

Arts Impact – Arts Knowledge Test

Thank you for taking this Arts Knowledge Test that assesses your knowledge of foundational concepts and skills in dance, theater and visual arts. Arts Impact is required to use this arts knowledge test at different times during this grant-funded project. This assessment supplements other information this project will gather through performance-based assessments.

Each of the three sections on this test consists of ten questions on an arts discipline – dance, theater, visual arts. A final section asks a few additional questions about other arts concepts. If you do not know the answers to some of the questions, please make your best guess rather than not giving an answer.

Your Name: _____

Your School: _____

Today's Date: _____

This first set of questions asks about your knowledge of concepts and skills in **Dance**. Check one box for each question to indicate your choice of the best answer.

1. **A choreographer can vary the tempo of a movement by:**
 - Changing the pathway from curved to straight
 - Changing the size from big to small
 - Changing the level from high to low
 - Changing the pace from fast to slow

2. **The height of the dancer in relation to the floor is:**
 - Pathway
 - Shape
 - Level
 - Size

3. **Energy qualities in Dance include:**
 - Positive and negative space
 - How strenuous the movements are
 - Sharp and smooth
 - Jumping and tiptoeing

4. **In Dance, shadowing refers to:**
 - A dancer leaping across the floor followed by another dancer jumping across the floor
 - A dancer silhouetted by stage lights
 - A skill that involves one partner leading a movement while the other partner stands behind and follows the leader
 - A skill that involves two dancers facing each other with one leading and the other following

5. **Expression in Dance is:**
 - Showing feelings and ideas through shape and/or movement
 - Vocalizations the dancers make during a dance
 - The response of the audience to the performance of the dance
 - The demonstration of the technical skill of the dancers

6. **Core-distal movements are best described as:**
 - When dancers dance unison movement in large groups
 - Movement that uses the entire right or left side of the body
 - When dancers move from the center of the stage to the edge of the stage
 - Movements that begin from the center of the body and radiate out

7. **An example of a locomotor movement is:**
 - Hopping from a low to a high level
 - Bending while staying in one spot
 - Shaking your shoulders
 - Leaping while traveling across the room

8. **Relationship in choreography refers to:**
 - How the beginning of the dance leads to the end of the dance
 - A dancer's position relative to other dancers
 - How movement communicates the emotion of the dance
 - How well the dancers get along with one another

9. **The term dancers use for movements in self space is:**
 - A movement phrase
 - Non-locomotor movements
 - Kinesthetic
 - Locomotor movements

10. **Movements and/or movement phrases designed to prepare the body and bring the mind into focus for the dance are:**
 - Transitions
 - Choreography
 - Exercises
 - Warm-ups

This next set of questions asks about your knowledge of concepts and skills in **Theater**. Check one box for each question to indicate your choice of the best answer.

1. **In Theater, what a character wants is his or her:**
 - Obstacle
 - Objective
 - Attribute
 - Emotion

2. **In Theater, what a character does or says can be defined as:**
 - Expression
 - Motivation
 - Action
 - Objective

3. **The movement or position of a body part to communicate action or emotion is:**
 - Staging
 - Gesture
 - Exaggeration
 - Posture

4. **In Theater, when an actor is not making a physical or vocal choice, he or she is:**
 - Neutral
 - Normal
 - Nothing
 - Natural

5. **The range of vocal pitch can be described as:**
 - Loud/soft
 - Big/small
 - High/low
 - Expressive/neutral

6. **The term for something that challenges or frustrates a character from getting what he or she wants is:**
 - Obstacle
 - Blocking
 - Action
 - Plot

7. **In Theater, two or more characters talking to each other is called:**
 - Monologue
 - Dialogue
 - Scene
 - Conversation

8. **An actor enlarges meaning of a physical or vocal choice by using:**
- Pantomime
 - Expression
 - Exaggeration
 - Enunciation
9. **A dynamic frozen stage picture is called a/an:**
- Tableau
 - Scene
 - Statue
 - Action
10. **The range of vocal volume can be described as:**
- Expressive/neutral
 - Big/small
 - High/low
 - Loud/soft

This next set of questions asks about your knowledge of concepts and skills in **Visual Arts**. Check one box for each question to indicate your choice of the best answer.

1. **The most characteristic feature of gesture drawing is:**

- Carefully observed details
- A contour line
- A shaded form
- Action and movement

2. **Overlapping is used in a work of art to:**

- Create the illusion of transparency
- Create the illusion of depth
- Flatten space
- Crop an image

3. **Value describes:**

- Relative light and darkness
- Relative cost
- Relative scale
- Relative shape

4. **Diagonal and curving lines can create a sense of:**

- Flatness
- Stillness
- Depth
- Movement

5. **The best example of line direction is:**

- Thick/thin
- Vertical/horizontal
- Rough/smooth
- Broken/continuous

6. **The ratio of parts to a whole is:**

- Enlarging scale
- Prototype
- Proportion
- Composition

7. **A contour line describes:**

- A silhouette
- The inside and outside edges of a form
- The outside edges of a form
- Shadows and light

8. **A way to create contrast using color is to use:**
- Warm and cool colors
 - Analogous colors
 - Monochromatic colors
 - Neutral colors
9. **Ways to create unity in a composition include:**
- Apply a range of marks or brushwork
 - Repeat colors, shapes or textures
 - Securely affix elements to a surface
 - Use a variety of colors, shapes or textures
10. **A work of art in which shapes or colors have been simplified or exaggerated is defined as:**
- Abstract
 - Representational
 - Non-objective
 - Symbolic

This last set of questions asks about a few additional concepts in the arts including terms specific to Arts Impact. Check one box for each question to indicate your choice of the best answer.

1. **The method of arts integration in which a concept is authentically shared between two different disciplines is best described as:**
 - Parallel instruction
 - Arts infusion
 - Concept-based learning
 - Cross-curricular integration

2. **Narrative story sequence in dance and literature both include:**
 - Beginning, middle, end
 - Plot
 - Rising action and falling action
 - Patterns (such as an AB AB pattern)

3. **The inner and outer qualities of a character in theater and literature are called:**
 - Motives
 - Emotions
 - Actions
 - Attributes

4. **The place, time and mood of a work of visual art and a work of literature is called:**
 - Setting
 - Context
 - Genre
 - Tone

5. **The relationship between two concepts that is true across cultures, across disciplines and across time is called:**
 - An enduring understanding
 - Arts infusion
 - Concept-based learning
 - Cross-curricular instruction

6. **An idea that is true across cultures, across disciplines and across time is called the:**
 - Target
 - Teaching point
 - Concept
 - Criteria

7. **What you want the student to know, do, or be, is called the:**
 - Enduring understanding
 - Assessment criteria
 - Embedded assessment
 - Learning target

8. **The observable traits and dimensions that show what a student has learned is called the:**

- Assessment criteria
- Learning target
- Teaching point
- Enduring understanding

9. **Three steps in the creative process are:**

- Warm-up, action, completion
- Study and critique, applying skills, presenting the finished work
- Generating ideas, constructing meaning, reflecting and revising
- Brainstorming, selecting ideas, completing the work

If there is anything you would like to tell us about the questions on this assessment, or about the experience of taking this assessment, please write a comment below:

If you have questions about this test you can contact Bruce Cunningham, Director Evaluation and Research, Puget Sound Educational Service District at bcunningham@psed.org. Thank you.