

ACCELERATING: HOW FAST CAN IT GO?

STATEMENT OF PERFORMANCE

In duets, dancers will create an Acceleration study that consists of a 32-count movement phrase (section A) and a chasing locomotor sequence (section B) that will be performed while continually moving faster and faster until exiting the performing space.

Answer each of the following criteria with a yes or no and then score each category from 1 to 5, with 5 being the highest score and 1 the lowest. Use the rubrics to assist in discussion, self-reflection, and assessment of progress in understanding the choreographic concept.

Criteria	Score	
	YES	NO
CREATING Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. The dancer exhibited the following: <ol style="list-style-type: none"> 1. Found a motivation to support movement choices. 2. Followed the assignment accurately. 3. Collaborated with a partner to make a 32-count movement phrase (A). 4. Collaborated with a partner to create a chasing phrase (B). 5. Used acceleration correctly as a compositional device. 		
Creating Total _____		
PERFORMING Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work. The dancer exhibited the following: <ol style="list-style-type: none"> 1. Accurately reproduced selected movement. 2. Remembered both dance sections. 3. Flowed easily from one movement to the other. 4. Gradually accelerated the selected movement. 5. Related the movement clearly to the selected motivation. 		
Performing Total _____		
RESPONDING Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. The dancer did the following: <ol style="list-style-type: none"> 1. Discussed choices. 2. Made informed critical observations of own work. 3. Made informed critical observations of the work of others. 4. Identified tempo differences and the motivations for them. 		
Responding Total _____		
CONNECTING Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. The dancer did the following: <ol style="list-style-type: none"> 1. Compared and contrasted the use of acceleration in Alonzo King's solo to own work. 2. Discussed personal motivation and movement choices. 3. Related the need for acceleration in normal life and how accelerating feels. 		
Connecting Total _____		
SCORING 5 = Fulfilled all the criteria of creating, performing, responding, and connecting in a way that shows a thorough understanding of the skills and concepts to be mastered. Fully participated in the classroom tasks as a performer and as an audience member. 4 = Fulfilled all the criteria but does not yet show a thorough understanding of all skills and concepts. Fully participated in classroom tasks as a performer and as an audience member. 3 = Had difficulty fulfilling the criteria. Was not able to fully complete the assignment. Participated in class but could not complete all tasks as a performer and as an audience member. 2 = Did not complete the assigned work to a satisfactory degree. Did not fully participate as a performer or as an audience member. 1 = Did not participate.		

Additional Comments: