

DANCE K TO 7 FORMATIVE ASSESSMENT RUBRIC–FEB. 2011

Competency	Emerging	Developing	Acquired	Accomplished
<p>Creating Dance</p> <p>*Note: The Stages of the Creative Process are: -Exploring -Selecting -Combining -Refining -Reflecting</p>	<ul style="list-style-type: none"> • Sometimes attempts to move their body to sounds and/or music • Sometimes shows interest in creating movement sequences • Is comfortable observing the work of peers; may benefit from additional support when engaging in their own movement work • Attempts to participate in some stages of the creative process*; may experience a large learning curve with other stages 	<ul style="list-style-type: none"> • Experiences growing success in moving expressively; may benefit from occasional support • Earnestly attempts to participate in the creation of movement sequences based on patterns, characters, and/or themes • Participates in most stages of the creative process*(e.g., as an individual or group member) 	<ul style="list-style-type: none"> • Is frequently and increasingly engaged in moving expressively in response to a variety of music and sounds • Frequently and successfully creates movement sequences based on patterns, characters, themes, topics, and/or narrative • Participates in all stages of the creative process* (e.g., as an individual or group member) 	<ul style="list-style-type: none"> • Confidently and easily moves expressively in response to a variety of music and sounds; fully engages in the experience • Takes leadership roles in the creation of movement sequences; makes space for others to act as leaders • Can successfully transition between the role of leader and follower during group dance work • Fully and successfully engages in all stages of the creative process*; encourages others in doing the same
<p>Elements of Dance</p> <p>*Note: Principles of Movement are: -Alignment -Balance -Flexibility -Strength -Breath work</p>	<ul style="list-style-type: none"> • May benefit from additional support when: <ul style="list-style-type: none"> ○ moving in a variety of levels, pathways, and/or directions ○ striving for body alignment ○ balancing ○ attempting to develop flexibility and strength ○ moving in time to a rhythm, metre and/or tempo ○ developing specific dance techniques 	<ul style="list-style-type: none"> • Experiences growing success with moving in a variety of levels, pathways, and direction • Earnestly works at developing their alignment, balance, flexibility, strength, and breath through movement • Makes clear attempts to move in time to rhythm, metre, and/or tempo • Experiences growing success with developing correct dance technique 	<ul style="list-style-type: none"> • Successfully moves in a variety of levels, pathways, dynamics, and/or directions while working to improve their alignment, balance, flexibility, strength, and breath work* • Successfully moves in time to rhythm, metre, and/or tempo • Uses correct technique in one or more dance style 	<ul style="list-style-type: none"> • Confidently moves in a variety of levels, pathways, dynamics, and directions while demonstrating alignment, balance, flexibility, strength, and breath work* • Moves in time to rhythm, metre, and tempo with precision • Uses correct technique in a range of dance styles

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Context	<ul style="list-style-type: none"> Shows some interest and/or awareness that dance is used for a variety of purposes and in a variety of social, historical, and cultural contexts Shows some interest in, and/or awareness of, the similarities and differences among dances (e.g., how, why, when they are used) Interest in dance activities at school (e.g., in the classroom and school) may grow with additional opportunities to be involved 	<ul style="list-style-type: none"> Frequently demonstrates understanding about, and respect for, a range of contexts in which dance is important [e.g., significance in First Nations communities (cultural); ceremonial dances (historical, cultural); to celebrate important life events such as a weddings (social/cultural/historical)] Shows some engagement in dance activities at school (e.g., in the classroom and school) 	<ul style="list-style-type: none"> Actively demonstrates understanding of, and respect for, the social, historical, and/or cultural contexts of their movements and dance sequences Can demonstrate (e.g., in movement or words) similarities and/or differences among dances from a range of contexts (e.g., different patterns in square dances; similarities among hip hop styles) Attends local dance events at school and/or in the community 	<ul style="list-style-type: none"> Consistently and actively demonstrates understanding of, and respect for, the social, historical, and/or cultural contexts of a range of dances; understanding is reflected in their commitment to accurately representing the specific dance context (e.g., cultural dances, social, or celebratory dances) Seeks out opportunities to dance at the school and/or community events
Presenting and Performing	<ul style="list-style-type: none"> Is sometimes willing to participate in dance activities (e.g., in partners and small groups); at other times, is unsure about taking risks May benefit from reminders about being a respectful viewer and/or audience member of others' dance 	<ul style="list-style-type: none"> Sometimes contributes to group work focused on exploring movement and creating dance Is open to feedback about refinements for improving their dance sequences May not be comfortable performing dance, but attempts to do so anyway; willing to take some risks Is sometimes a respectful viewer of others' dance work 	<ul style="list-style-type: none"> Frequently participates in movement and the creation of dance Is reflective and/or analytical about improvements for their dance creations Is increasingly comfortable performing dance for classmates and others Is a respectful viewer of others' dance work 	<ul style="list-style-type: none"> Consistently and actively participates in all dance activities Is reflective and/or analytical about their own and others' dance creations Confidently performs dance for classmates and others Is always a respectful and supportive viewer of dance Encourages others during dance activities