

Course Title: Dance Techniques 3 Honors (edits)**Course Number: 0300330**

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.1.3	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.	2	1 level 1 1 level 2
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.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent	2	1 level 2 1 Level 3
DA.912.C.3.1	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.	4	2 level 2 1 level 3 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.	1	1 level 2
Reporting Category Total =		10	

<i>Reporting Category 2: Innovation, Technology and the Future</i>			
DA.912.F.3.2	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer.	3	3 level 1
DA.912.F.3.6	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.	2	2 level 1 1 level 2
DA.912.F.3.10	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.	5	4 level 1 1 level 2
Reporting Category Total =		10	

Reporting Category 3: Historical and Global Connections			
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 2
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.3.3	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.	9	4 level 1 5 level 2
Reporting Category Total =		11	

Reporting Category 4: Organizational Structure			
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.	3	2 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.	3	3 level 2
DA.912.O.3.3	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.	6	5 level 1 1 level 2
Reporting Category Total =		12	

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.	2	1 level 1 1 level 3
DA.912.S.3.1	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.	5	2 level 1 3 level 2
DA.912.S.3.8	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.	1	1 level 1
Reporting Category Total =		8	

Overall Percentage for the Written Test: 30%

Overall Percentage for the 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