

<b>Course Title: Dance Tech 1</b>			
<b>Course Number: 0300310</b>			
<b>NGSSS Benchmark</b>	<b>Content Focus</b>	<b>Number of Questions</b>	<b>Suggested Cognitive Complexity (per CPALMS)</b>
<b><i>Reporting Category 1: Critical Thinking and Reflection</i></b>			
DA.912.C.1.1	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent. (Examples: Isadora Duncan, Martha Graham, Alvin Ailey).	3	2 level 2
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.	1	3 level 3
DA.912.C.3.1	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. (Example: Identifying nuances in an image such as sickling of the foot or a dropped torso in an arabesque).	1	2 level 2
<b><i>Reporting Category Total</i></b>		<b>5</b>	
<b><i>Reporting Category 2: Innovation, Technology and the Future</i></b>			
DA.912.F.3.10	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.	5	2 level 2
DA.912.F.3.3	Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance. (Multiple choice questions asking what a student should expect to encounter at an audition)	3	1 level 1
DA.912.F.3.5	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.	5	2 level 2
<b><i>Reporting Category Total</i></b>		<b>13</b>	
<b><i>Reporting Category 3: Historical and Global Connections</i></b>			
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.	3	2 level 2
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 2
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. (Roaring Twenties, Agnes De Mille on Broadway, Women's Rights Movement, Civil Rights Movements)	3	2 level 2
DA.912.H.3.3	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.	3	2 level 2
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.	2	3 level 3
<b><i>Reporting Category Total</i></b>		<b>13</b>	
<b><i>Reporting Category 4: Organizational Structure</i></b>			

DA.912.O.1.1	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.	3	2 level 2
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.	3	1 level 1
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.	2	3 level 3
DA.912.O.3.3	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.	6	2 level 2
DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.	6	1 level 1
<i>Reporting Category Total</i>		20	
<b><i>Reporting Category 5: Skills, Techniques and Processes</i></b>			
DA.912.S.1.3	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.	2	1 level 1
<i>Reporting Category Total</i>		2	

Overall Percentage for Written Test: 30%

Overall Percentage for Performance Tasks: 70%

**Course Name:** Dance Tech 1

**Course Number:** 0300310

Overall Percentage for Performance Tasks: 70%

<b>Performance Task #1</b>	<b>Enduring Understand 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on process, and sequence information.</b>
<b>Weighting Percent for this Task</b>	35%
<b>Standard</b>	<b>DA.912.S.2.1, DA.912.S.2.2, DA.912.S.2.3, DA.912.S.2.4</b>
<b>Exemplar (If applicable)</b>	<b>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.</b>
<b>Additional Information</b>	
<b>Suggested Assessment Team</b>	<b>Dance teachers from both schools</b>

<b>Performance Task #2</b>	<b>Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</b>
<b>Weighting Percent for this Task</b>	35%
<b>Standard</b>	<b>DA.912.S.3.1, DA.912.S.3.10, DA.912.S.3.11, DA.912.S.3.2, DA.912.S.3.3, DA.912.S.3.4, DA.912.S.3.5, DA.912.S.3.6, DA.912.S.3.7, DA.912.S.3.8, DA.912.S.3.9</b>
<b>Exemplar (If applicable)</b>	<b>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.</b>
<b>Additional Information</b>	
<b>Suggested Assessment Team</b>	<b>Dance teachers from both schools</b>

**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