

## DANCE K TO 7 FORMATIVE ASSESSMENT RUBRIC–FEB. 2011

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

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