

| Course Title: Dance Repertory 2 (edits) | | | |
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| Course Number: 0300410 | | | |
| 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 1 level 3 |
| DA.912.C.2.2 | Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. | 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 2 |
| <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. | 5 -3 | 2 level 1 1 level 2 |
| <i>Reporting Category Total</i> | | 3 | |
| <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 | 2 -1 | 1 level 1 1 level 3 |
| 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 in bank | 2 | 1 level 1 1 level 2 |
| DA.912.H.3.2 | Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. | 2 -1 | 1 level 1 1 level 2 |
| DA.912.H.3.5 | Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre. | 2 -4 | 4 level 1 1 level 2 |
| <i>Reporting Category Total</i> | | 6 | |
| <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. | 3 | 1 level 1 1 level 2 1 level 3 |
| 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 -2 | 1 Level 1 1 level 2 2 level 3 |
| DA.912.O.3.5 | Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. | 5 | 1 level 1 2 level 2 3 level 3 |
| <i>Reporting Category Total</i> | | 10 | |
| <i>Reporting Category 5: Skills, Techniques and Processes</i> | | | |

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| DA.912.S.2.1 | Sustain focused attention, respect, and discipline during class, rehearsal, and performance. | 2 -3 | 1 Level 1 2 level 2 |
| DA.912.S.3.2 | Develop and maintain flexibility, strength, and stamina for wellness and performance. | 7 -6 | 4 level 1 2 Level 2 2 level 3 |
| 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 | 3 level 1 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 -5 | 3 level 1 1 level 2 1 level 3 |
| <i>Reporting Category Total</i> | | | 18 |

Overall Percentage for Written Test: _____30%____
Overall Percentage for Performance Tasks: _____70%_____

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| 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. | |

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| 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 | 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:

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| 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 |