

How did I do?	
Grade	9-12
Standards	<i>Anchor Standard 9: Apply criteria to evaluate artistic work</i>
Established Goals	a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.
Enduring Understanding	Criteria for evaluating dance vary across genres, styles and cultures.
Essential Question	What criteria are used to evaluate dance?
Objectives	<p>Students will</p> <ul style="list-style-type: none"> • analyze specifics of dance based on genre/style • determine appropriate criteria for evaluating dance • demonstrate proficiency in dance terminology • utilize constructed criteria to evaluate personal performance
Learning Activities	<ol style="list-style-type: none"> 1. Based on the performance choreography, begin a class discussion on the specifics of the piece including technical skills, artistic expression, artists' intent. Highlight the specific skills that students should focus on based on the needs of the class. (For example: if one of the technical elements you have been working on in class is the pirouettè, then there should be a specific area to evaluate that skill) 2. Once criteria is built, design a form to complete while viewing the piece. Below is a template with sample criteria: Performance Analysis 3. Have students complete the criteria based evaluation while viewing the performance. <ol style="list-style-type: none"> a. Place a star over areas that were performed well, and a circle around specific areas that can be improved: b. Based on the circles and stars, assign a letter grade to the component. c. Present a rationale for the letter grade of the component. d. Complete the evaluation with a list of goals to work toward for the next evaluation. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: right; margin: 0;">TECHNICAL SKI</p> <p>Pirouettè <i>spotting, pressed shoulders, strong arms, proper alignment, engaged supporting knee, high passé, pointed foot, high relevè</i></p> </div>

Assessment/Rubric	<p style="text-align: center;"><i>Performance Analysis</i></p> <table border="1" data-bbox="500 464 1404 1041"> <thead> <tr> <th></th> <th>Mastery</th> <th>Proficient</th> <th>Needs Improvement</th> </tr> </thead> <tbody> <tr> <td>Established Criteria</td> <td>Criteria is appropriate and complete for each area: technical skills, artistic expression and artist intent.</td> <td>Criteria is clear for each area: technical skills, artistic expression and artist intent.</td> <td>Criteria is unclear or inappropriate for each area: technical skills, artistic expression and artist intent.</td> </tr> <tr> <td>Criteria Evaluation</td> <td>Specifics of the criteria has been analyzed through the use of stars for mastered areas and circles for areas of improvement.</td> <td>Specifics of the criteria has been partially analyzed through the use of stars for mastered areas and circles for areas of improvement.</td> <td>Specifics of the criteria has not been analyzed through the use of stars for mastered areas and circles for areas of improvement.</td> </tr> <tr> <td>Evaluation and Rationale</td> <td>Each component has been assigned a specific grade and the grade has been thoroughly rationalized.</td> <td>Each component has been assigned a specific grade and the grade has been rationalized, but can use a little more detail.</td> <td>Each component has either not been assigned a specific grade and/or the grade has not been thoroughly rationalized.</td> </tr> <tr> <td>Goals</td> <td>Specific goals have been determined for each section of the evaluation.</td> <td>Some goals have been determined for each section of the evaluation, but it is either incomplete or lacks specificity.</td> <td>Specific goals have not been determined for each section of the evaluation.</td> </tr> </tbody> </table> <p style="text-align: right;"><small>T. Harris 2015</small></p>		Mastery	Proficient	Needs Improvement	Established Criteria	Criteria is appropriate and complete for each area: technical skills, artistic expression and artist intent.	Criteria is clear for each area: technical skills, artistic expression and artist intent.	Criteria is unclear or inappropriate for each area: technical skills, artistic expression and artist intent.	Criteria Evaluation	Specifics of the criteria has been analyzed through the use of stars for mastered areas and circles for areas of improvement.	Specifics of the criteria has been partially analyzed through the use of stars for mastered areas and circles for areas of improvement.	Specifics of the criteria has not been analyzed through the use of stars for mastered areas and circles for areas of improvement.	Evaluation and Rationale	Each component has been assigned a specific grade and the grade has been thoroughly rationalized.	Each component has been assigned a specific grade and the grade has been rationalized, but can use a little more detail.	Each component has either not been assigned a specific grade and/or the grade has not been thoroughly rationalized.	Goals	Specific goals have been determined for each section of the evaluation.	Some goals have been determined for each section of the evaluation, but it is either incomplete or lacks specificity.	Specific goals have not been determined for each section of the evaluation.
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Resources/Materials	<p>Performance Criteria Template Sample</p> <p>Performance Criteria Template (editable)</p> <p>Performance Analysis Assessment Rubric</p> <p>Performance Analysis Assessment Rubric (editable)</p>																				