

National Coalition for Core Arts Standards

Dance Model Cornerstone Assessment: Grade 8

Discipline: Dance

Artistic Processes: Creating, Performing, Responding, Connecting

Title: Who am I?

Description: Collaboratively create and perform an original dance study inspired by the theme of Individual and Community. Perform the dance for different audiences (e.g. in dance class, for another class, at a school assembly, etc.). Be prepared to discuss your dance with the audience and share reflections about your process of researching, making, practicing and performing this dance. Participate in a class discussion post performance around a series of focusing questions.

Grade: 8

In this MCA you will find: (mark all that apply)

<input checked="" type="checkbox"/> Strategies for Embedding in Instruction	<input checked="" type="checkbox"/> Detailed Assessment Procedures	<input checked="" type="checkbox"/> Knowledge, Skills and Vocabulary	<input checked="" type="checkbox"/> Strategies for Inclusion
<input checked="" type="checkbox"/> Task Specific Rubrics	<input checked="" type="checkbox"/> Resources needed for task implementation	<input checked="" type="checkbox"/> Assessment Focus Chart	<input type="checkbox"/> Benchmarked Student Work

Estimate Time for Teaching and Assessment: (mark the appropriate box)

(Note: This task will be piloted during the 2014-2015 school year. Once piloted, the estimated time may be revised. If a time is entered below, it is to assist teachers for planning purposes. If a time is not entered, the developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.)

Approximately 25-30 hours **To be determined by the individual teacher**

Strategies for Embedding in Instruction *[possible sequence & strategies to embed Model Cornerstone Assessment within a classroom unit]*

Part I. Individual Self Portrait Solo

Task 1.1: Brainstorm words that best describe you. Explore how these words can be expressed in movement in various ways. Select favorite words and corresponding movements and create a draft of a danced self-portrait. Reflect on dance-making process either orally or in a journal entry using dance terminology specifically discuss how your self-portrait dance reflects your personal perspective.

Performance Standard(s) (Creating: Explore)

b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.

Task 1.2: Give a list of your selected words to a partner. Perform your draft self-portrait for your partner. Gather feedback on how clearly the movement reflects your chosen words. Apply feedback to further clarify your self-portrait. Reflect on the reasons for choices in a journal entry. Compare your dance to your partners noting different perspectives.

Performance Standard(s) (Creating: Revise)

a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.

Performance Standard(s) (Connecting: Synthesize)

a. Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.

Task 1.3: Extend and develop your solo by modifying the movement in two different ways. Perform your revised solo for the class and be prepared to explain how you applied the earlier feedback to improve your solo. And helped to clarify and enhance artistic intent. Record revised dance.

Performance Standard(s) (Creating: Revise)

a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.

b. Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.

Part 2. Building Community

Task 2.1: With your classmates, discuss and chart the term "community." Identify and describe the different communities to which you belong. Conduct research on your community. Bring back a movement, step, or phrase that is done by members of your community or that expresses something about your community. Explain how this movement reflects the people, attitudes and values of your community. Working with a small group, teach community movements to each other. Provide feedback to group members to assist in learning movements. In a journal entry or in a class discussion reflects on: the relevance of your community movement to yourself; How your community movement compares to another; How the research support dance-making efforts. Maintain a personal improvement log as a way to improve performance.

Performance Standard(s) (Connecting: Synthesize)

a. Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.

b. Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.

Performance Standard(s) (Performing: Embody)

c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (for example, journaling, portfolio, or timeline).

Task 2.2: In your small groups use the various community movements to create a dance study that represents your group as a collective community.

Performance Standard(s) (Creating: Explore)

- a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original **dance study** or dance.
- b. Identify and select personal preferences to create an original **dance study** or dance. Use genre-specific **dance terminology** to articulate and justify choices made in movement development to communicate intent.

Part 3. Individual and Community

Task 3.1: In your small groups discuss the focusing question, “How can you structure a group dance piece that communicates the idea of Individual and Community?” Consider how different groupings and spatial formations can be used to convey your meaning. Experiment with various ways to structure your dance, using your self-portrait solo material and your group’s community phrase.

Performance Standard(s) (Creating: Plan)

- a. Collaborate to select and apply a variety of **choreographic devices** and **dance structures** to choreograph an original **dance study** or dance with a clear **artistic intent**. Articulate the group process for making movement and structural choices.
- b. Define and apply **artistic criteria** to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.

Task 3.2: View, make notes and analyze in discussion with your groups, how a professional choreographer uses movement elements to contrast group and individual sections (e.g., View the first section of Alvin Ailey’s “Revelations”). Compare and contrast the performers’ movement qualities when they dance individually and when they dance in a communal group.

Performance Standard(s) (Responding: Interpret)

- a. Select a dance and explain how **artistic expression** is achieved through relationships among the **elements of dance**, **use of body**, **dance technique** and **context**. Cite evidence in the dance to support your interpretation using genre specific **dance terminology**.

Task 3.3: Apply new ideas from the video analysis to develop and extend your group’s dance to communicate the particular way your group views the relationship between Individual and Community. Select music or sound accompaniment that will best support your choreography and integrate the music or sound with the choreography. Document revised dance.

Performance Standard(s) (Performing: Present)

- a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use **performance etiquette** and **performance practices** during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.
- b. Collaborate to design and execute **production elements** that would intensify and heighten the **artistic intent** of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using **production terminology**.

Task 3.4: Practice your dance so you can perform it with confidence, accuracy, clarity, and expressiveness. Pay attention to your performance quality and your ensemble awareness so you can most effectively communicate your meaning to an audience. Keep a journal of your personal improvement throughout the practice/refinement phase of the work and include a practice log that document progress.

Performance Standard(s) (Performing: Embody)

- a. **Embody technical dance skills** (for example, **functional alignment**, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.
- c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (for example, journaling, portfolio, or timeline).

Task 3.5: Perform the dance for different audiences (e.g. in dance class, for another class, at a school assembly, etc.). Be prepared to discuss your dance with the audience and share reflections about your process of researching, making, practicing and performing this dance. Complete a performance quality self-evaluation. In a journal entry, reflect on leadership qualities that contribute to the success of the work. Record/document performance

Performance Standard(s) (Performing: Present).

a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.

Performance Standard(s) (Connecting: Relate)

a. Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.

Task 3.6: Take part in an informal post performance discussion using dance terminology focused around the following:

- How does the dance represent values, experiences, or beliefs of the individual and the community?
- Comment on how the elements of dance are used to communicate artistic intent.
- Consider what makes an effective performance.

Performance Standard(s) (Responding: Analyze)

a. Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.

b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.

Performance Standard(s) (Responding: Critique)

a. Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

Detailed Assessment Procedures *[clear outline of procedures necessary to obtain comparable work from multiple teachers - i.e., coding and file format for preservation of student work (mp3, PDF), etc.]*

Assessment Expectations:

- A. Students should receive instruction that builds on previous knowledge and skills prior to beginning the assessment.
- B. Knowledge and skills in this assessment should be taught in the classroom.
- C. Students should have adequate opportunity and time to learn what is expected of them.
- D. Expectations for learning should be clearly stated for students prior to beginning the assessments.
- E. Students should have many opportunities to demonstrate what they have learned and to work through difficulties they may experience.
- F. Assessment should represent what has been taught or should have been taught.
- G. Student work has been defined in task
- H. Documentation of the process is encouraged
- I. Revision of student work provides powerful learning

Assessment Administration:

- A. The teacher should read or present all assessment materials, including glossaries, criteria lists or rubrics, and task prompts, to students prior to beginning the assessment to ensure that the assessment is implemented uniformly.
- B. Students should receive MCA task sheets, glossaries, criteria lists or rubrics, and any other beneficial supporting materials prior to beginning the assessment.
- C. Teachers should check for understanding and answer clarifying questions students may have about the assessment.
- D. Accommodations based on IEPs or 504 plans should be strictly adhered to at all times
- E. Teachers should demonstrate all appropriate and required uses of materials and processes prior to allowing students to begin the assessments.

- F. At all times during the administration of the assessments, safety and adequate supervision should be a high priority with attention being given to adhering to all school, district, and state policies and procedures.
- G. Students learning must be assessed based on identified criteria.
- H. When students work collaboratively, both individual and collective assessment of learning should be done.
- I. Students must be provided with adequate time to complete all components of the assessment.
- J. Feedback about individual performances should be provided to all students during and at the completion of assessments.

Knowledge, Skills and Vocabulary *[focusing on concepts required to successfully complete the task]*

Key Vocabulary ~ SEE KEY VOCABULARY WORDS IN RED

Knowledge and Skills

Students will:

- Develop, select and apply a range of strategies for exploring/improvisation
- Acquire observational and analysis skills
- Apply and give feedback for revising choreography
- Gain knowledge and application of movement elements
- Replicate, recall and retain movement sequences
- Understand compositional knowledge such as sequencing and structuring
- Gain knowledge and application of anatomical principles and dance skills
- Demonstrate Dance Literacy
- Demonstrate knowledge of space, relationships and dance structures

<p>Common Core Demonstrate knowledge of research skills Apply communication skills Demonstrate ability to cite textual evidence Ability to attend to precision Ability to make sense of problems and persevere in solving them</p>	<p>21st Century Skills Creativity and innovation Critical Thinking and problem-solving Communication and collaboration</p>
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<p>Habits of Mind</p> <ul style="list-style-type: none"> Persisting Listening to others with Understanding and Empathy Thinking Flexibly Striving for Accuracy and Precision Questioning and Posing Problems Applying Past Knowledge to New Situations Thinking and Communication with Clarity and Precision Gathering Data from all Senses Creating, Imagining, Innovating Responding with Wonder and Awe Taking responsible risks Thinking interdependently Learning continuously 	
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<p>Strategies for Inclusion <i>(Specially designed instruction and support for students with disabilities to provide equitable learning opportunities. This may be filled in by individual teachers based on their own students' needs.)</i></p>	<p>Differentiation Strategies <i>(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)</i></p>
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<http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx>

http://hepg.org/her-home/issues/harvard-educational-review-volume-83-number-1/herarticle/_1229

links (download April 26, 2014):

<p>Resources <i>[resources necessary to carry out assessment (digital recording device, images, video, audio, specific media, specific technology, etc.)</i></p> <ul style="list-style-type: none"> Digital Recording Device Textbooks/handouts/references on dance content Access to Computers/IPad/Smart Phones (for electronic research and documentation)

<p>Scoring Devices <i>[rubrics, checklists, rating scales, etc. based on the Traits]</i></p>

See Appendix A: 8th Grade MCA Checklist Rubric

Assessment Focus ~ CREATING

Artistic Process or Process Components	Enduring Understandings	Essential Questions	Anchor Standards	Key Traits	Performance Standards
Creating: Explore	Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression .	Where do choreographers get ideas for dances?	Generate and conceptualize artistic ideas and work.	<p>Use multiple strategies for sourcing movement</p> <p>Identify and articulate personal preferences of movement</p> <p>Solve multi step movement problems to generate original movement</p> <p>Articulate reasons for artistic choices</p> <p>Demonstrate use of the elements</p>	<p>a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.</p> <p>b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.</p>
Creating: Plan	The elements of dance , dance structures , and choreographic devices serve as both a foundation and a departure point for choreographers	What influences choice-making in creating choreography?	Organize and develop artistic ideas and work	<p>Work effectively in a collaborative situation</p> <p>Demonstrate effective use of basic choreographic structure(s)</p> <p>Discuss how the dance communicated artistic intent</p> <p>Give and receive feedback on movement choices</p>	<p>a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices.</p> <p>b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.</p>

Creating: Revise	Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	How do choreographers and documentation to i	Refine and complete artistic work.	Revise/refine choreography based on feedback or personal reflection	<p>a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.</p> <p>b. Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.</p>

Benchmarked Student Work *[Above Standard, At Standard, Near Standard and Below Standard work to illustrate expectations on web site]*

(Anchor work to be collected and scored as MCA is piloted)

Appendix A: 8th Grade MCA Checklist Rubric

Student Name: _____

Date: _____

Collaboratively create and perform an original dance study inspired by the theme of Individual and Community. Perform the dance for different audiences (e.g. in dance class, for another class, at a school assembly, etc.). Be prepared to discuss your dance with the audience and share reflections about your process of researching, making, practicing and performing this dance. Participate in a class discussion post performance around a series of focusing questions.

Task/Key Traits	Evidence	Documentation (for Process Portfolio)	Not Observed	Observed
	Brainstorm list of words/circle favorite	Journal Entry		
	Draft of Self portrait dance	Recorded		
	Feedback to others	Written/or Oral (recorded)		
	Revised dance based on feedback of others	Recorded		
	Journal entry reflecting on dance-making process and how the dance communicates personal perspective. Compare your dance to your partners noting variances in personal perspectives.	Journal Entry		
	Modified Self-portrait dance (2 ways) Discuss modifications	Written/or Oral (recorded)		
Part 2: Community				
	Brainstorm list community aspects	Photo of chart		
	Teach individual community movement	Recorded		
	Explanation of how this movement reflects the people, attitudes and values of your community	Written/or Oral (recorded)		
	Community dance study	Recorded		
	Journal entry or discussion of reflection points (Task 2.1)	Written/or Oral (recorded)		
	Practice log	Written		
Part 3: Individual and Community				
	Multiple drafts of individual/community dance	Recorded		
	Completed Video analysis	Written		
	Revised individual/community dance w/accompaniment	Recorded		
	Practice log/improvement plan	Journal Entry		
	Performance with audience discussion	Recorded		
	Performance quality self-evaluation	Written		
	Journal entry around leadership	Written		
	Post performance discussion	Recorded		

Comments:

Appendix A: 8th Grade MCA Rubric Easks

Student Name: _____

Date: _____

Collaboratively create and perform an original dance study inspired by the theme of Individual and Community. Perform the dance for different audiences (e.g. in dance class, for another class, at a school assembly, etc.). Be prepared to discuss your dance with the audience and share reflections about your process of researching, making, practicing and performing this dance. Participate in a class discussion post performance around a series of focusing questions.

Task	At Standard	Near Standard	Below Standard
Task 1.1: Brainstorm words that best describe you. Explore how these words can be expressed in movement in various ways. Select favorite words and corresponding movements and create a draft of a danced self-portrait. Reflect on dance-making process either orally or in a journal entry using dance terminology specifically discuss how your self-portrait dance reflects your personal perspective.	Student submitted completed documentation of brainstorm and notation of favorite words. Completed and recorded draft of self-portrait dance that clearly expresses the selected words. Participated in class discussion on identified topics. Submitted a completed journal entry with documentation of process. Submitted an oral or written reflection on the dance-making process that effectively uses dance terminology and discusses how the self-portrait dance reflects personal perspective.	Documentation of brainstorm, notation of favorite words, movement exploration, draft of self-portrait dance, journal entry, and/or reflection need limited revision or there is a missing component. All work has been documented. Will be able to resubmit before final deadline.	Documentation of brainstorm, notation of favorite words, movement exploration, and draft of self-portrait dance need a lot of revision, or there are many missing components. Student contribution may be unclear and is not well documented. Needs more time to work on this task. Will not be able to submit work on required timeframe.
Task 1.2: Give a list of your selected words to a partner. Perform your draft self-portrait for your partner. Gather feedback on how clearly the movement reflects your chosen words. Apply feedback to further clarify your self-portrait. Reflect on the reasons for choices in a journal entry. Compare your dance to your partners noting different perspectives.	Student participated in feedback process by performing draft of self-portrait dance for partner, observing partner's self-portrait dance, receiving feedback on own dance and giving feedback on partner's dance. Applied feedback to draft of self-portrait dance. Submitted a completed journal entry with reflection on movement choices, comparison with partner's dance, and different perspectives noted.	Participation in feedback process, application of feedback to draft of self-portrait dance, and/or journal entry need limited revision or there is a missing component. All work has been documented and it is clear where the individual has contributed to the larger work. Will be able to resubmit before final deadline.	Participation in feedback process, application of feedback to draft of self-portrait dance, and/or journal entry need a lot of revision, or there are many missing components. Student contribution may be unclear and is not well documented. Needs more time to work on this task. Will not be able to submit work on required timeframe.
Task 1.3: Extend and develop your solo by modifying the movement in two different ways. Perform your revised solo for the class and be prepared to explain how you applied the earlier feedback to improve your solo, by helping to clarify and enhance artistic intent. Record revised dance.	Student extended and developed solo in two different ways. Submitted journal entry with articulate reasoning for movement choices. Performed revised solo for the class and provided documentation of how earlier feedback was applied to improve, clarify, and enhance the artistic intent of the draft solo. Provided recorded documentation of revised dance.	Extended solo, journal entry, performance, and/or documentation of application of feedback need limited revision or there is a missing component. All work has been documented and it is clear where the individual has contributed to the larger work. Will be able to resubmit before final deadline.	Extended solo, journal entry, performance, and/or documentation of application of feedback need a lot of revision, or there are many missing components. Student contribution may be unclear and is not well documented. Needs more time to work on this task. Will not be able to submit work on required timeframe.
Task 2.1: With your classmates, discuss and chart the term "community." Identify and describe the different communities to which you belong. Conduct research on your community. Bring back a movement, step, or phrase that is done by members of your community or that expresses something about your community. Explain how this movement reflects the people, attitudes and values of your community. Working with a small group, teach community movements to each other. Provide feedback to group members to assist in learning movements. In a journal entry or in a class discussion reflects on: the relevance of your community movement to yourself; How your community movement compares to another; How the research support dance-making efforts. Maintain a personal improvement log as a way to improve performance.	Student provided documentation of group discussion on identified topic. Submitted research notes on chosen community, a movement, step, or phrase done by the community, and explanation of how this movement reflects aspects of that community. Collaborated with group to teach and learn community movements. Submitted completed journal entry or participated in class discussion with reflection on identified topics. Submitted personal improvement log with record of personal improvement in performance.	Documentation of group discussion, research notes, movement, step, or phrase done by the community, and/or explanation of how the movement reflects aspects of the community need limited revision or there is a missing component. All work has been documented and it is clear where the individual has contributed to the larger work. Will be able to resubmit before final deadline.	Documentation of group discussion, research notes, movement, step, or phrase done by the community, and/or explanation of how the movement reflects aspects of the community need a lot of revision, or there are many missing components. Student contribution may be unclear and is not well documented. Needs more time to work on this task. Will not be able to submit work on required timeframe.
Task 2.2: In your small groups use the various community movements to create a dance study that represents your group as a collective community.	Collaborated with small group to create dance study that represents the group as a collective community. Provided written/recorded documentation of collaborative contributions.	Dance study needs limited revision or there is a missing component. All work has been documented and it is clear where the individual has contributed to the larger work. Will be able to resubmit before final deadline.	Dance study needs a lot of revision, or there are many missing components. Student contribution may be unclear and is not well documented. Needs more time to work on this task. Will not be able to submit work on required timeframe.

Task 3.1: In your small groups discuss the focusing question, "How can you structure a group dance piece that communicates the idea of Individual and Community?" Consider how different groupings and spatial formations can be used to convey your meaning. Experiment with various ways to structure your dance, using your self-portrait solo material and your group's community phrase.	Student provided documentation of group discussion on identified topics. Collaborated with group on multiple drafts of dance, using different groupings, spatial formations, and structures using self-portrait solo material and the group's community phrase. Provided written/recorded documentation of collaborative contributions.	Documentation group discussion and/or revised drafts of dance study need limited revision or there is a missing component. All work has been documented and it is clear where the individual has contributed to the larger work. Will be able to resubmit before final deadline.	Documentation group discussion and/or revised drafts of dance study need a lot of revision, or there are many missing components. Student contribution may be unclear and is not well documented. Needs more time to work on this task. Will not be able to submit work on required timeframe.
Task 3.2: View, make notes and analyze in discussion with your groups, how a professional choreographer uses movement elements to contrast group and individual sections (e.g., View the first section of Alvin Ailey's "Revelations"). Compare and contrast the performers' movement qualities when they dance individually and when they dance in a communal group.	Student participated in group discussion on identified topics. Submitted completed written documentation of video analysis according to the guidelines provided.	Group discussion and video analysis need limited revision or there is a missing component. All work has been documented and it is clear where the individual has contributed to the larger work. Will be able to resubmit before final deadline.	Group discussion and video analysis need a lot of revision, or there are many missing components. Student contribution may be unclear and is not well documented. Needs more time to work on this task. Will not be able to submit work on required timeframe.
Task 3.3: Apply new ideas from the video analysis to develop and extend your group's dance to communicate the particular way your group views the relationship between Individual and Community. Select music or sound accompaniment that will best support your choreography and integrate the music or sound with the choreography. Document revised dance	Student collaborated with group to revise dance by applying new ideas from the video analysis. Worked with group to select and integrate accompaniment with the choreography. Provided written/recorded documentation of collaborative contributions. Submitted documentation of revised dance.	Revised dance, selection and integration of accompaniment, and/or documentation need limited revision or there is a missing component. All work has been documented and it is clear where the individual has contributed to the larger work. Will be able to resubmit before final deadline.	Revised dance, selection and integration of accompaniment, and/or documentation need a lot of revision, or there are many missing components. Student contribution may be unclear and is not well documented. Needs more time to work on this task. Will not be able to submit work on required timeframe.
Task 3.4: Practice your dance so you can perform it with confidence, accuracy, clarity, and expressiveness. Pay attention to your performance quality and your ensemble awareness so you can most effectively communicate your meaning to an audience. Keep a journal of your personal improvement throughout the practice/refinement phase of the work and include a practice log that document progress	Student participated in group practice of dance with attention to identified areas. Submitted completed log of practice and journal of personal improvement throughout the practice/refinement phase of the work.	Group practice, individual practice log, and/or journal of personal improvement need limited revision or there is a missing component. All work has been documented and it is clear where the individual has contributed to the larger work. Will be able to resubmit before final deadline.	Group practice, individual practice log, and/or journal of personal improvement need a lot of revision, or there are many missing components. Student contribution may be unclear and is not well documented. Needs more time to work on this task. Will not be able to submit work on required timeframe.
Task 3.5: Prepare to perform the completed dance through practice and attention to details of performance and preparation. Perform the dance for different audiences (e.g. in dance class, for another class, at a school assembly, etc.). Be prepared to discuss your dance with the audience and share reflections about your process of researching, making, practicing and performing this dance. Complete a performance quality self-evaluation. In a journal entry, reflect on leadership qualities that contribute to the success of the work. Record/document performance	Student prepared for performance through practice and attention to identified areas. Participated in performance of dance for different audiences and submitted documentation of the performance. Participated in discussion of dance and process of researching, making, practicing, and performing with the audience. Submitted an articulate performance quality self-evaluation and journal entry on identified topic.	Group practice, individual practice log, journal of personal improvement and/or performance need limited revision or there is a missing component. All work has been documented and it is clear where the individual has contributed to the larger work. Will be able to resubmit before final deadline where appropriate.	Group practice, individual practice log, journal of personal improvement and/or performance need a lot of revision, or there are many missing components. Student contribution may be unclear and is not well documented. Needs more time to work on this task. Will not be able to submit work on required timeframe where appropriate.
Task 3.6: Take part in an informal post performance discussion using dance terminology focused around the following: <ul style="list-style-type: none"> o How does the dance represent values, experiences, or beliefs of the individual and the community? o Comment on how the elements of dance are used to communicate artistic intent. o Consider what makes an effective performance. 	Student participated in post-performance discussion. Contributed relevant and meaningful ideas focused around the identified discussion topics, using dance terminology and examples from personal experience of the process and performance where appropriate.	Contributions to post-performance discussion need limited revision or there is a missing component. All work has been documented and it is clear where the individual has contributed to the group discussion.	Contributions to post-performance discussion need a lot of revision, or there are many missing components. Student contribution may be unclear and is not well documented. Needs more time to work on this task.

Comments: