

ARIZONA DEPARTMENT OF EDUCATION DANCE RUBRIC FOR PROFICIENT STANDARDS

CATEGORY	STANDARDS	Exceeds 4	Proficient 3	Developing 2	Limited 1	No Evidence 0
Performing Standard 4 Analyze and Interpret Movement	<p>skills that enable contrasting level changes while maintaining a sense of spatial awareness. Develop spatial clarity while performing sequences and transitions between sequences. Establish and break relationships with others as appropriate to the choreography.</p> <p>DA.PR.4.HS1b Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.</p> <p>DA.PR.4HS1c Connect energy/effort and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement sequences demonstrate variances of energy/effort and dynamics.</p>	The dancer knows the choreography and employs the variety of space/time/energy set by the choreographer.	The dancer knows the choreography and maintains the space/time/energy set by the choreographer.	The dancer knows the choreography fairly well but is inconsistent in maintaining the space/time/energy set by the choreographer.	The dancer does not remember the choreography and is inconsistent in maintaining the space/time/energy set by the choreographer.	The dancer shows no evidence of knowing the choreography nor of demonstrating space/time/energy in the performance, or the dancer did not perform.
Performing Standard 5 Technique	<p>DA.PR.5.HS1a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to execute complex dance movements, sequences, and choreography in a variety of genres and styles.</p> <p>DA.PR.5HS1b. Apply healthful practices in dance activities including nutrition and injury prevention. Identify anatomical principles that contribute to functional alignment.</p> <p>DA.PR.5HS1c. Identify and apply dance movement principles such as breath and core support when performing dance sequences in a variety of genres. Identify body patterning concepts.</p>	The dancer demonstrates strong technical dance skills and movement principles while performing.	The dancer demonstrates adequate technical dance skills and movement principles while performing.	The dancer demonstrates inconsistent technical dance skills and movement principles while performing.	The dancer demonstrates minimal technical dance skills and movement principles while performing.	The dancer shows no evidence of demonstrating technical dance skills nor movement principles, or the dancer did not perform.
Performing Standard 6 Projection and Professional Presentation	<p>DA.PR.6HS1a. 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.</p>	The dancer exhibits a high degree of professionalism while performing.	The dancer exhibits adequate professionalism while performing.	The dancer exhibits inconsistent professionalism while performing.	The dancer exhibits minimal professionalism while performing.	No evidence in the performance, or the dancer did not perform.

ARIZONA DEPARTMENT OF EDUCATION DANCE RUBRIC FOR PROFICIENT STANDARDS

CATEGORY	STANDARDS	Exceeds 4	Proficient 3	Developing 2	Limited 1	No Evidence 0
<p>Creating Standard 1 (A) Generate and Conceptualize Artistic Ideas</p>	<p>DA.CR.1.HS1a. Explore various approaches to creative processes that consider relationships of movement components and/or diverse choreographic sources for a dance study (e.g. improvisational approaches).</p>	<p>The choreographer(s) incorporates a broad use of space, time, and energy and their relationships to create a dance study/composition.</p>	<p>The choreographer(s) incorporates space, time, and energy and their relationships to create a dance study/composition.</p>	<p>The choreographer(s) inconsistently incorporates space, time, and energy and their relationships to create a dance study/composition.</p>	<p>The choreographer(s) minimally uses space, time, and energy, and their relationships to create a dance study/composition.</p>	<p>The choreographer did not demonstrate any evidence of use of space, time, and energy or did not participate.</p>
<p>Creating Standard 1 (B-C) Create Original Movement</p>	<p>DA.CR.1.HS1b. Identify individual movement preferences and explore ways to expand movement possibilities. DA.CR.1.HS1c. Explore a variety of stimuli for inspiring movement to develop an original dance sequence or dance study. Analyze the process and the relationship between the stimuli and the movement.</p>	<p>The choreographer(s) demonstrates highly creative movement choices.</p>	<p>The choreographer(s) uses creative movement choices.</p>	<p>The choreographer(s) uses minimal creative movement choices.</p>	<p>The choreographer(s) uses predictable movement choices.</p>	<p>The choreographer did not create any choreography or did not participate.</p>
<p>Creating Standard 2 (A-B) Organize and Develop Artistic Ideas</p>	<p>DA.CR.2.HS1a. Investigate and develop choreographic elements, structures and processes to create a dance study. Explain the choreographic intent of the movement. DA.CR.2.HS1b Choreograph a dance study that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.</p>	<p>The dance study demonstrates a clear structure and the use of a variety of choreographic concepts that clearly communicates the intent, and an idea or feeling.</p>	<p>The dance study demonstrates structure and use of choreographic concepts that communicates the intent and an idea or feeling.</p>	<p>The dance study demonstrates inconsistent structure and use of choreographic concepts that somewhat communicates the intent and an idea or feeling.</p>	<p>The dance study demonstrates minimal structure and use of choreographic concepts that vaguely communicates the intent and an idea or feeling.</p>	<p>The choreographer did not demonstrate any evidence of structure nor use of choreographic concepts and did not communicate the intent, idea or feeling, or did not participate.</p>

