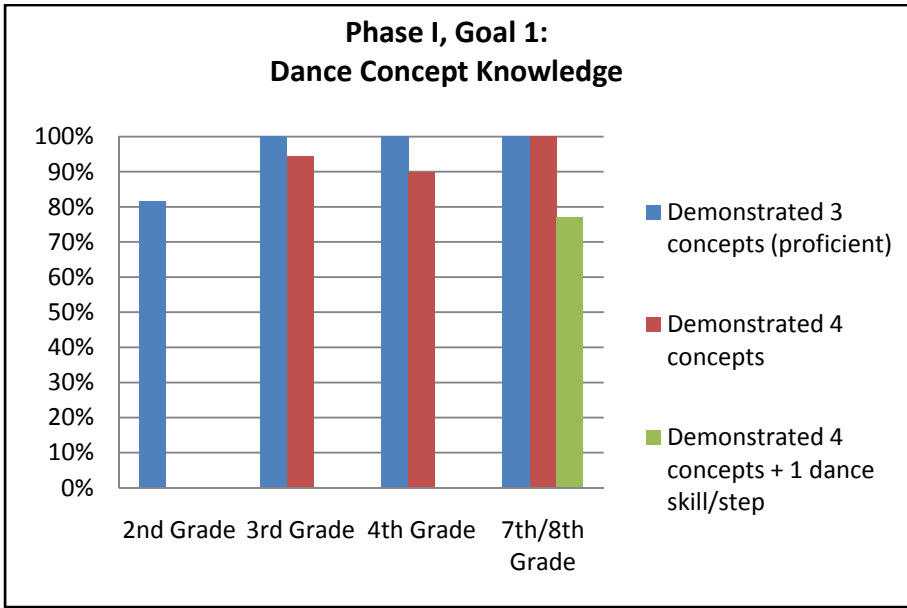
\*Note: 7<sup>th</sup>/8<sup>th</sup> grade students were also required to demonstrate a learned dance skill/step in addition to the four word cards.

#### Scoring method:

Program staff observed and assessed the group compositions using a rubric (see page 31). Choreography was scored based on observable demonstration of each concept. **Demonstration of 3 concepts was considered proficient.**

Results:

90.48% (114 /126) of groups met the proficiency target.



- 2<sup>nd</sup> grade (65 groups)  
 2 groups demonstrated 1 concept  
 10 groups demonstrated 2 concepts  
 53 groups demonstrated 3 concepts
- 3<sup>rd</sup> grade (18 groups)  
 1 group demonstrated 3 concepts  
 17 groups demonstrated 4 concepts
- 4<sup>th</sup> grade (30 groups)  
 3 groups demonstrated 3 concepts  
 27 groups demonstrated 4 concepts
- 7<sup>th</sup>/8<sup>th</sup> grade (13 groups)  
 3 groups demonstrated 4 concepts  
 10 groups demonstrated 4 concepts + 1 dance skill/step

**Goal 2: Students will learn three to five dance steps/skills**

Assessment strategy:

Goal 2 was assessed informally through observation by the teaching artist for all grade levels. During class work, teaching artists looked for adequate execution of dance steps in the warm-up and skill building sections of class, and student use of dance steps in improvisation and choreography tasks (i.e.: Were students able to gallop across the floor? Could students execute their regular plié combination in warm-up?). 7<sup>th</sup>/8<sup>th</sup> grade students also demonstrated knowledge of dance steps by including at least one learned dance step in their group composition task described in Goal 1.

Scoring method:

This goal was monitored informally. The following steps were identified as suitable for elementary/middle school students. Teaching artists selected appropriate steps from this list to include in their regular warm-up and/or skill section of lessons during Phase I, based on their students’ abilities and grade level.

*Dance Steps/Skills:*

*plié, relevé, sauté, chassé/gallop, tendu, piqué, jeté/leap, sparkles, triplets*

Results:

Teaching artists taught select dance steps, monitored student and class progress, and systematically introduced new movements once prior steps were mastered. For 7<sup>th</sup>/8<sup>th</sup> grades, program staff also observed and noted learned dance steps in the student choreography using the assessment scorecard (see page 31).

### Goal 3: Students will learn to improvise and create short movement phrases using dance concepts and skills

Assessment strategy:

Goal 3 was assessed using the same performance/composition activity as Goal 1.

Scoring method:

The criterion for proficiency of Goal 3 was completion of the composition task.

Results:

100% (126/126) of groups achieved this goal by creating a short piece of choreography using the dance concepts they were assigned.

### Goal 4: Students will learn dance class structure and protocol

Assessment strategy:

Goal 4 was assessed informally through observation by teaching artists and program staff. Teaching artists monitored progress and systematically introduced vocabulary and protocol. They noted when students and/or classrooms were able to follow directions that related to the varied components of dance class (“move to your lines for across the floor”). Program staff observed students demonstrating class structure and protocol during visits to the dance classes.

Scoring method:

This goal was monitored informally. Teaching artist/staff observations were noted for improvement and eventual achievement.

Results:

By the end of Phase I, each classroom was able to demonstrate adequate knowledge of warm-up, across the floor, reverence, appropriate audience behavior, and had successfully mastered the ability to follow dance vocabulary-based instructions.



7<sup>th</sup> and 8<sup>th</sup> grade students rehearse their choreography based on slavery and freedom

# Phase II: A Company of Dancers

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In this phase participants build on previously learned skills from Phase I to create choreography to be shared in the DISCOVER DANCE Community Performance. Each classroom is given the task of creating a 3-5 minute dance piece that communicates an idea they are studying in another curriculum area (writing, science, social studies, etc.). Student generated choreography is a significant part of each dance. Classes focus on small group work, sharing and reflection, editing, and choreographic sequencing. Students also attend a Pacific Northwest Ballet matinee and visit PNB studios for a behind the scenes tour – allowing them to understand the various careers related to dance. The creative process varies significantly among grade levels, but similar assessment strategies are used and adjusted for age appropriateness.

## Goal 1: Students will learn to communicate ideas through movement

### Assessment strategy:

Students completed one of the following individual writing prompts (see sample, page 29):

1. *We show (the idea)...By doing...(part of the dance)* (2<sup>nd</sup>-4<sup>th</sup> grade)
2. *Choose a phrase or movement from you dance and describe how it reflects the theme of the dance.* (7/8<sup>th</sup> grade)

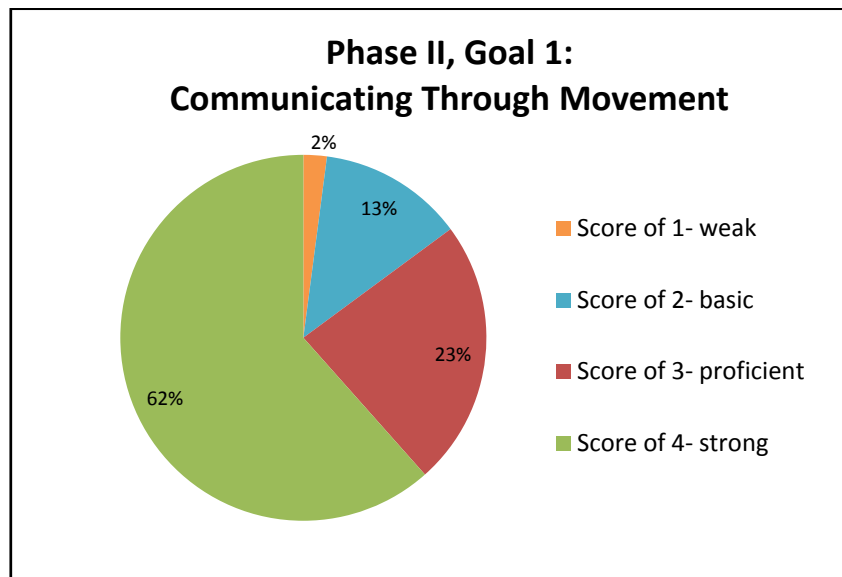
### Scoring method:

Responses were scored by program staff using the rubric below. Student examples follow in italics, with curriculum themes in parentheses. **A score of 3 or above was considered proficient.**

- 1- Weak: No answer/unclear/off-topic response
- 2- Basic: Reported only a movement or only the theme  
*"Partner shapes (8 counts away). You had to make an upper or lower shape"*  
(Rainforest)
- 3- Proficient: Described a relationship between the movement and theme/idea  
*"Half walking half hopping...It is a cold and dark movement so it describes cold and dark."* (Spider, the Fire Bringer)
- 4- Strong: Clearly and creatively described a relationship between a movement and the theme/idea  
*"...the lift at the end ties in with slavery. Because there are many people still on the ground and a person being lifted, it makes me feel that the people raising their hands are finally getting their freedom by the person being lifted."* (Slavery)

Results:

85.12% (206/242) of students met the proficiency target.



**Goal 2: Students will learn to describe and discuss movement using appropriate/fitting language and vocabulary**

Assessment Strategy:

Throughout the residency, students regularly use dance language and vocabulary to complete choreography tasks, discuss dances they create or observe, and reflect in group and as individuals.

During Phase II, 2<sup>nd</sup> and 3<sup>rd</sup> grade students were monitored during ongoing class discussions and tasks. Teaching artists guided them to use appropriate language, and offered suggestions for improving communication. 2<sup>nd</sup> and 3<sup>rd</sup> grade students were not formally assessed for this goal.

Students in 4<sup>th</sup> grade and above were assessed for this goal based using the same written assessment as Goal 1 (see page 29-30).

Scoring method (4<sup>th</sup> grade and above):

Program staff used a yes/no checklist to see if students used concept, skill, and/or descriptive language appropriately to describe movement. **Inclusion of at least one dance concept/skill vocabulary word or other descriptive movement language was considered proficient.**

Results (4<sup>th</sup> grade and above):

**89.76%** (114/127) of students met the proficiency target by including dance concept/skill vocabulary or appropriate descriptive movement language in a written response.

**Goal 3: Students will learn a variety of strategies to memorize and perform movement sequences**

Assessment strategy:

Students are taught different approaches to remembering choreography during Phase II. At the end of the phase, students are asked to list the various strategies they use to remember and perform their dance. Select 2<sup>nd</sup> grade classrooms completed this assessment aloud as a group, while the remainder of students listed their strategies as part of the Phase II written assessment (see pages29-30). Individual responses were totaled.

Scoring method:

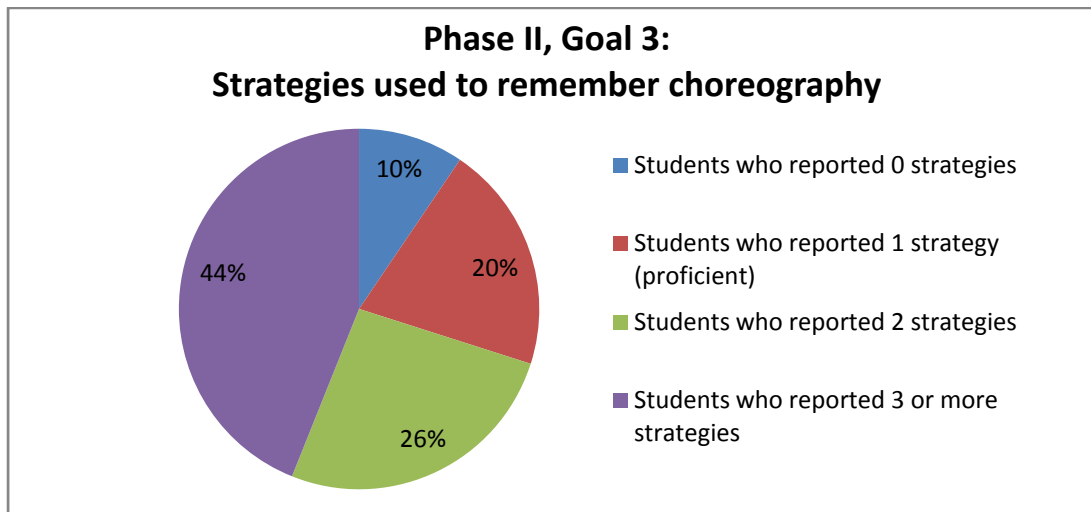
Responses were scored based on total number of strategies listed. **Reporting at least 1 strategy was considered proficient.**

Results:

**90.53%** (239/264) of students met the proficiency target.

**19:** The total number of different strategies listed by students

**2.06:** The average number of strategies reported per student



Strategies reported included:

- Listening to/counting the music
- Watching others in the dance
- Thinking ahead while dancing
- Staying focused
- Repetition/rehearsing a lot
- Thinking about the dance (mental rehearsal)
- Listening to the lyrics of the song
- Using physical markers in the space
- Staying focused
- Writing the dance down

## Goal 4: (4<sup>th</sup> grade and above only) Students will learn how the choreographic process is similar to and different from the creative process within other disciplines

### Assessment strategy:

Students were given the following open-ended writing prompt (see page 30):

*How is creating a dance similar to, or different from, creating other things, like a story, a poem, or a painting?*

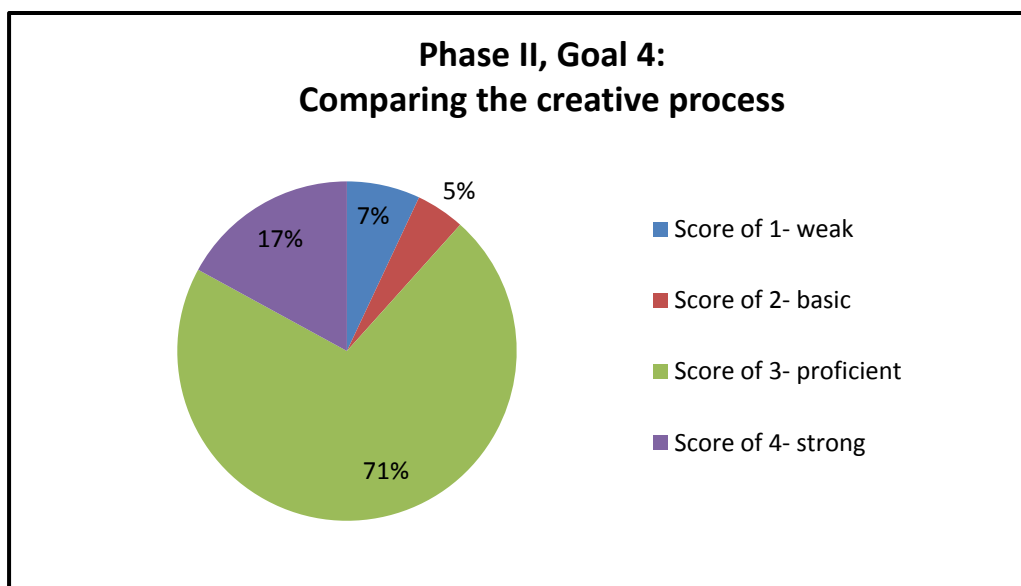
### Scoring method:

Responses were scored by program staff using the rubric below. Student examples follow in italics. **A score of 3 or above was considered proficient.**

- 1- Weak: Off topic/Illegible/Blank response
- 2- Basic: No clear comparison or relationship described  
*"They have similar choreography."*
- 3- Proficient: Describes a comparison or relationship  
*"A dance is different from a story, a poem, or a painting because dancing is not with words or pictures- it moves."*
- 4- Strong: Clearly relates and specifically compares the choreographic process to another creative discipline  
*"I think it is sort of similar to creating or writing an instrumental song. It takes focus, learning, remembering, and love [to make] it your own."*

### Results:

**88.37%** (114/129) of students met proficiency by describing a comparison, contrast, or relationship between dance and other disciplines.



# Phase III: Rehearse and Refine

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Phase III focuses on rehearsal and refinement of finished choreography. Class time is used to refine choices made in Phase II and to prepare for performance. Repetition, performance qualities, and preparation for the final performance are key themes. The culmination of this phase is a dress rehearsal at McCaw Hall.

## Goal 1: Students will learn to share observations of a dance

- 2<sup>nd</sup>-3<sup>rd</sup> grade: from a performer perspective
- 4<sup>th</sup>-8<sup>th</sup> grade: from both an audience and performer perspective

### Assessment Strategy:

This goal was assessed simultaneously with Goal 2 (see below).

Students completed a written visual organizer worksheet (see page 31) in which they wrote down observations about their dance, during a rehearsal at their school. 2<sup>nd</sup> graders shared observations only from the perspective of themselves as a performer. Students in 4<sup>th</sup> grade and above shared observations from the perspectives of both themselves as an individual performer and as a collective group (audience perspective).

Additionally, all students, across all grade levels, participated in a variety of activities throughout Phase III that required them to share observations as well as give and receive constructive feedback. These opportunities included students sitting out at various points during rehearsals to observe their dances from an audience perspective, participating in full group discussions reflecting on their dances, and practicing using learned dance vocabulary to articulate their observations clearly.

### Scoring method:

Program staff scored the written responses for the inclusion of observations related to individual and audience perspectives. **At least one written observation (a strength or area for improvement from an individual perspective) was considered proficient for 2<sup>nd</sup> grade.** The inclusion of least one individual and one audience-perspective observation (either strengths or improvements) was considered proficient for 4<sup>th</sup> grade and above.

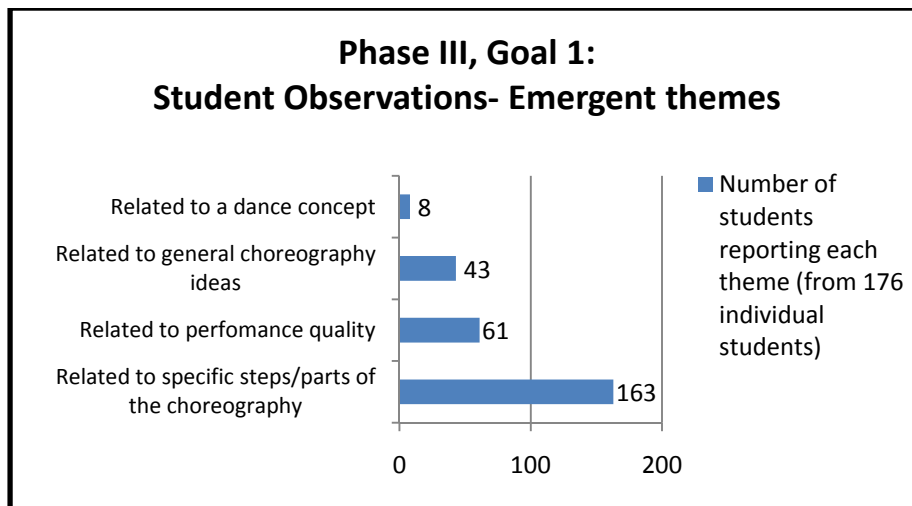
### Results:

**100%** (49/49) of assessed 2<sup>nd</sup> grade students shared at least one observation from an individual perspective.

**95.28%** (121/127) of assessed students 4<sup>th</sup> grade and older shared at least one observation from an individual perspective and one observation from an audience perspective.

**Additional results:**

To further analyze student answers, responses from the worksheets were coded for the following common themes to illustrate the type of student comments and suggestions. The chart below shows the emergent themes from student responses.



## Goal 2: Students will learn to identify strengths and weaknesses in choreography/performance and offer suggestions for improvement

### Assessment Strategy:

The same prompt from Goal 1 (see above and page 31) was used to assess Goal 2. Following a run-through of the choreography, students completed a written visual organizer in which they wrote strengths (“I/We did well...”) and areas for improvement (“I/We could improve...”) within their dance.

Additionally, all students, across all grade levels, participated in teaching artist-led discussions and reflection opportunities throughout Phase III identifying what was going well in their dance and what could be improved. Students contributed their suggestions for how to make improvements and students worked in a variety of ways (individually, in groups, as a whole class) to apply feedback to choreography.

### Scoring method:

Responses were scored by program staff based on the rubric below. **A score of 2 was considered proficient.**

- 0- Weak: Neither a strength or area for improvement was reported
- 1- Basic: Only one strength or area for improvement was reported
- 2- Proficient: At least one strength and one area for improvement was reported

Results:

**94.89%** (167/176) students were proficient, reporting both a strength and an area for improvement in their dance.

Student examples:

*"I did well...starting the zig-zag leaps"*

*"I could improve....not talking"*

*"We did well...counting the beats"*

*"We could improve...moving sharply when it applies and smoothly when it applies"*

### Goal 3: Students will learn skills to transfer their dances from the rehearsal room/school to the theater (*increased spatial awareness, spatial orientation*)

Assessment Strategy:

This goal was assessed through the process of transferring the dance from the rehearsal/school space to the professional stage at McCaw Hall at dress rehearsal and performance. The skill of transferring choreography to a new space is a major indicator of success for performance day and a skill taught explicitly by all teaching artists. All students across all grade levels participated in discussions about strategies to use for re-orientation in a new space.

Scoring method:

**The criterion for proficiency of Goal 3 was completion of dress rehearsal.** Program staff noted the success of each class at dress rehearsal to re-orient in a new space and maintain the choreography of their dance.

Results:

**100% (22/22)** of classrooms, across all schools and grade levels, achieved this goal by successfully transferring their dances from their rehearsal room/school to the McCaw Hall stage on dress rehearsal, and retaining the new spacing through performance day.



7<sup>th</sup> and 8<sup>th</sup> grade students from Alternative School #1 during dress rehearsal of their choreography based on slavery

## Phase IV: Performance/Celebration/Reflection

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In Phase IV students complete the creative process by presenting their choreography on stage at Marion Oliver McCaw Hall. The result of students' hard work and commitment is recognized and celebrated. Reflection on this experience happens on the day of performance (interviews conducted by program staff) as well as post-performance in the classroom (letters and journaling led by classroom teachers).

### Goal 1: Students will learn how dedication and focus contribute to a successful performance

#### Assessment Strategy:

Goals 1 and 2 were evaluated using student self-reflection based on student interviews captured on video immediately following the students dancing on stage and letters/journal entries written by students after the performance. The interviews, led by volunteer videographers, were conducted with a subset of students selected by classroom teachers and teaching artists.

#### Scoring method:

This goal was assessed/monitored informally. Responses to interview questions and written letters or journal responses were reviewed and categorized by program staff, indicating the various ways students are affected by performing. Samples below.

#### Results:



Examples of student responses:

Q: How did the performance help the class focus?

A: *[The] pressure of people watching, not wanting to embarrass yourself in front of your classmates...it got more serious at the end learning the actual dance...it made everyone focus more.*  
-8<sup>th</sup> grade student

Q: What was your favorite thing about today?

A: *I loved how everybody tried their very best to do dance. Everybody put their all in and worked hard and I'm really proud of my class.*  
-8<sup>th</sup> grade student

A: *I put 101% energy into the dance at McCaw Hall.*  
-4<sup>th</sup> grade student

## Goal 2: Students will learn how performing for an audience affects the experience of a dance

### Assessment Strategy:

This goal was assessed using the same strategy as Goal 1 (see page 24).

### Scoring method:

The scoring method was the same as Goal 1 (see page 24).

### Results:

Examples of student responses:

Q: Were you nervous in front of an audience?

A: *Mainly when I was backstage and waiting to go on. My eyes were all wide and I was like "oh my gosh, there's so many people!" but when I got on the stage I started feeling more comfortable.* -8<sup>th</sup> grade student

Q: How does this [performance at McCaw Hall] compare to rehearsal at school?

A: *[I was] a little bit more nervous but it's really fun to do.* -3<sup>rd</sup> grade student

Q: What will you remember from the Discover Dance experience?

A: *It was fun to dance. There were a lot of people watching us...I was so excited to dance on a real live stage!* -2<sup>nd</sup> grade student

*Everyone clapped. I loved it. We were terrific, terrific, terrific and we were great.*

-2<sup>nd</sup> grade student

*At the dance I was nervous...Also the stage was huge! I was proud to dance also. I loved it when everybody clapped for us.*

-2<sup>nd</sup> grade student

*That was a once in a life time*

*chance...!* -4<sup>th</sup> grade student

*I enjoyed being on stage in front of all those people. I look at ballet way differently now.* -4<sup>th</sup> grade student

*Dancing on the stage where professionals danced was incredible! The day we were going to dance I was going to explode any moment! In my head I was squealing with excitement.*  
-4<sup>th</sup> grade student



Graham Hill Elementary 3<sup>rd</sup> grade students perform choreography at Marion Oliver McCaw Hall using different levels

### Goal 3: Students will learn about the varied careers in performing arts

Assessment Strategy:

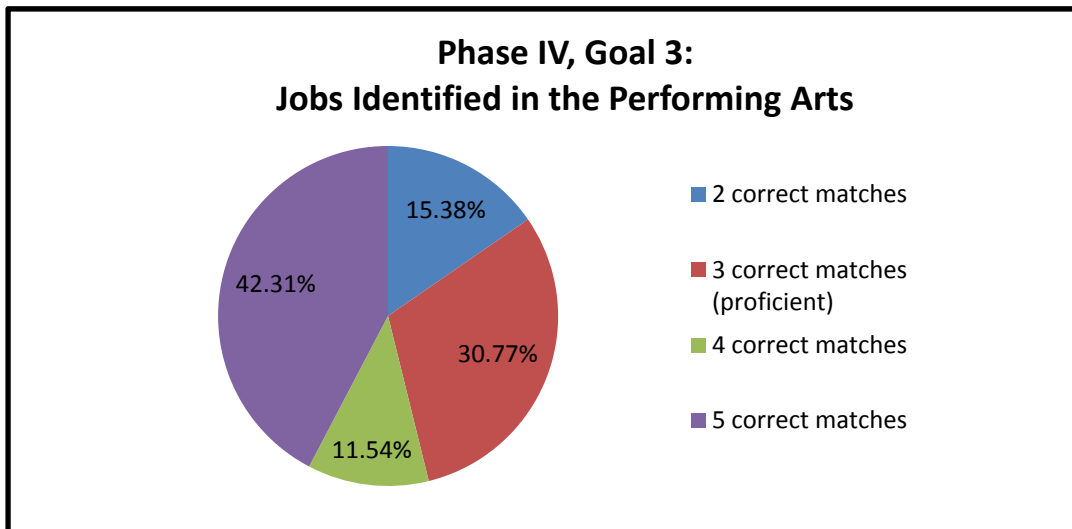
Goal 3 was assessed with a new strategy, using a matching worksheet (see page 32), on which students were asked to match a job description to a job title/photo. On performance day, while in the dressing rooms waiting to perform, a small sample of students completed this worksheet.

Scoring method:

The worksheets were scored for the number of correct matches. **Making three matches was considered proficient.**

Results:

**84.62%** (22/26) matched 3 or more correctly.



# Recommendations for 2010-2011

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## Phase I:

**Goal 1:** A rubric scoring system was piloted in select classes on the scoring sheet and found useful. Observers marked a 1 (unclear), 2 (partially clear), or 3 (very clear) for each dance concept word students were assigned to demonstrate when observing each group perform their small group composition. This rubric should be implemented for all scoring of this assessment task across all grades.

## Phase II:

**Goal 1:** After the Fall residencies, the prompt language was revised and formatted into a visual organizer for the Spring residencies to read “We show...By doing” to elicit more clear student responses (see page 29). This revised version should be used in future residencies.

## Phase III:

**Goal 1:** It was determined that 3<sup>rd</sup> graders are able to make distinctions between and share appropriate feedback from both performer and audience perspectives. Feedback from both audience and performer perspectives should now be gathered in a written assessment for 3<sup>rd</sup>-8<sup>th</sup> grade students. Grade 2 should be assessed on their ability to make observations from a performer perspective only.

## Phase IV:

**Goal 3:** Finding the appropriate time to administer the matching job worksheet was a challenge as there are so many events and details happening during the relatively short Phase IV. It was determined that there may need to be more options for when this is completed to get a larger sample size of students. For example, students could complete it on their bus ride to or from dress rehearsal, in the dressing rooms on performance day, in the classroom administered by classroom teachers, or as a take home activity. Program staff will work with each school to determine the most appropriate way of distributing and collecting the worksheet.

## Overall Program Design:

- Due to the large percentage of non-English speaking students, assessment materials should be available in a variety of languages. Students should also be encouraged to respond in the language they are most comfortable with, even if using an English prompt.
- Teaching artists can be clearer when teaching a skill that will be assessed. Additionally, teaching artists and staff should be equally clear when asking students to complete an assessment.

# Sample Assessment Tools

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The following pages include assessments and scoring sheets that will be used for the 2010-2011 school year.

## Phase I: Building Skills

Sample Scoring Sheet: Goals 1, 2, and 3

Teacher: \_\_\_\_\_ Teaching Artist: \_\_\_\_\_

Group size: \_\_\_\_\_ per group Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Staff/Scorer: \_\_\_\_\_

Group	CONCEPTS	CLARITY			SKILLS/ Additional NOTES
		(1=unclear, 2=partially clear, 3=clear)			
1	<input type="checkbox"/> Straight Pathway	1	2	3	
	<input type="checkbox"/> Curvy Pathway	1	2	3	
	<input type="checkbox"/> High	1	2	3	
	<input type="checkbox"/> Low	1	2	3	
2	<input type="checkbox"/> Self Space	1	2	3	
	<input type="checkbox"/> General Space	1	2	3	
	<input type="checkbox"/> Over/Under	1	2	3	
	<input type="checkbox"/> Near/far	1	2	3	
3	<input type="checkbox"/> Forward	1	2	3	
	<input type="checkbox"/> Backward	1	2	3	
	<input type="checkbox"/> Near	1	2	3	
	<input type="checkbox"/> Far	1	2	3	
4	<input type="checkbox"/> High	1	2	3	
	<input type="checkbox"/> Middle	1	2	3	
	<input type="checkbox"/> Low	1	2	3	
	<input type="checkbox"/> Around/Through	1	2	3	
5	<input type="checkbox"/> Up/Down	1	2	3	
	<input type="checkbox"/> Sideways	1	2	3	
	<input type="checkbox"/> Zig-Zag Pathway	1	2	3	
	<input type="checkbox"/> Straight Pathway	1	2	3	

## Phase II: A Company of Dancers

Sample Prompt (visual organizer): Goals 1, 2, 3, and 4

Name \_\_\_\_\_

Teacher \_\_\_\_\_

1. Our dance is about:	
We show... (detail from the theme)	By doing... (a part of the dance)

2. List all of the strategies you use to remember your dance.

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3. Describe how the process of creating a dance is similar to, or different from, creating other things like a story, poem, or painting?

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## Phase III: Rehearse and Refine

Sample Prompt: Goals 1 and 2

Name \_\_\_\_\_ Teacher \_\_\_\_\_

I did well...	I could improve...
We did well...	We could improve...

## Phase IV: Performance/Celebration/Reflection

Sample worksheet: Goal 3

Name \_\_\_\_\_ Teacher \_\_\_\_\_

*Draw a line to connect the job description to the correct job title and photo.*

### **Job Descriptions**

1. Group of over 60 people who play music during ballet performances

2. Designs what the dancers will wear for performances

3. Group of people who transform the stage by changing lights, moving sets, and lowering backdrops during performances

4. Creates and teaches dances to dancers

5. Coordinates all backstage activity, including sound, lights, and calling dancers to the stage

### **Job Titles/Photos**



Stage Manager



Costume Designer



Orchestra



Stage Crew



Choreographer

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**For more information, lesson plans, and resources:** 206.441.2432; [www.pnb.org/Community](http://www.pnb.org/Community)