

INTENSITY: INCREASING AND DECREASING FORCE

STATEMENT OF PERFORMANCE

In groups of six or more, dancers will create an Energy study, building energy from stillness to great intensity with an explosion leading finally back to stillness in the end. One of the dancers is the choreographer.

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 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. Made clear dynamic-quality selections.		
2. Created a five-section study using five dynamic qualities.		
3. Changed energy use from stillness to maximum activity to stillness once again.		
4. Followed the plan developed by the designated choreographer.		
	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:		
1. Accurately reproduced selected movement.		
2. Performed the same movements with individual timing.		
3. Built energy intensity followed by its resolution.		
4. Flowed easily from one movement to another.		
	Performing Total _____	
RESPONDING		
Anchor Standard 7: Perceive and analyze artistic work.		
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. Identified a strong motivation that informed movement choices.		
3. Made informed critical observations of own work.		
4. Made informed critical observations of the work of others.		
5. Noticed and discussed similarities and differences in the different phrases.		
6. Commented on dancing someone else's (choreographer's) movement choices.		
7. Compared and contrasted the role of dancer and the role of choreographer.		
	Responding Total _____	
CONNECTING		
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.		
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
The dancer did the following:		
1. Discussed the motivation and how the movements mirrored it.		
2. Compared and contrasted the study to the video excerpts of Alonzo King or Dwight Rhoden.		
	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: