

Course Title: Dance Repertory 1 (edits)			
Course Number: 0300400			
NGSSS Benchmark	Content Focus	Number of Questions	Suggested Cognitive Complexity (per CPALMS)
<i>Reporting Category 1: Critical Thinking and Reflection</i>			
DA.912.C.1.1	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.	6	4 Level 1 2 Level 2
DA.912.C.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent	1	1 Level 2
DA.912.C.3.1	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.	1	1 Level 1
<i>Reporting Category Total</i>		8	
<i>Reporting Category 2: Innovation, Technology and the Future</i>			
DA.912.F.3.6	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.	6-5	3 Level 1 2 Level 2
<i>Reporting Category Total</i>		5	
<i>Reporting Category 3: Historical and Global Connections</i>			
DA.912.H.1.3	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others	1	1 Level 1
DA.912.H.1.4	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.	1	1 Level 1
DA.912.H.1.5	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.	2	2 Level 1
DA.912.H.2.1	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form. *No items written	1	1 Level 1
DA.912.H.3.2	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.	1	1 Level 2
<i>Reporting Category Total</i>		5	
<i>Reporting Category 4: Organizational Structure</i>			
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.	4	4 Level 2
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.	5	1 Level 1 3 Level 2 1 Level 3
DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.	5	2 Level 1 2 Level 2 1 Level 3
<i>Reporting Category Total</i>		14	

Reporting Category 5: Skills, Techniques and Processes			
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.	2	1 Level 1 1 Level 2
DA.912.S.3.3	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.	4	2 Level 1 1 Level 2 1 Level 3
DA.912.S.3.8	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.	3	2 Level 1 1 Level 3
<i>Reporting Category Total</i>		9	
Reporting Category 6: Apply terminology and etiquette in dance.			
PE.912.C.2.2	Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.	7-4	2 Level 1 2 Level 2
<i>Reporting Category Total</i>		4	

Overall Percentage for Written Test: _____30%__

Overall Percentage for Performance Tasks: _____70%_____

Performance Task #1	Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.		
Weighting Percent for this Task	35 %		
Standard	DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.	
	DA.912.S.2.2	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.	
	DA.912.S.2.3	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.	
	DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.	
Exemplar (If applicable)	The best conceivable performance for the event and the students being assessed; exhibiting outstanding quality demonstrating exceptional knowledge of appropriate concepts. Criteria are performed on a consistent Level.		
Additional Information	Florida Dance Performance Assessment Model will be used.		

Suggested Assessment Team	Dance teachers from both schools, Grades 9-12, will judge student performance.																						
Performance Task #2	Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.																						
Weighting Percent for this Task	35 %																						
Standard	<table border="1"> <tr> <td>DA.912.S.3.1</td> <td>Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.</td> </tr> <tr> <td>DA.912.S.3.10</td> <td>Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations.</td> </tr> <tr> <td>DA.912.S.3.11</td> <td>Move with agility and coordination, alone and relative to others, to perform developmentally and technically appropriate ballet vocabulary in combinations.</td> </tr> <tr> <td>DA.912.S.3.2</td> <td>Develop and maintain flexibility, strength, and stamina for wellness and performance.</td> </tr> <tr> <td>DA.912.S.3.3</td> <td>Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.</td> </tr> <tr> <td>DA.912.S.3.4</td> <td>Perform dance vocabulary with musicality and sensitivity.</td> </tr> <tr> <td>DA.912.S.3.5</td> <td>Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.</td> </tr> <tr> <td>DA.912.S.3.6</td> <td>Use resistance, energy, time, and focus to vary expression and intent.</td> </tr> <tr> <td>DA.912.S.3.7</td> <td>Move with agility, alone and relative to others, to perform complex dance sequences.</td> </tr> <tr> <td>DA.912.S.3.8</td> <td>Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.</td> </tr> <tr> <td>DA.912.S.3.9</td> <td>Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.</td> </tr> </table>	DA.912.S.3.1	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.	DA.912.S.3.10	Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations.	DA.912.S.3.11	Move with agility and coordination, alone and relative to others, to perform developmentally and technically appropriate ballet vocabulary in combinations.	DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.	DA.912.S.3.3	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.	DA.912.S.3.4	Perform dance vocabulary with musicality and sensitivity.	DA.912.S.3.5	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.	DA.912.S.3.6	Use resistance, energy, time, and focus to vary expression and intent.	DA.912.S.3.7	Move with agility, alone and relative to others, to perform complex dance sequences.	DA.912.S.3.8	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.	DA.912.S.3.9	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.
DA.912.S.3.1	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.																						
DA.912.S.3.10	Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations.																						
DA.912.S.3.11	Move with agility and coordination, alone and relative to others, to perform developmentally and technically appropriate ballet vocabulary in combinations.																						
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.																						
DA.912.S.3.3	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.																						
DA.912.S.3.4	Perform dance vocabulary with musicality and sensitivity.																						
DA.912.S.3.5	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.																						
DA.912.S.3.6	Use resistance, energy, time, and focus to vary expression and intent.																						
DA.912.S.3.7	Move with agility, alone and relative to others, to perform complex dance sequences.																						
DA.912.S.3.8	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.																						
DA.912.S.3.9	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.																						
Exemplar (If applicable)	The best conceivable performance for the event and the students being assessed; exhibiting outstanding quality demonstrating exceptional knowledge of appropriate concepts. Criteria are performed on a consistent Level.																						
Additional Information	Choreographer displays mastery (at a peer leadership Level) by demonstrating the movements with correct technique, uses appropriate dance terms and simplifies the movement as needed for the dancers to comprehend.																						
Suggested Assessment Team	Dance teachers from both schools, Grades 9-12, will judge student performance.																						

Rubric:

4	Dancer displays a superior knowledge of the movement
3	Dancer displays an excellent knowledge Level of the movement
2	Dancer displays some familiarity of the movement
1	Dancer displays minimal knowledge of the movement
0	Dancer displays no knowledge of the movement