Course Title: Dance Tech II (edits) Course Number: 0300320			
NGSSS Benchmark	**Content Focus**	**Number of Points Possible**	**Suggested Cognitive Complexity** *(per CPALMS)*
Reporting Category 1: Critical Thinking and Reflection			
~~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, Ana Pavlova, Vaganova).**~~ * No items in test bank	~~2~~	~~1 level 2~~ ~~1 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. **(spacing, time, level)**~~ * No items in test bank	~~1~~	~~1 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, turn out).**	1	1 level 2
Reporting category total		1	
Reporting Category 2: Innovation, Technology and the Future			
DA.912.F.3.10	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.	5	4 level 1 1 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, identify correct elements necessary for a dance resume)**~~ * No items in test bank	~~3~~	~~3 level 1~~
DA.912.F.3.5	Demonstrate knowledge of anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.	5	2 level 1 3 level 2
Reporting category total		10	
Reporting Category 3: Historical and Global Connections			
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. **(Show mastery level of knowledge pertaining to which styles originated in America and evaluate how they have impacted dance over time.)**	~~3~~ 1	1 level 1 ~~1 level 2~~ ~~1 level 3~~
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~~ 3	2 level 1 1 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~~	~~3~~	~~3 level 2~~

	form. **(Roaring Twenties, Agnes De Mille on Broadway, Women's Rights Movement, Civil Rights Movements, slavery)** * No items in test bank		
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. **(Developing a personal nutrition plan)**	3	3 level 1
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre. **(American dance forms, in alliance with American history courses offered at the high school level).**	2	~~2 level 3~~ 1 level 1 1 level 2
Reporting category total		9	
Reporting Category 4: Organizational Structure			
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. **(Ballet and modern)**	3	3 level 2
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.	3	3 level 1 ~~2 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. **(utilizing poetry by an American author)**	2	~~2 level 3~~ 1 level 1 1 level 2
DA.912.O.3.3	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.	~~5~~ 2	~~5 level 2~~ 2 level 1
DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.	~~5~~ 9	9 level 1
Reporting category total		18	

Reporting Category 5: Skills, Techniques and Processes			
DA.912.S.1.3	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.	1	2 level 1
~~DA.912.S.2.2~~	~~Apply corrections and concepts from previously learned steps to different material to improve processing of new information.~~ * No items in test bank	~~1~~	~~1 level 1 or 2~~
Reporting category total		1	

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%

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		
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		
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