

IMPULSE: ORIGINS OF MOVEMENT

STATEMENT OF PERFORMANCE

Dancers will create an original Impulse dance that includes succession, isolations, focal points, body-part leads, and action and reaction.

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. Students may grade themselves or each other. The teacher may use this as a guide for her own evaluation.

Criteria	Score	
	YES	NO

CREATING

- Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Anchor Standard 2: Organize and develop artistic ideas and work.
- Anchor Standard 3: Refine and complete artistic work.

The dancer exhibited the following:

1. Created an "impulse" study using material derived from the lesson improvisations and based on natural movement.
2. Used clear beginning and ending shapes.
3. Had a clear motivating idea.
4. Chose movements that reflected the motivating idea for the dance.

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 did the following:

1. Remembered the choreographed sequence.
2. Clearly showed where the impulse started in each phrase.
3. Flowed easily from one action to another.
4. Retained concentration and intent while moving.
5. Executed movement to convey the artistic idea of the study.

Performing Total _____

RESPONDING

- Anchor Standard 9: Apply criteria to evaluate artistic work.

The dancer did the following:

1. Made informed critical observations of own work.
2. Made informed critical observations of the work of others.

Responding Total _____

CONNECTING

- Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

The dancer did the following:

1. Gave a purpose and rationale for movement choices.

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: