

## PROBLEM SOLVING: CREATING A TRIO

**STATEMENT OF PERFORMANCE**

Dancers will create and perform a tempo trio based on the movement material explored in the lessons in chapter 3.

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
<b>CREATING</b>		
Anchor Standard 3: Refine and complete artistic work.		
The dancer exhibited the following:		
1. Selected and developed movement material generated in the previous four lessons.		
2. Selected an appropriate guiding theme.		
3. Found creative solutions for order and movement material selected.		
4. Included slow and fast tempo changes and acceleration.		
5. Danced different tempos with the two other dancers.		
6. Collaborated with two other dancers to make movement choices.		
	Creating Total _____	
<b>PERFORMING</b>		
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:		
1. Accurately reproduced selected movement.		
2. Flowed easily from one movement to another.		
3. Successfully performed acceleration in movement.		
4. Chose movement or relationships that expressed a motivation.		
5. Performed the movement accurately with the two other dancers.		
	Performing Total _____	
<b>RESPONDING</b>		
Anchor Standard 8: Interpret intent and meaning in artistic work.		
Anchor Standard 9: Apply criteria to evaluate artistic work.		
The dancer did the following:		
1. Discussed choices.		
2. Made informed critical observations of own work.		
3. Made informed critical observations of the work of others.		
4. Identified changes in movement according to speed.		
5. Discussed movement motivations for accelerating.		
	Responding Total _____	
<b>CONNECTING</b>		
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.		
The dancer did the following:		
1. Discussed how personal movement choices related to motivation.		
2. Discussed the motivations of Alonzo King and Dwight Rhoden in the sections of <i>Chants</i> and <i>Verge</i> that used slow and fast movement together.		
	Connecting Total _____	
<b>SCORING</b>		

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:**