

Course Title: Dance Repertory 3 Honors (edits)			
Course Number: 0300420			
NGSSS Benchmark	Content Focus	Number of Points Possible	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 2 Level 3
DA.912.C.2.4	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance. *No items in bank	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
DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.	2	1 Level 1 2 Level 2
Reporting category total			9
<i>Reporting Category 2: Innovation, Technology and the Future</i>			
DA.912.F.2.1	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields. *No items in bank	3	2 Level 2 1 Level 3
DA.912.F.3.4	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training. *No items in bank	1	1 Level 2
DA.912.F.3.6	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.	1 3	1 Level 1 2 Level 2
Reporting category total			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.3.1	Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work. *No items in bank	2	2 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
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.	1 4	1 Level 2 4 Level 1
Reporting category total			6

<i>Reporting Category 4: Organizational Structure</i>
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DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.	3	3 Level 1 1 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 3	1 Level 1 1 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.	7 8	6 Level 1 2 Level 2 2 Level 3
Reporting category total		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 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
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.	3 4	4 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.	2 5	3 Level 1 1 Level 2 1 Level 3
Reporting Category Total		18	

Overall Percentage for the Written Test: 30%

Overall Percentage for Performance Tasks: 70%

Overall Percentage for Performance Task: 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	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.	

General Scoring 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