

National Coalition for Core Arts Standards

Model Cornerstone Assessment

Dance- (HS Proficient Level)

Model Cornerstone Assessments focus on performance tasks linked to examples of student work and guidance for replicating the assessment in your own classroom.

Discipline: Dance

Artistic Processes: Creating, Performing, Responding, Connecting

Title: *Art in Motion*

Assessment Task Description: Students will individually choose one visual artwork to inspire original choreography. Through the choreographic process, students will define the elements of their dance including body motifs, effort qualities, space, and relationship of movement, as well as an artistic statement to define the student's original choreography. Students will teach peers their choreography and present to their peers. Students will then give and receive feedback through the Liz Lerman Critical Response Process and reflect in written journals throughout the process to document their intentional choices.

Essential Questions:

1. How can original choreography be inspired by visual artwork?
2. How can intentional choices of the elements of dance be used to bring visual artwork to life?
3. How can feedback and reflection be used within the choreographic process?

Grade: HS Proficient

In this MCA you will find:

- Guidelines for instruction prior to the assessment
- Related knowledge, skills and suggested vocabulary
- Suggested formative assessments
- Summative assessment rubrics specific to the assessment task
- Strategies for differentiation and inclusion
- List of materials and resources needed to carry out the assessment
- Assessment focus chart
- Two worksheets that can be student tools, teacher assessments, and feedback tools

Note: This unit has several opportunities to assess students as a choreographer, dancer, and audience member who gives feedback. Within this unit you will find a variety of tools used to assess students accordingly, but it is not necessary for all.

Estimate Time for Teaching and Assessment: (number of weeks of instruction, number of sessions each week, length of each session)

4-6 weeks of instruction, 2-3 days per week, 120-140 minutes per week

Strategies for Embedding Assessment within Instruction (sequences of tasks)

Prior to Teaching the Unit:

1. Individually, you can have students complete a pre-survey about their current knowledge of elements of visual art. Then, they will research elements and devices used in visual art, including information from community artist-partner or art teacher. This will be the basis of their dance inspiration and how to translate this to elements of dance and choreographic devices.
2. This unit requires students to work individually to create choreography. It is advised that students have some experience working within class with choreography devices and mini-projects. This project could be completed with students working in pairs for those not as comfortable with creating choreography on their own.
3. Suggestion- Students in this unit of study were allowed to cast dancers from their class in a random order and one dancer at a time. All dancers must choreograph and all students must dance, so students must only be casted once before the draft starts again. Then, you can create two to three groups where choreographers have the opportunity to work in class, with a coordinating calendar. (i.e. Group #1-Work Day #1, Group #1-Work Day #2, Group #1-Work the Work Session. Then repeat for other groups.) By giving students the opportunity to cast dancers who they can envision doing their choreography, students excitedly reported to claim ownership over their work.

Task #1: Creating/Planning

- 1a. Individually, choose and identify a specific piece of art with the title of the work and name of the artist that will be the inspiration for your piece, and explore movement motifs and ideas.

Anchor Standard #1: Generate and conceptualize artistic ideas and work. (Creating: Explore) DA:Cr1.1.I

- a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed **dance study**. Analyze the process and the relationship between the stimuli and the movement.
- b. Experiment with the **elements of dance** to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original **dance study** or dance.

- 1b. Complete the "Dance Proposal" worksheet in order to create a draft of an artistic statement and a description of your specific dance, complete with number of dancers, costume ideas, and music used (if applicable). This will help guide the development of your piece.

Anchor Standard #2: Organize and develop artistic ideas and work. (Creating: Plan) DA:Cr2.1.I

- b. Develop an **artistic statement** for an original **dance study** or dance. Discuss how the use of movement elements, **choreographic devices** and **dance structures** serve to communicate the **artistic statement**.

Task #2: Creating/Planning

- 2a.** Define a specific movement motif, effort qualities, spatial patterns and a relationship of movement for your original dance and record this on the worksheet, “Elements of My Dance.”

Anchor Standard #2: Organize and develop artistic ideas and work. (Creating: Plan) DA:Cr2.1.I

- b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.

Task #3: Performing/Presenting

- 3a.** Teach your assigned student dancers your original choreography with clear instructions and intentional choices. Reflect on challenges and successes during the process.

Anchor Standard #5: Develop and refine artistic technique and work for presentation. (Performing: Embody) DA:Pr5.1.I

- c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.
- 3b.** Present your choreography in one “Work the Work” session where your peers give you feedback based on Liz Lerman’s Critical Response Process. Record your dance and feedback for your piece, as well as the feedback for your peers, in your journal. This dance should reflect the artist intent as noted in the artistic statement and in the “Elements of My Dance” worksheet.

Anchor Standard #6: Convey meaning through the presentation of artistic work. (Performing: Presenting) DA:Pr6.1.I

- a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Postperformance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.

Task #4: Creating/Refining

- 4a.** Make intentional revisions to your work with your student dancers. Reflect on challenges and successes during the process.

Anchor Standard #3: Refine and complete artistic work. (Creating: Revise) DA:Cr3.1.I

- a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate the impact of choices made in the revision process.

- 4b.** Present your final showing of your original choreography with peers with completed “Elements of my Dance” worksheet and the “Dance Proposal.” Determine production elements (costumes, sound selection, lighting potential) chosen to enhance the choreography and document on the “Choreography Proposal” worksheet and “Elements of my Dance” worksheet. Review and clarify artistic intent as needed.

Anchor Standard #6: Convey meaning through the presentation of artistic work. (Performing: Present) DA:Pr6.1.I

- b. Evaluate possible designs for the **production elements** of a performance and select and execute the ideas that would intensify and heighten the **artistic intent** of the dances.

Anchor Standard #5: Develop and refine artistic techniques and work for presentation. (Performing: Embody) DA:Pr5.1.I

- a. **Embody technical dance skills** (for example, **functional alignment**, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.
- c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.

Anchor Standard #6: Convey meaning through the presentation of artistic work (Performing: Present) DA:Pr6.1.I

- a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate **performance etiquette** and **performance practices** during class, rehearsal and performance. Postperformance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using **dance terminology** and **production terminology**.

Task #5: Responding/Analyze

- 5a.** Respond to and analyze the choreography of your student peers using Liz Lerman’s Critical Response Process in class discussion.

Anchor Standard #7: Perceive and analyze artistic work. (Responding: Analyze) DA:Re.7.1.I

- b. Analyze the use of **elements of dance** in a variety of **genres, styles, or cultural movement practices** within its cultural context to communicate intent. Use genre-specific **dance terminology**.

Knowledge, Skills and Vocabulary

Key Vocabulary ~ SEE KEY VOCABULARY WORDS IN RED

Knowledge and Skills

Students will: as choreographers

- Specifically choose a visual art work that will inspire original choreography. Students will identify the artist and title of the work.
- Acquire observational and analysis skills to identify and reflect on the use of art devices to determine the elements of each original work.
- Write a draft of an artistic statement, complete with information about their dance.
- Create original choreography and teach to student peers.
- Communicate efficiently and professionally with peers to teach movement, demonstrating knowledge of body, effort, space, relationships and dance structures.
- Present choreography in informal “Work the Work” sessions where peers analyze and give feedback to choreographers.
- Apply and give feedback for revising choreography.
- Gain critical thinking and problem solving skills through the choreographic process.

Students will: as dancers

- Replicate, recall and retain movement sequences that are taught by student choreographer.
- Perform movement with appropriate artistic expression as directed by student choreographer.
- Demonstrate collaborative professional skills by learning, communicating, and expressing movement with proper etiquette as given by student choreographer.
- Implement critiques and corrections to the best of their ability as directed by the student choreographer.

Students will: as audience member

- Give feedback for analyzing choreography including objective statements and questions to help student choreographer convey their message with specific vocabulary and movement choices.

Common Core Demonstrate knowledge of research skills Apply communication skills Demonstrate ability to cite textual evidence Ability to attend to precision Ability to make sense of problems and persevere in solving them	21st Century Skills Creativity and innovation Critical Thinking and problem-solving Communication and collaboration	Habits of Mind Persisting Listening to others with Understanding and Empathy Thinking Flexibly Striving for Accuracy and Precision Questioning and Posing Problems Applying Past Knowledge to New Situations Thinking and Communication with Clarity and Precision Gathering Data from all Senses Creating, Imagining, Innovating Responding with Wonder and Awe Taking responsible risks Thinking interdependently Learning continuously
DOK Use reasoning and evidence to support inference Apply a concept in other contexts Solve routine multiple-step problems Analyze and synthesize information from multiple sources Describe and illustrate how common themes are found across different cultures Construct meaning through works of art	Blooms Remember Understand Apply Analyze Evaluate Create	

Strategies for Inclusion *(Specially designed instruction and support for students with disabilities to provide equitable learning opportunities.)*

This project is designed for students to create as an individual using peer students as their dancers. For a less experienced class, students could be grouped in pairs or trios to complete this project and dance within their own choreography. Despite physical ability, this unit can be completed using intentional choice making and creativity.

Resource:

<http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx>

Differentiation Strategies *(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)*

This project is designed for students to create as an individual using peer students as their dancers. For a less experienced class, students could be grouped in pairs or trios to complete this project and dance within their own choreography.

Resource: <http://hepg.org/her-home/issues/harvard-educational-review-volume-83-number-1/herarticle/1229>

Resources and materials needed *[for task implementation]*

- Digital Recording Device (camera, iphone, etc.)
- References on dance content
- Access to Computers/IPad/Smart Phones (for electronic research and documentation)
- Student Journals (written or electronic)

Assessment Tools (rubrics or other measures used to score evidence of student's progress toward meeting the standards documented within the instructional tasks)

Appendix A: HS Proficient MCA Checklist

Appendix B: High School Proficient MCA Rubrics ~ Tasks

Appendix C: Journal Rubric

Appendix D: Elements of my Dance Worksheet

Appendix E: Choreography Proposal Worksheet

Appendix F: Peer Assessment of Student Choreographer

Appendix G: Peer Assessment of Student Dancer

Appendix H: Teacher Assessment of Student Choreography

Assessment Focus <i>(complete one row for each performance standard aligned with this MCA)</i>					
Artistic Process (and process components)	Enduring Understanding	Essential Question	Anchor Standard	Grade Level Performance Standard	Type of Assessment Tool (e.g. checklist, teacher observation, rubric)
Creating: Explore	Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.	Where do choreographers get ideas for dances?	Generate and conceptualize artistic ideas and work.	DA:Cr1.1.I a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study . Analyze the process and the relationship between the stimuli and the movement. b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.	Written as Journal Entry Reflection, Teacher can use Journal Rubric
Creating: Plan	The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.	What influences choice-making in creating choreography?	Organize and develop artistic ideas and work	DA:Cr2.1.I b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement .	Written on Dance Proposal Worksheet
Performing: Embody	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must a dancer do to prepare the mind and body for artistic expression?	Develop and refine artistic technique and work for presentation.	DA:Pr5.1.I c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.	Observed by Teacher during rehearsals, Teacher can use Daily Participation Rubric

Performing: Present	Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?	Convey meaning through the presentation of artistic work.	DA:Pr6.1.HSI a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Postperformance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology .	Written as Journal Entry Reflection, Teacher can use Journal Rubric
Creating: Revise	Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?	Refine and complete artistic work	DA:Cr3.1.I a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate the impact of choices made in the revision process.	Recorded as Written Reflection of peer works, Teacher can use Journal Rubric
Performing: Present	Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?	Convey meaning through the presentation of artistic work.	DA:Pr6.1.I b. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.	Written on Choreography Proposal
Performing: Embody	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must a dancer do to prepare the mind and body for artistic expression?	Develop and refine artistic techniques and work for presentation.	DA:Pr5.1.I a. Embody technical dance skills (for example, functional alignment , coordination , balance , core support , clarity of movement , weight shifts , flexibility/range of motion) to retain and execute dance choreography.	Observed in presentation and Recorded

Performing: Present	Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?	Convey meaning through the presentation of artistic work	DA:Pr6.1.I a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology .	Peer assessment, self evaluation
Responding: Analyze	Dance is perceived and analyzed to comprehend its meaning.	How is a dance understood?	Perceive and analyze artistic work.	DA:Re.7.1.I b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology	Written feedback through Critical Response Process and written documentation/notes

Benchmarked Student Work: Click on the links below to view benchmarked student work assessed using the summative rubrics contained in this MCA

ABOVE STANDARD STUDENT WORK	AT STANDARD STUDENT WORK

NOTE: This MCA format represents an update to the [National Coalition for Core Arts Standards Model Cornerstone Assessment template](#)
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***Note:** Throughout this MCA, students would be evaluated as a choreographer, dancer, and active audience member (giving feedback). In this MCA design, each student cast their peers as dancers and were not permitted to dance in their own work to be able to have an outside eye, and encourage student choreographers to communicate efficiently using specific language and vocabulary. Similarly, all students were cast in at least one other student choreographic work. However, this project could be completed in pairs or trios, and performed by the choreographers.*

Appendix A: HS Proficient MCA Checklist Rubric

Student Name: _____

Date: _____

Individually create an original dance to teach to your peer(s) that is inspired by a visual piece of artwork. Plan and document your use of elements through the *Elements of My Dance* worksheet and an artistic statement in the *Choreographer Proposal* worksheet. Present the dance to peers to receive feedback through the Liz Lerman Critical Response Process (e.g. in dance class, for another class, at a school assembly, etc.). Give feedback to other student choreographers. Revise your dance and present again for a final showing accompanied with a completed and updated *Elements of My Dance* worksheet and *Choreographer Proposal* worksheet. Document feedback and make revisions to dance through the rehearsal process and present for a final showing. Reflect and respond in writing about your various learning throughout the project in your journal.

Task	Evidence	Documentation (for Process Portfolio)	Not Observed	Observed
Task 1	Research and choose one visual artwork to inspire movement and choreography.	Written as Journal Entry Reflection		
	Artistic Statement, description of dance complete with number of dancers, costuming, and music.	Written on Dance Proposal Worksheet		
	Draft of individual movement ideas	Observed by Teacher during rehearsals		
Task 2	Define specific movement motif, effort qualities, spatial patterns, etc.	Written on Elements of my Dance worksheet		
Task 3	Draft of dance using selected choreographic devices and movements based on recorded motifs, efforts, spatial patterns taught to peers.	Written Reflections in Student Journals		
	Present draft dance to peers in "Work the Work" session.	Recorded		
	Give and receive feedback from peers	Written in Student Journals		
	Demonstration of leadership qualities, performance etiquette, and performance practices	Peer assessment, self evaluation		
Task 4	Revise dance based on feedback of others	Recorded/Written Reflection		
	Rehearse and refine dance w/ ideas of production elements	Written on Choreography Proposal		
	Present final dance to peers in session	Recorded		
	Report verbal feedback through Critical Response Process from written documentation/notes	Record/Written		
Task 5	Define specific movement motif, effort qualities, spatial patterns, etc. that matches the choices made in the original student choreography	Written on Elements of my Dance worksheet		
	Rehearse and refine dance w/ ideas of production elements	Written on Choreography Proposal		
	Demonstration of leadership qualities, performance etiquette, and performance practices	Peer assessment 1) Choreographer assesses dancers on professionalism and artistry 2) Dancers assess choreographer on professionalism and preparedness		

Appendix B: High School Proficient MCA Rubrics ~ Tasks

Name: _____

Culminating Project: Students will individually choose one visual artwork to inspire original choreography. Through the choreographic process, students will define the elements of their dance including body motifs, effort qualities, space, and relationship of movement, as well as an artistic statement to define the student's original choreography. Students will teach peers their choreography and present to their peers. Students will then give and receive feedback through the Liz Lerman Critical Response Process and reflect in written journals throughout the process to document their intentional choices.

Task	Above Standard	At Standard	Near Standard	Below Standard
<p>Task 1:</p> <p>a. Individually, choose and identify a specific piece of art with the title of the work and name of the artist that will be the inspiration for your piece, and explore movement motifs and ideas.</p> <p>b. Complete the "Dance Proposal" worksheet in order to create a draft of an artistic statement and a description of their specific dance, complete with number of dancers, costume ideas, and music used (if applicable).</p>	<p>Student submitted photo of visual artwork with title of the work and artist of work to be used as inspiration to dance. Student thoroughly explored movement motifs and ideas.</p> <p>Student individually completed the Dance Proposal worksheet with a clear artistic statement, and detailed description of his/her specific dance including number of dancers, their full names, music to be used, costume ideas, and lighting and props needed</p>	<p>Student submitted photo of visual artwork with title of the work and artist of work to be used as inspiration to dance. Student explored movement motifs and ideas.</p> <p>Student individually completed the Dance Proposal worksheet with an artistic statement, and the description of his/her dance including number of dancers, their full names, music to be used, costume ideas, and lighting and props needed.</p>	<p>Student submitted photo of visual artwork without the title of the work OR artist of work to be used as inspiration to dance. Student somewhat explored movement motifs and ideas.</p> <p>Student submitted a partially completed Dance Proposal worksheet with an unclear artistic statement. The worksheet does contain a description of his/her specific dance including number of dancers, their names, music to be used, costume ideas, and lighting and props anticipated of need.</p>	<p>Student did not submit photo of visual artwork without the title of the work OR artist of work to be used as inspiration to dance. Student barely explored movement motifs and ideas, if at all.</p> <p>Student did not submit a completed Dance Proposal worksheet with a clear artistic statement. The worksheet does not contain a description of his/her specific dance including number of dancers, their names, music to be used, costume ideas, and lighting and props anticipated of need.</p>
<p>Task 2:</p> <p>a. Define a specific movement motif, effort qualities, spatial patterns and a relationship of movement for your original dance and record this on the worksheet, "Elements of My Dance"</p>	<p>Student choreographer worked to create sophisticated movement phrases from individual study, with defined motif, effort qualities, spatial designs, and specific choices of sound environment and props, as defined on the Elements of My Dance worksheet. Student enthusiastically worked with dancers to create a dance with specific and intentional written rationale. Student came prepared and used time very efficiently.</p>	<p>Student choreographer worked to create movement phrases from individual study, with defined motif, effort qualities, spatial designs, and specific choices of sound environment and props, as defined on the Elements of My Dance worksheet. Student enthusiastically worked with dancers to create a dance with specific and intentional written rationale. Student came prepared and used time efficiently.</p>	<p>Student choreographer worked to create movement phrases, but only defined one body motif, and did not define effort qualities, spatial designs, OR specific choices of sound environment and props. Student choreographer worked with dancers to create a dance with some specific choices, but did not fully develop. Student came somewhat prepared and did not use time efficiently.</p>	<p>Student choreographer did not create movement phrases with any level of defined body motif, and did not define effort qualities, spatial designs, OR specific choices of sound environment and props and were not documented on the Elements of My Dance worksheet. Student choreographer worked with dancers some of the time to create a dance with no specific choices. The student choreographer did not come prepared and did not use time efficiently.</p>
<p>Task 3:</p> <p>a. Teach your assigned student dancers your original choreography with clear instructions and intentional choices. Reflect on challenges and successes during the process.</p> <p>b. Present your choreography in one "Work the Work" session where your peers give you feedback based on Liz Lerman's Critical Response Process. Record your dance and feedback for your piece, as well as the feedback for your peers, in your journal. This dance should reflect the artist intent as noted in the artistic statement and in the "Elements of My Dance" worksheet.</p>	<p>Student choreographer actively rehearsed with dancers to create original choreography during specified work day(s), taking a leadership role when needed. Journal reflections were written in the journal and are insightful, intentionally written documentation of successes, challenges, and issues that need to be addressed in the next rehearsal after each work day. Student choreographer provided all necessary written/recorded documentation.</p> <p>Student choreographer presented a very well-developed and very well-rehearsed dance with a specific sound environment and movement vocabulary that matches the movement motifs, effort qualities, spatial designs, and artistic statements as noted on the Elements of My Dance worksheet and Choreography Proposal Worksheet. Both</p>	<p>Student choreographer rehearsed with dancers to create original choreography during specified work day(s), taking a leadership role when needed. Journal reflections were written in the journal and are written documentation of successes, challenges, and issues that need to be addressed in the next rehearsal after each work day. Student choreographer provided all necessary written/recorded documentation.</p> <p>Student choreographer presented a well-developed and well-rehearsed dance with a specific sound environment and movement vocabulary that matches the movement motifs, effort qualities, spatial designs, and artistic statements as noted on the Elements of My Dance worksheet and Choreography Proposal Worksheet. Both worksheets were</p>	<p>Student choreographer rehearsed most of their time with dancers to create somewhat original choreography during specified work day(s), but did not take leadership role. Journal reflections were written in the journal but were not insightful written documentation of successes, challenges, and issues that need to be addressed in the next rehearsal after each work day. Student choreographer did not document after each work day.</p> <p>Student choreographer presented a dance that was somewhat well-developed or well-rehearsed, with a specific sound environment and some movement vocabulary that matches the movement motifs, effort qualities, spatial designs, and artistic statements</p>	<p>Student choreographer did not rehearse with dancers to create original choreography during specified work day(s), and rarely took leadership role. Journal reflections were not written in the journal OR were not insightful written documentation of successes, challenges, and issues that need to be addressed in the next rehearsal after each work day. Student choreographers did not document after each work day.</p> <p>Student choreographers presented a dance that was not well-developed or well-rehearsed, with no specific sound environment and some movement vocabulary. The movement motifs, effort qualities, spatial designs, and artistic statements were not noted on the Elements of My Dance worksheet and Choreography Proposal Worksheet. Neither worksheets were</p>

	worksheets were completed and submitted at the time of presentation.	completed and submitted at the time of presentation.	as noted on the Elements of My Dance worksheet and Choreography Proposal Worksheet. Both worksheets were somewhat completed and submitted at the time of presentation.	completed or submitted at the time of presentation.
<p>Task 4:</p> <p>a. Make intentional revisions to your work with your student dancers. Reflect on challenges and successes during the process.</p> <p>b. Present your final showing of your original choreography with peers with completed "Elements of my Dance" worksheet and the "Dance Proposal." Determine production elements (costumes, sound selection, lighting potential) chosen to enhance the choreography and document on the "Choreography Proposal" worksheet and "Elements of my Dance" worksheet. Review and clarify artistic intent as needed.</p>	<p>Student choreographer worked during work days to revise their dance with student dancers. Choreographer used his/her work days efficiently and was prepared with ideas on how to improve work with revisions.</p> <p>TEACHER ASSESSMENT OF STUDENT CHOREOGRAPHY: Dancers have memorized all choreography and can perform without watching others with confidence and style. The choreography showcases the dancer as putting forth 100% physical effort. The emotional and mental effort can be seen by the dancer's facial expressions, which should match the theme of the choreography.</p> <p>CHOREOGRAPHER ASSESSMENT: Student has demonstrated leadership qualities, performance etiquette, and performance practices throughout the rehearsal process. He/she actively gave instructions for choreography; came to rehearsal prepared. This is documented on the Peer Assessment of Student Choreographer Rubric by the dancers.</p> <p>DANCER ASSESSMENT: Also, the Peer Assessment of the Student Dancer is completed. Student responded to choreographer's ideas with respect; offered support for other group members; stayed on task all the time, while also memorized all choreography and can perform without watching others with confidence, expression and style.</p>	<p>Student choreographer rehearsed mostly during work days to revise their dance with student dancers. Choreographer used their time efficiently most of the time and came to their work prepared with ideas on how to improve work with revisions.</p> <p>TEACHER ASSESSMENT OF STUDENT CHOREOGRAPHY: Dancers memorized most choreography, but must perform by watching others, has only some confidence and style. The choreography showcases the dancer as putting forth 80% physical effort. The facial expressions are seen partially, but it must match the theme of the dance. The dancer is partially concentrated on the dance.</p> <p>CHOREOGRAPHER ASSESSMENT: Student has demonstrated some leadership qualities, performance etiquette, and performance practices throughout the rehearsal process. He/she gave instructions for choreography; came to rehearsal prepared most of the time. This is documented on the Peer Assessment of Student Choreographer Rubric by the dancers.</p> <p>DANCER ASSESSMENT: Also, the Peer Assessment of the Student Dancer is completed. Student sometimes responded to choreographer's ideas with respect; offered some support for other group members; distracted group sometimes. Students memorized most choreography, but must perform by watching others, has only some confidence, expression and style.</p>	<p>Student choreographer rehearsed somewhat during work days to revise their dance with student dancers but did not use time efficiently. Choreographer did not use their time efficiently and did not come to their work day prepared to make any revisions.</p> <p>TEACHER ASSESSMENT OF STUDENT CHOREOGRAPHY: Dancers memorized little choreography; can't perform without watching others; does not perform with confidence and style. The choreography showcases the dancer as putting forth 60% physical effort. The facial expressions that match the theme of the dance are seen seldom. The dancer is hardly concentrated on the dance</p> <p>CHOREOGRAPHER ASSESSMENT: Student has demonstrated very few leadership qualities, performance etiquette, and performance practices throughout the rehearsal process. He/she gave instructions for choreography and did not come to rehearsal prepared. This is documented on the Peer Assessment of Student Choreographer Rubric by the dancers.</p> <p>DANCER ASSESSMENT: Also, the Peer Assessment of the Student Dancer is completed. Student rarely responded to choreographer's ideas with respect; Didn't offer support for other group members; distracted group often. Memorized little choreography; can't perform without watching others; does not perform with confidence, expression and style.</p>	<p>Student choreographer did not work during work days to revise their dance with student dancers. Choreographer did not use their time efficiently and did not come to their work day prepared to make any revisions.</p> <p>TEACHER ASSESSMENT OF STUDENT CHOREOGRAPHY: Dancers do not memorize choreography and can't perform without watching others with confidence and style. The choreography showcases the dancer as putting forth 40% or less physical effort. The facial expressions are not present nor do they match the theme of the choreography. The dancer is not concentrated on what he/she is presenting</p> <p>CHOREOGRAPHER ASSESSMENT: Student has demonstrated no leadership qualities, performance etiquette, and performance practices throughout the rehearsal process. He/she did not give instructions for choreography and did not come to rehearsal prepared. This is documented on the Peer Assessment of Student Choreographer Rubric by the dancers.</p> <p>DANCER ASSESSMENT: Also, the Peer Assessment of the Student Dancer is completed. Student did not respond with respect or support; constantly distracted group. Did not memorize choreography and can't perform without watching others with confidence, expression and style.</p>
<p>Task 5:</p> <p>a. Respond to and analyze the choreography of your student peers using Liz Lerman's Critical Response Process in class discussion.</p>	<p>Student completely analyzed and critiqued peer's work through insightful participation and etiquette of the Liz Lerman Critical Response Process. Student took detailed notes in journal and gave verbal feedback during the response circle.</p>	<p>Student effectively analyzed and critiqued peer's work through participation and etiquette of the Liz Lerman Critical Response Process. Student took adequate notes in journal and gave verbal feedback during the response circle.</p>	<p>Student partially analyzed and critiqued peer's work through participation and etiquette of the Liz Lerman Critical Response Process. Student took very few notes in journal and gave limited verbal feedback during the response circle.</p>	<p>Student did not analyze or critique peer's work through participation and etiquette of the Liz Lerman Critical Response Process. Student did not take notes in journal and gave no verbal feedback during the response circle.</p>

Appendix C: Journal Rubric

Journal Prompt Rubric

This rubric is used to give a daily grade for student journal entries when reflecting on a given journal prompt. Each journal entry is worth up to 25 points which must include 5-7 sentences per question of detailed description, written journal prompt questions at the top, personal voice, and date. Students will be given 5-10 minutes to reflect within this journal entry.

	5	4	3	2	1	0
Personal Voice	The purpose and focus are clear and consistent. The main claim is clear and individual to his/her voice or opinion.	The purpose and focus are mostly clear and consistent. The main claim is mostly clear and individual to his/her voice or opinion.	The purpose and focus are somewhat clear and consistent. The main claim is somewhat clear and individual to his/her voice or opinion.	The purpose and focus are not very clear or consistent. The main claim is lacking in clarity and does NOT have individual voice/opinion.	The purpose and focus are NOT clear or consistent at all. The main claim is NOT clear and does NOT have individual voice/opinion.	No Attempt
Completion	Thoughts are written in full sentences. Sentence form and word choice are varied and appropriate. Punctuation, grammar, spelling, and mechanics are appropriate.	Thoughts are written in mostly full sentences. Sentence form and word choice are mostly varied and appropriate. Punctuation, grammar, spelling, and mechanics are mostly appropriate.	Thoughts are written in somewhat full sentences. Sentence form and word choice are somewhat varied and appropriate. Punctuation, grammar, spelling, and mechanics are somewhat appropriate.	Thoughts are NOT written in full sentences. Sentence form and word choice are NOT varied or appropriate. Punctuation, grammar, spelling, and mechanics are lacking appropriate.	Thoughts are NOT written in full sentences. Sentence form and word choice are NOT varied or appropriate. Punctuation, grammar, spelling, and mechanics are NOT appropriate/barely attempted.	No Attempt
Content	Information and evidence are accurate appropriate, and integrated effectively. Claims and ideas are supported and elaborated.	Information and evidence are mostly accurate, appropriate, and integrated effectively. Claims and ideas are mostly supported and elaborated.	Information and evidence are somewhat accurate, appropriate, and integrated effectively. Claims and ideas are somewhat supported and elaborated.	Information and evidence are lacking in accuracy, appropriateness. Claims and ideas are NOT supported and elaborated.	Information and evidence are NOT accurate or appropriate. Claims and ideas are NOT supported and elaborated.	No Attempt
Title/ Description	Journal Prompt is written at the top of the page fully, clearly and legibly.	Journal Prompt is written at the top of the page, and is mostly clear or legible.	Journal Prompt is partially written at the top of the page, and is only somewhat clear or eligible.	Journal Prompt is only partially written at the top of the page, and is unclear or eligible.	Journal Prompt is not written at the top of the page.	No Attempt
Organization	Organization is purposeful, effective, and appropriate. Date is written at the top of the page.	Organization is mostly purposeful, effective, and appropriate. Date is written at the top of the page.	Organization is somewhat purposeful, effective, and appropriate. Date is NOT written at the top of the page.	Organization has very little effect or purpose. Date is NOT written at the top of the page.	Organization is not purposeful, effective, or appropriate. Date is NOT written at the top of the page.	No Attempt

Appendix D: Elements of My Dance Worksheet

Elements of My Dance

Complete this worksheet about your choreography project. Fill out first with initial ideas and then change along the way so that this form matches your dance when you perform. Use each of the blanks to identify the Laban Movement Analysis categories: Body, Effort, Space, and Shape.

Body- What parts move?

Movement Motif #1 : _____

Movement Motif #2 : _____

Effort - What dynamics/feelings are present?

Energy #1: _____

Energy #2: _____

Energy #3: _____

References of Energies/Effort Qualities

Limp	Heavy	Strong	Weak
Direct	Indirect	Sustained	Sudden/Quick
	Bound	Free	

Space - Where does movement go?

Spatial Formation #1:

Spatial Formation #2:

Spatial Pathway:

Spatial Relationship between dancers:

Shape - How do we relate to movement?

Shaping: Ascending or Descending

Spreading or Enclosing

Advancing or Retreating

Directional: Upward or Downward

Sideward

Forward or Backward

Mode of Shape: Lengthen or Shorten

Widen or Shorten

Bulge or Hollow

Time: When does movement happen?

Unison

Non Unison

Cannon

Repetition

Accompaniment- Questions to consider for accompaniment:

Will your work feature a speaker?

Will your work have music first, during or after?

Will dancers speak during your performance?

Will you have musical accompaniment?

Will you repeat any of the words, musical cues?

Teacher Feedback:

Choreographer Proposal

Choreographers name: _____ Type of dance: _____

Working Title: _____

of Dancers: _____ Length of Dance: _____ Music/composer _____

Full Name of Dancers (correct spelling):

ONE Sentence-Newspaper Description (Example 1- A beautiful trio, this dance will put a spring in your step, and a tear in your eye. Example 2- A lightning-quick, action-packed contemporary jazz work that pulls the audience to the edge of their seats, then pushes them back into reality.)

Identify the basic concept behind your dance. (Give as much detail as possible within your idea.)

An **artist's statement** (or **artist statement**) is an **artist's** written description of their work. The brief verbal representation is for, and in support of, their own work to give the viewer understanding. Write your artistic statement here.

Anticipated Costume Requirements

Anticipated Prop or Stage Requirements (Lighting, Prop placement, Etc.)

Assessing Levels of Engagement in Composition- Dancer Assessment

(Choreographer completes)

Student Choreographer: _____*Name of Dancer:* _____ *Score:* _____*Name of Dancer:* _____ *Score:* _____*Name of Dancer:* _____ *Score:* _____*Name of Dancer:* _____ *Score:* _____

Please grade your dancers based on their participation and willingness to work together. Be honest. Show a reflective assessment of dancer engagement and commitment level of your peer(s).

Criteria	20-25	15-20	10-15	0-10
Work as a...				
Professional	Responds to choreographer's ideas with respect; offers support for other group members; stays on task all the time	Sometimes responds to choreographer's ideas with respect; offers some support for other group members; distracts group sometimes	Rarely responds to choreographer's ideas with respect; Doesn't offer support for other group members; distracts group often	Does not respond with respect or support; constantly distracts group
Dancer	Memorized all choreography and can perform without watching others with confidence, expression and style	Memorized most choreography, but must perform by watching others, has only some confidence, expression and style	Memorized little choreography; can't perform without watching others; does not perform with confidence, expression and style	Does not memorize choreography and can't perform without watching others with confidence, expression and style

Assessing Levels of Engagement in Choreographer

(Dancers complete)

Student Choreographer Name: _____*Dancer #1 Score:* _____*Dancer #2 Score:* _____*Dancer #3 Score:* _____

Please grade your student choreographer based on their participation and willingness to work together. Be honest. Show a reflective assessment of dancer engagement and commitment level of your peer(s).

Criteria	20-25	15-20	10-15	0-10
Work as a...				
Choreographer	Actively gives instructions for choreography; comes to rehearsal prepared	Gives ideas and suggestions to choreography; comes to rehearsal prepared most of the time	Gives occasional idea and suggestion to choreography; doesn't always come to rehearsal prepared	Did not give any instructions for choreography; doesn't come to rehearsal prepared
Professional work ethic	Responds to dancers with respect; offers support for other group members; stays on task all the time and uses time efficiently	Sometimes responds to dancers with respect; offers some support for other dancers; does not stay on task all of the time and wastes some time	Rarely responds to dancers with respect; Doesn't offer support for dancers; distracts group and wastes time	Does not respond with respect or support; constantly distracts group often and wastes time

Appendix H: Teacher Assessment of Student Choreography

Choreography Rubric					
Criteria	20-25	15-20	10-15	0-10	Feedback Notes
Overall Presentation and Dancer Performance Score: _____	<p>Dancers memorized all choreography and can perform without watching others with confidence and style.</p> <p>The choreography showcases the dancer as putting forth 100% physical effort. The emotional and mental effort can be seen by the dancer's facial expressions, which should match the theme of the choreography.</p>	<p>Dancers memorized most choreography, but must perform by watching others, has only some confidence and style.</p> <p>The choreography showcases the dancer as putting forth 80% physical effort. The facial expressions are seen partially, but it must match the theme of the dance. The dancer is partially concentrated on the dance.</p>	<p>Dancers memorized little choreography; can't perform without watching others; does not perform with confidence and style.</p> <p>The choreography showcases the dancer as putting forth 60% physical effort. The facial expressions that match the theme of the dance are seen seldom. The dancer is hardly concentrated on the dance</p>	<p>Dancers did not memorize choreography and can't perform without watching others with confidence and style.</p> <p>The choreography showcases the dancer as putting forth 40% or less physical effort. The facial expressions are not present nor do they match the theme of the choreography. The dancer is not concentrated on what he/she is presenting</p>	
Body Motifs and Shapes Score: _____	<p>The choreographer has at least two strong motifs. Body shapes are original and authentic to piece.</p>	<p>The choreographer has two motifs. Body shapes are mostly original and authentic to piece.</p>	<p>The choreographer has defined one body motif. Body shapes are somewhat original, but not fully authentic to piece.</p>	<p>The choreographer does not have any movement motifs. Body shapes are not original and authentic to piece.</p>	
Effort Qualities Score: _____	<p>The movement effort qualities are clear and intentional throughout the piece.</p>	<p>The movement effort qualities are mostly clear and intentional throughout the piece.</p>	<p>The movement effort qualities are somewhat clear, but not intentional throughout the piece.</p>	<p>The movement effort qualities are not clear or intentional to the piece.</p>	
Spatial Design Score: _____	<p>The dance uses space to support the main theme of the dance, different aspects of the stage, as well as continuously creates different spatial patterns with the body</p>	<p>The dance uses only a few different aspects of the stage to support main theme of dance; creates a few spatial patterns with the body</p>	<p>The dance seldom uses space to support theme of dance, different aspects of the stage, as well as seldom creates a spatial pattern with the body</p>	<p>The dance doesn't use spatial patterns that support the dance</p>	
Total Score:					