**Dance 9 Final Rubric NAMES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TITLE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CAUSE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | 5 – Exceling | 4 – Meeting | 3 - Working | 2 - Beginning | 1 – Not Yet |
| Cause | Student establish a worthy topic of concern. Students provide a thorough justification for topic. | Students establish a worthy topic of concern. Students provide some explanation for topic. | Students establish a worthy cause. Some explanation may be provided. | Students establish a cause. | Students do not establish a cause. |
| Dance Styles | Students incorporate at least two unique styles of dance. It is clear what elements they are drawing on for this. | Students incorporate two dance styles, but they are fairly similar. Elements may be unclear. | Students incorporate one dance style. It is clear what elements they are drawing on for this. | Students incorporate one dance style. Elements may be unclear. | Students do no incorporate any dance styles studied in class. |
| Music Selection | Students choose suitable music for cause and choreography. Students include the name of the artist, album, and track. | Students choose music suitable cause for choreography. Relevant information is not included. | Students choose a piece of music that is not suitable for cause. Students included the name of the artist, album, and track. | Students choose music that is not suitable cause for choreography. Relevant information is not included. | Students do not choose music ahead of time. |
| Time Limit | Music is 1:00 – 1:30. | Music is within 10 seconds of the time limits. | Music is within 20 seconds of the time limits. | Music is within 30 seconds of the time limits. | Music is within 40 + seconds of the time limits. |
| Layers | Students identify five examples of where they can incorporate diverse visual-aural agreement. Students perform the choreography with clear, varied visual-aural agreement. | Students identify four examples of where they can incorporate diverse visual-aural agreement. Students perform the choreography with clear (but not varied) visual-aural agreement. | Students identify three or fewer examples of where they can incorporate diverse visual-aural agreement. Students perform the choreography with some visual-aural agreement. | Students identify may not examples of where they can incorporate diverse visual-aural agreement. Students perform the choreography with very little visual-aural agreement. | Students do not identify examples of visual-aural agreement. Students perform choreography without visual-aural agreement. |
| Elements of Dance | Students incorporate at least seven of the elements of dance. It is clear that they are doing this. | Students incorporate at least six of the elements of dance. It is clear that they are doing this. | Students incorporate at least five of the elements of dance. It is clear that they are doing this. | Students incorporate at least four of the elements of dance. It is somewhat clear that they are doing this. | Students incorporate three or fewer elements of dance. It is unclear that they are doing this. |
| Practice | It is clear that students have rehearsed their choreography. All students understand their performance responsibilities. | It is clear that students have rehearsed their choreography. Most students understand their performance responsibilities. | Students have rehearsed their choreography, but not enough to memorize it completely. Most students understand their performance responsibilities. | Students have not rehearsed their choreography enough to memorize it. Few students understand their performance responsibilities. | It is clear that students have NOT rehearsed their choreography. Students do not understand their performance responsibilities. |
| Teamwork | All students are engaged in the creative process throughout the work time. | Most students are engaged in the creative process throughout the work time. | A few students are engaged in the creative process throughout the work time. | Only one student is engaged in the creative process throughout the work time. | No students are engaged in the creative process throughout the work time. |
| Expression | Students’ movement and expression match the tone of the piece perfectly. This piece of choreography clearly could not be performed to a different piece of music. | Students’ movement and expression match the tone of the piece. | Students’ movement and expression often match the tone of the piece. | Students’ movement and expression occasionally match the tone of the piece. | Students’ movement and expression do not match the tone of the piece. |
| Introduction | Includes title of the work and thorough explanation. Students speak clearly and audibly. | Includes title of the work and small explanation. Students speak somewhat clearly and audibly. | Includes title of the work and no explanation. Students speak barely clearly and audibly. | Includes title of the work and no explanation. Students mumble. | No introduction is prepared. |

COMMENTS:

**GROUP TOTAL: /50**