

**East Orange Public Schools &
SMAPA Arts Initiative
Summative Evaluation**

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INTRODUCTION

Dance is an educational content area where the cognitive motor and effective learning modalities are integrated in every aspect of learning, and it is as important to student learning as Math, Language Arts, Science and any other subject.

It is always a factor that all students won't embrace dance the same way and at the same time but, it has been my experience that when they do, they have fun doing dance and learning dance and it is my greatest joy to witness that transformation.

This year as I moved about the various schools participating in the residency I was particularly impressed by the enthusiasm of the students, teachers and administrators; their recognition of our program, how they embraced the program as an integral subject matter and the acceptance of all involved that the program is ongoing.

The teaching artists and the teachers demonstrated a partnership in teaching and learning for the students. The administration was eager to ensure our service to the school community. At the beginning of the residency there were greetings of "So glad to see you", and "The students can't wait to get started". At the end, the teachers and administrators said, "See you next year".

There were times that the students let us know that they had attended a dance concert. They were eager to demonstrate in the hallway or gymnasium their understanding of a dance concept or terminology.

One event stands out in my mind and brings a smile to my face. Parents and administrators were given the opportunity to observe the last class of each school residency and one instructor, during the culminating activity of the class asked the observers to join in and participate. The principal, parents and other guests were actively engaged, moving in various ways like the students and having lots of fun. It was a wonderfully moving experience for everyone.

I propose that all children have a right to experience the joy of dancing and it is our responsibility as educators to ensure that they have the opportunity.

Another outstanding experience of the program was the bulletin board in one particular school that represented the importance of the dance residency. The physical education teacher, who partners with the residency, designed a wall of pictures and letters written by the students declaring the impact of dance for them and how much they appreciated being able to learn about dance in general and the different types of dance. It was wonderfully done and available for all to see.

The display emphasized the fact that Dance is an essential component of education and is critical to student learning.

SMAPA/EAST ORANGE PUBLIC SCHOOLS DANCE RESIDENCY

SUMMATIVE EVALUATION

OVERVIEW

The Sharron Miller Academy for the Performing Arts (SMAPA) /East Orange Public Schools Dance Residency for the 2013-2014 school year began in November 2013 and was completed in May, 2014. The residency, completing its fourth year in the East Orange school district consisted of seven sessions, meeting every other week for K, 1st, 2nd, 3rd grades and selected 4th grade students in ten district elementary schools.

This year is the second year that the residency included an "Informance" class. The Informance, a showing of skills and movement concepts/ideas that students were learning by participating in the residency, was presented in the seventh class of each residence. Parents, administrators, teachers, and other members of the school community were invited to attend.

This component of the Residency was a major contributor to students' understanding of the aesthetic; and was a positive supplement to the classroom instruction. The Informances were well received by the students, teachers, parents, and administrators.

The facilitation of the Artists in Residence consisted of two workshops for the teaching artists, one in the beginning of the residency and the other midway of the residency. A minimum of two observations/visits to each school was made to ensure that the Physical Education teachers and the Teaching Artists were communicating well and that the classroom instruction was moving along as designed. Some schools required more than two visits but progressed very positively as did all of the school programs.

EVALUATION

The research designs selected for evaluating K through the 3rd grades for this Residency consists of a two page survey utilizing a post-test-only design. One class was randomly selected from each grade level to represent the whole population.. This method allows you to easily see the number of responses to a question. The class responses of students were combined to give a total number of respondents. This method correlates to grade clustering of the NJCCCS, K-2 and 3-5. (See attached).

A pre/post design was used with the 4th grade using two evaluations. Two of the four were randomly selected for this design. One is an instrument that measures knowledge objectives such as movement, elementary choreography and dance vocabulary. The second instrument measures performance objectives. With this instrument we reported overall performance gains.

The section that required responses from the teachers/administrators was also documented as stated rather than summarized in order to maintain the authenticity of those responses. The K-3 classes were sampled using one class per grade level.



The evaluative form of the program was designed to illustrate the impact of dance on student learning and is meant to assist the school and SMAPA in the creation of instructional programming that is inclusive of all art forms for all students. This dance residency sets a template for bringing highly qualified teaching artists into the classroom to teach dance and is a model to provide the opportunity for the school to meet the NJCCCS in the Arts for Dance.

Elementary Arts Evaluation 2013-2014

TO BE COMPLETED BY THE P.E. TEACHER (S)

Student Evaluation

Grade Level: K



<u>Dance</u>		
		
1. Learning dance was fun.	34	1
2. Learning dance was hard work.	30	5
3. The dance classes helped me be a good listener.	32	3
4. Learning dance helped make my body strong.	34	1
5. I would like to learn more dances.	29	6

*note: Inner circle in the chart to the right indicates the totality of data collected. The exploded view represents the individual contributions to the whole.

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Student Evaluation

Grade Level: 1st

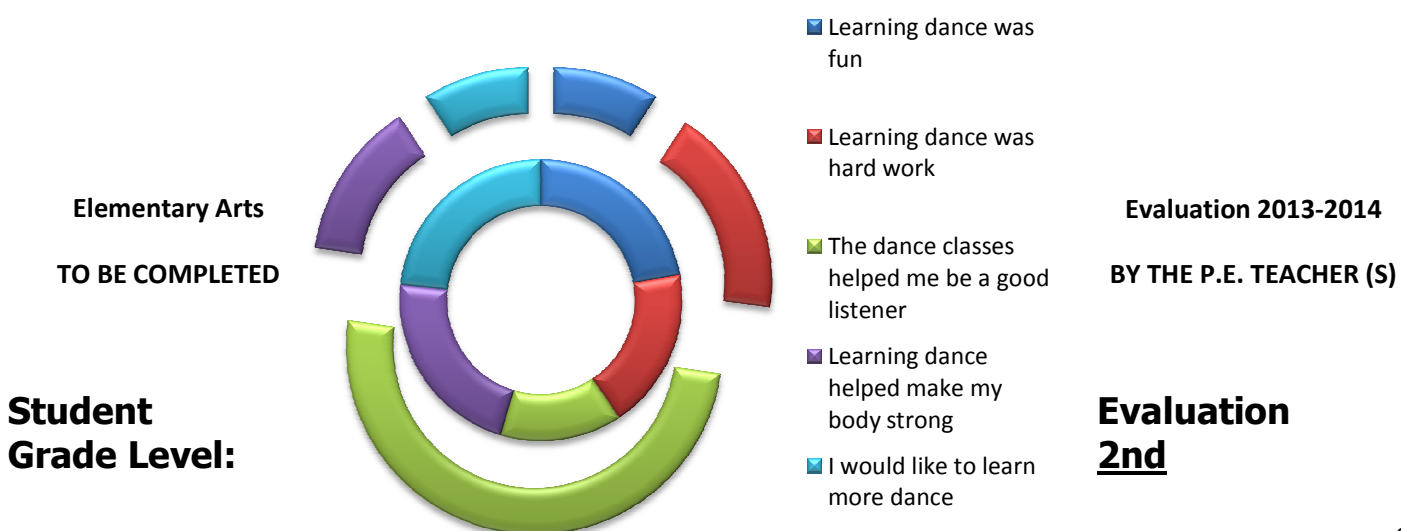
<u>Dance</u>		
		





- Learning dance was fun
- Learning dance was hard work
- The dance classes helped me be a good listener
- Learning dance helped make my body strong
- I would like to learn more dance

1. Learning dance was fun.	19	1
2. Learning dance was hard work.	10	10
3. The dance classes helped me be a good listener.	19	1
4. Learning dance helped make my body strong.	20	0
5. I would like to learn more dances.	19	1

*note: Inner circle in the chart to the right indicates the totality of data collected. The exploded view represents the individual contributions to the whole.



<u>Dance</u>		
		
1. Learning dance was fun.	18	0
2. Learning dance was hard work.	11	7
3. The dance classes helped me be a good listener.	13	5
4. Learning dance helped make my body strong.	17	1
5. I would like to learn more dances.	16	2

*note: Inner circle in the chart to the right indicates the totality of data collected. The exploded view represents the individual contributions to the whole.

Elementary Arts
2014





- Learning dance was fun
- Learning dance was hard work
- The dance classes helped me be a good listener
- Learning dance helped make my body strong
- I would like to learn more dance

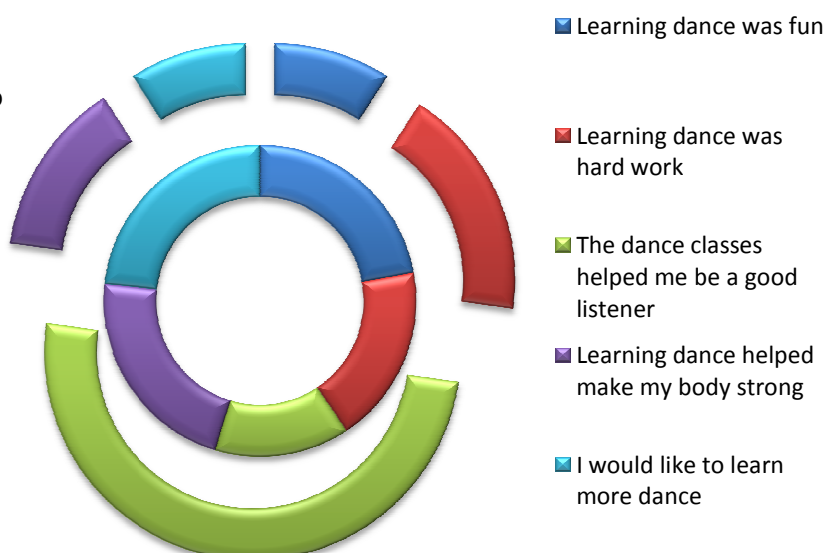
Evaluation 2013-

TO BE COMPLETED BY THE P.E. TEACHER (S)

Student Evaluation**Grade Level: 3rd**

<u>Dance</u>		
		
1. Learning dance was fun.	18	1
2. Learning dance was hard work.	9	10
3. The dance classes helped me be a good listener.	10	9
4. Learning dance helped make my body strong.	18	1
5. I would like to learn more dances.	15	4

*note: Inner circle in the chart to the right indicates the totality of data collected. The exploded view represents the individual contributions to the whole.



SMAPA/EAST ORANGE SCHOOL DANCE RESIDENCY

Teacher/Administrator Evaluation

Grades K/3

1. Please state according to the learning/skill areas listed below, how you feel your students benefited from participating in the arts program.

- a. Arts: The students were introduced to various forms of dance. This was beneficial for their gross motor and cognitive thinking.
- b. Other Academics: Enhances listening skills, memorization working with sequence and patterns. The students were able to use math skills while dancing which is good for the younger kids.
- c. Physical: Total body-all muscle groups fitness and endurance. Dance is the best way to become was mentally beneficial because it challenges the students to remember steps and their routine.
- d. Mental: Students were able to concentrate as they learned various dance moves. Dance is the best way to become healthier because of all the different muscles you use.
- e. Emotional: Fun, enjoyable way to be active. Students get to express themselves through a way they never have before and I think it's great.

2. Please state the importance of the arts program for Dance in your school for:

Parents: It's important because it gives the students a different way to interact with their parents.

Teachers: As a teacher it is important for students to be introduced to a variety of things. Various aspects of an art program really grab their interest.

SMAPA/EAST ORANGE SCHOOL DANCE RESIDENCY

Teacher/Administrator Evaluation

Grade 4

1. Please state according to the learning/skill areas listed below, how you feel your students benefited from participating in the arts program.
 - a. Arts: The students were able to expand their imagination thinking out of the box and just in one dimension. Teaches discipline and self-control. Also teaches how to cooperate with others and share attention.
 - b. Other Academics: Research shows that all subject area improves when children are more active as opposed to sedentary.
 - c. Physical: Involves a greater range of motion, coordination, strength and endurance. Teaches pattern coordination and kinesthetic memory.
 - d. Mental: Particular students had an avenue where they could come out of their shell and became outgoing. Builds self-esteem in children and helps accomplish new goals and task each week.
 - e. Emotional: Natural way for students to learn to express their emotions and become aware of themselves and others. Student were able to build confidence in themselves and their abilities to do things especially in front of their classmates.
2. Please state the importance of the arts program for dance in your school for:

Parents: It's important because it gives the students a different way to interact with their parents.

Teachers: As a teacher it is important for students to be introduced to a variety of things. Various aspects of an art program really grab their interest.

COMMENDATIONS

- The residency was well received by each school. The survey responses show that the students, teachers and administrators see the residency as an integral part of student learning.
- They state that they are eager to continue the program.
- They see the program as an ongoing part of their school curriculum.
- It is an opportunity for students to be exposed to a genre that is fun and educational at the same time.
- It provided a learning environment that challenged the student's intellectual and expressive capabilities.
- Continued assessment of student and school response to the residency is recommended. It is an important aspect of a school review.
- The teaching artists presented lessons that were aligned to the NJCCCS and were appropriately designed for the student population.

RECOMMENDATIONS

- The schools know that when parents are informed that their children are performing they will attend and support the event. Next year they will promote the "Informance" and the SMAPA Performances much earlier in the residency.
- Another recommendation is that a Saturday program be created to address the students who demonstrate an outstanding talent and/or interest in dance. The students would be recommended by the teaching artists along with the physical education teachers. The Saturday program would begin directly after the end of the residency.
- It is also recommended that the program be designed to meet every week rather every other week.
- The assessment part of the residency should become a pre and post format to address other possible components of physical development including: balance, lateral and bi-lateral movement, oppositional movement as well as academic relationships.
- In assessment, grade levels can be evaluated in relationship to each other in order to measure the differences and/or similarities in components being evaluated.
- It is recommended that a combined workshop for the physical education teachers and the teaching artists be held before the residency and assessment begins and a second combined workshop before the performances and post assessment begins.

RESEARCH QUESTIONS

As part of the evaluative process, several research questions can be directed specifically towards student performance, outcomes and achievement. Three important questions posed for research are: Can participating students articulate/express an appreciation of dance as an art form; has the teaching environment created by the artists fostered a nurturing and professional atmosphere for learning, and have the students developed noticeable skills as outlined in the CCCS for the arts?

Supporting questions providing quantitative proof of the Residencies success are: How did the program influence the students' communication and social skills; Are they better listeners, more focused, more disciplined, more expressive, more cooperative, and eager to learn, Are they exhibiting more self-confidence as a result of the program and in which way(s)?

CONCLUSIONS

The assembly "Informance" added to the residency has been seen by the school as an excellent component. The school knows that when parents are informed that their children are performing they will attend and support the event.

The assessment part of the residency should become, for all grade levels, a pre and post format to address the physical and aesthetic components. In assessment, grade levels can be evaluated in relationship to each other in order to measure the differences and/or similarities in components and grade levels being evaluated.

SMAPA/ SCHOOL DANCE RESIDENCY

Student Evaluation

Grade Level_

<u>Dance</u>		
	Yes	No
6. Learning dance was fun.		
7. Learning dance was hard work.		
8. The dance classes helped me be a good listener.		
9. Learning dance helped make my body strong.		
10. I would like to learn more dances.		

1. Dancing is a way for people to _____ their ideas, thoughts and feelings.
2. Just like music, art and drama; dance is an _____.

Teacher's Name _____

people to _____ some

Student Name _____

Grade _____

in travel in different _____

ID# _____

INTRODUCTION TO DANCE

6. A special way to dance or a special type of dance is called a _____.

Fill in the blanks with the letter next to the new vocabulary words that are used when we talk about Dance.

- | | |
|--|--|
| <ol style="list-style-type: none"> a) Shapes b) Express c) Choreographer d) Energy e) Time f) Space g) Create h) Instrument i) Art form j) Directions k) Pathways l) Technique m) Ballet n) Supporting Leg o) Working Leg | <ol style="list-style-type: none"> 8. Dancers change how much _____ they use to make a movement soft or sharp. 9. When dancer's move slowly, we say they are moving in slow _____ and when they reach up high, we say they are moving through high _____. 10. The person who invents or creates the dance is called the _____. 11. A classical western dance form that originated in the Renaissance courts is _____ of Europe. 12. The leg that is anchored to the ground and is bearing weight is called _____. 13. The leg that is in motion and has no weight is called the _____. 14. Change in levels is a way of moving in _____ Space _____ Time 15. Choreographic design made by a dancer's body is called a _____ Shape _____ Tempo 16. What the body is doing describe the body's actions. Select the action word _____ Swing _____ Energy 17. Dancing by yourself is called a _____ Solo _____ Duet 18. An axial movement is one done when _____ Moving around the room _____ Standing still 19. The four elements of dance are: Body, Energy, Space and Time True False 20. Two types of space in dance are general and personal True False 21. Bending and twisting are locomotive movements True False 22. A path in dance is going in different directions True False 23. To c _____ <i>Circle the correct answers to complete each sentence</i> True False 24. Quality in dance is the way you do a movement such as smooth or sharp. True False 25. To pose means to stand still. True False |
|--|--|

Circle True or False

SMAPA/ SCHOOL DANCE RESIDENCY

Teacher/Administrator Evaluation

Grade Level_

3. Please state according to the learning/skill areas listed below,how you feel your students benefited from participating in the arts program.

a. Arts:

b. Other Academics:

c. Physical:

d. Mental: _____

e. Emotional:

4. Please state the importance of the arts program for Dance in your school for:

Parents:

Teachers:
