



Dance Assessment

Context:

Students have participated in Dance Cart’s Foundation Program. They have been engaged in a range of dance activities designed to assist in the refinement of motor skills and the development of choreographic, technical and expressive skills. Students have also reflected and responded to various dance experiences, allowing them to express their new understanding of dance.

Student’s Name:

Class:

Term:

Year:

RESPONDING

Task:

Students respond to questions to explain how meaning is communicated through the elements of dance and choreographic devices in their own and other’s performances.

The student has demonstrated:

A

Ability to use thorough explanation of how the elements of dance and choreographic devices communicate meaning in dances made, performed and viewed

B

Ability to use informed explanation of how the elements of dance and choreographic devices communicate meaning in dances made, performed and viewed

C

Ability to explain how the elements of dance and choreographic devices communicate meaning in dances made, performed and viewed

D

Ability to describe how the elements of dance and choreographic devices communicate meaning in dances made, performed and viewed

E

Statements of how the elements of dance and choreographic devices communicate meaning in dances made, performed and viewed

MAKING - CHOREOGRAPHING

Task:

In small groups, students will use the elements of dance and choreographic devices to make dance sequences that communicate meaning.

The student has demonstrated:

A

Skillful and effective use of the elements of dance and choreographic devices to structure movements into cohesive dance sequences that communicate meaning

B

Effective use of the elements of dance and choreographic devices to structure movements into dance sequences that communicate meaning

C

Use of the elements of dance and choreographic devices to structure movements into dance sequences that communicate meaning

D

Uneven use of the elements of dance and choreographic devices to structure movements into dance sequences that communicate meaning

E

Sporadic use of the elements of dance and choreographic devices to structure movements into dance sequences

MAKING – PERFORMING

Task:

In small groups, students will perform a dance sequence demonstrating technical and expressive skills to communicate meaning to an audience.

The student has demonstrated:

A

Effective and sustained technical skills and expressive skills when performing for audiences

B

Effective technical skills and expressive skills when performing for audiences

C

Technical skills and expressive skills when performing for audiences

D

Uneven use of technical skills and expressive skills when performing for audiences

E

Sporadic use of technical skills and expressive skills when performing

Teacher’s Signature:

Date:

Effort: Consistently Generally Sometimes Rarely