

RI DANCE PROFICIENCIES: FULL RUBRIC (Revised 8.3.07)

Creating/Choreography The student:	Advanced	Proficient	Emerging
(C1) Solves movement problems --	Student can identify, develop and solve movement problems (self-designed).	Student can solve movement problems in response to a prompt.	Student has partial success in solving movement problems in response to a prompt.
(C2) Uses choreographic forms and elements – In a solo:	Elements and forms are used in an original way and are chosen for best fit with main idea of the choreographic work.	Elements such as contrast, varied facings, level changes, symmetry and asymmetry, are evident; one or more choreographic forms/structures are present [i.e. AB, ABA, rondo (ABACAD...), theme and variation, accumulation (1), (1,2), (1,2,3), etc., or other visible organizing structures].	A serious attempt is made to include elements and forms.
(C2) Uses choreographic forms and elements – In duets and/or ensembles:	Elements and forms are used in an original way and are chosen for best fit with main idea of the choreographic work.	Elements such as unison, contrast, varied facings, varied groupings, level changes, symmetry and asymmetry, are evident; one or more choreographic forms/structures is present, i.e. ABA or canon.	A serious attempt is made to include elements and forms.
(C3) Communicates ideas, emotion, or cultural aesthetic --	Movement communicates in a surprising or innovative way; fully engaging audience's attention.	Movement communicates ideas, emotions, or cultural aesthetic; maintaining audience's attention.	Movement sometimes communicates; may lack consistency.
(C4) Expresses a quality, style, and/or musicality –	Quality, style, and/or musicality are inherent in work.	Quality, style, and/or musicality are identifiable in the work.	Quality, style, and/or musicality appear but are inconsistent.

Performing – The student:	Advanced	Proficient	Emerging
(P1) Shows kinesthetic awareness and movement skills --	Demonstrates a high level of consistency and reliability in performing technical skills that require a great deal of strength, flexibility, agility, and coordination.	Often demonstrates strength, flexibility, agility, and coordination as appropriate to the genre.	Demonstrates some strength, flexibility, agility, and coordination.
(P2) Demonstrates rhythmic acuity –	Demonstrates the complexity of the rhythms throughout the whole body, as required by the dance.	Performs rhythmic patterns accurately and maintains the appropriate tempo.	Performs rhythmic patterns and maintains a tempo somewhat accurately.
(P3) Demonstrates dynamic range and artistic expression–	Presents movement with a clear and strong intention of the body in space, time, weight, and flow; has a heightened sense of personal phrasing clearly presenting high and low points; fully demonstrates commitment to the movement and concept.	Often presents movement with clarity of intent; uses varied qualities and phrasing; often demonstrates commitment to the movement and concept.	Presents movement with some clarity of intent; uses few varied qualities and phrasing; sometimes demonstrates commitment to the movement and concept.
(P4) Performs dance of two different genres or styles with stylistic fluency (i.e. ballet, modern, African, ballroom, jazz, hip-hop, tap, Southeast Asian)	Performs in two or more dance genres or styles with a high level of stylistic fluency.	Performs in two or more dance genres or styles with a moderate level of stylistic fluency.	Performs with a low level of stylistic fluency.

Responding

(Note: ELA standards should apply to this writing where appropriate.)

Responding – The student:	Advanced	Proficient	Emerging
(R1) Answers aesthetic questions about dance – (One essay; double spaced, 12 point font.)	Shows a considerable knowledge of dance as an art form; answers an aesthetic question about dance in a compelling and thoughtful essay at an ELA Above Standard level.	Shows a good knowledge of dance as an art form; answers an aesthetic question about dance in a thoughtful essay at an ELA At Standard level.	Shows a basic knowledge of dance as an art form; answers an aesthetic question about dance in an essay but it may be at a Below Standard ELA level.
(R2) Writes a significant number of dance reviews that show knowledge of dance as an art form, and of the process of dance criticism – (Six reviews; each is double spaced, 12 point font.)	(1) Uses all elements as described in proficient level; (2) highlights specific moments within the performance that are described in detail so that the reader can picture them mentally; and (3) provides insightful comments about the nature of a particular dance and its meaning.	(1) Uses description, analysis, interpretation, and evaluation consistently; (2) includes discussion of at least three different dances or dance sections within a performance; (3) uses vivid descriptive language (strong action verbs and interesting adjectives and adverbs) while discussing movement, costumes, lighting, music/text or other performance elements; and (4) uses proper format and state who, what, when, and where of the performance.	(1) Partially successful in using description, analysis, interpretation and/or evaluation; (2) discusses less than three different dances or dance sections within a performance; (3) uses some vivid descriptive language while discussing movement, costumes, lighting, music/text, or other performance elements; and (4) uses improper format and/or is missing any of “who, what, when, and where of performance”.
(R3) Writes research papers on varied topics that show knowledge of dance as an art form – (Two papers; each is double spaced, 12 point font.)	Uses all elements as described in proficient level; plus sometimes offers new or innovative insights into subject matter; demonstrates ability to synthesize personal perspective with factual information.	Uses proper reference format; has an introductory paragraph which includes a thesis statement, a body, and a conclusion; uses ideas from varied sources; supports claims with evidence; informs reader about topic in a way that is clear and often engaging.	Uses appropriate research standards and proper reference format; has an introduction, body, and conclusion; uses ideas from varied sources; informs reader about topic in a way that is usually clear, and sometimes engaging.

	Advanced	Proficient	Emerging
(R4) Passes an oral or written exit exam with Above or At Standard grades –	<p>(1) describes the similarities and differences among three or more dance forms: distinguishes accurately among costumes/traditional dress and music; gives accurate description of each form; gives detailed background information on each form, and a brief analysis of how the forms are similar and different; (2) compares the creative process for dance and one other art form, in detail, with examples; (3) compares/contrasts two different dance compositions or dances in terms of time, space, and energy -- makes at least six observations for each dance using much detail and description; discusses main differences and similarities between dances and uses dance terminology.</p>	<p>(1) describes the similarities and differences among three or more dance forms: distinguishes accurately among costumes/traditional dress and music; gives generally accurate description of each form; gives some accurate background on each form; (2) describes how dance connects to other art forms: describes how one of the following relates to dance and gives an example for each – (theatre, music, visual art, film, poetry, fiction); (3) compares/contrasts two different dance compositions or dances in terms of time, space, and energy – makes at least six observations for each dance; discusses main differences and similarities between dances and uses dance terminology.</p>	<p>(1) distinguishes accurately among costumes/traditional dress and music of three dance forms; gives generally accurate description of each form; gives some accurate background information on one form; (2) describes briefly how one of the following relates to dance and gives an example – (theatre, music, visual art, film, poetry, fiction); (3) makes at least one observation each for use of time, space, and energy, using some dance terminology.</p>