National Coalition for Core Arts Standards
Dance: Model Cornerstone Assessment: HS proficient
Gaby Gusek

Discipline: Dance
Artistic Processes: Creating, Performing, Responding, Connecting

Title: Community, site specific dance + movie

Description: Collaboratively create and perform an original dance and dance movie inspired by the theme community and site-specific movement. Perform the dance on specific sites within the community and create a movie of your dance journey. Document the learning journey. Analyze and respond in writing, orally and through the movie about your various learning throughout the project. You will present your project and your dance to a small audience in class.

Grade: HS Proficient

In this MCA you will find: (mark all that apply)

X Strategies for Embedding in Instruction	☐ Detailed Assessment Procedures	X Knowledge, Skills and Vocabulary	X Differentiation Strategies X Strategies for Inclusion
X Suggested Scoring Devices X Task Specific Rubrics	X Resources needed for task implementation	X Assessment Focus Chart	X Benchmarked Student Work

Estimate Time for Teaching and Assessment: (mark the appropriate box)
(Note: This task will be piloted during the 2014-2015 school year. Once piloted, the estimated time may be revised. If a time is entered below, it is to assist teachers for planning purposes. If a time is not entered, the developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.)

☐ Approximately 25-30 hours   X To be determined by the individual teacher

Strategies for Embedding in Instruction *[possible sequence & strategies to embed Model Cornerstone Assessment within a classroom unit]*

Task 1: Research the concepts of "site specific movement" and "community". Create a folder with pictures and videos that inspire (you might need these for your final presentation). Discuss with your choreography group how these two ideas can be combined to create an original piece of choreography. Collaboratively write up a draft of an artistic statement that will help guide the development of the piece and that explains the message you would like to communicate through the dance and through the movie (these might be different from each other). Define the starting point for the dance clearly and identify dance related questions or problems. Individually and/or collaboratively improvise movement and explore the elements of dance that express ideas around the theme and support the group's artistic statement. Share movement ideas and discuss options and perspectives with larger group.

Performance Standard(s) DA:Cr1.1.HSI (Creating: Explore)
a. Explore a variety of stimuli (buildings, fauna, surroundings etc.) for sourcing movement to develop a choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.
b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance and movie.

Performance Standard DA:Cr2.1.HSI (Creating: Plan)
a. Collaborate to design a dance and movie using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.
b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.

Performance Standard DA: Cn10.1.HSI (Connecting: Synthesize)
b. Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that, answers the question posed. Discuss how the dance communicates new perspectives or realizations.

Task 2: Define movement problems and solve them collaboratively. Compose a group dance using the movements generated by individuals (combine, connect and/or mix up dance phrases etc.). Explore a variety of choreographic devices and dance structures that support the artist intent as noted in the artistic statement (use the elements of dance). Record (document) draft piece. Get feedback and discuss possible revisions based on feedback from peers and the teacher and based on the site(s) you are planning to use. Discuss how the dance communicates (new) perspectives and if or how this will differ from what the movie will communicate.

Performance standard DA:Cr3.1.HSI (Creating: Revise)
a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.

Performance Standard DA:Cn10.1.HSI Connecting: Synthesize)
b. Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations.

Task 3: Make revisions on your group's dance and make sure you have enough material for your final movie (pieces of the improvisations may be used as well). Enhance choreography and performance quality by refining technical dance skills. Further revise choreography by including partner skills. Choose movie production elements to enhance the choreography. Analyze in writing (process journal) how the dance reflects the group's artistic statement/intent in terms of group generated evaluative criteria (structure, elements of dance, reoccurring patterns, site specific restrictions or opportunities etc.). Use genre-based

terminology throughout analysis. Make sure to include some problems that needed to be solved during the process and solutions that were found to solve these problems.

Performance Standard(s) DA:Pr5.1.HSI (Perform: Embody)
a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography and to underline your site specific movement.

Performance Standard(s) DA:Pr4.1.HSI (Performing: Express)
a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use your site-specific space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.

Task 4: Rehearse, refine and perform dance and keep recording (you may need this for your final movie product). Continue to refine dance by using performance dynamics to express artistic intent of the piece. Keep refining your video project. Do you have enough material, did you include different angles, editing etc. If necessary ask your digital design teacher for feedback. If your movie includes music or spoken text, make sure this is arranged (the recording studio might be an option as well). Justify choices (process journal). Important questions: is your artistic intent for the dance similar, or the same as your artistic intent for the video or is it different? Why and how?

Performance Standard(s) DA:Pr4.1.HSI (Performing: Express)
c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.

Performance Standard(s) DA:Pr6.1.HSI (Performing: Present)

b. Evaluate possible designs for the production elements of a performance (and for the movie) and select and execute the ideas that would intensify and heighten the artistic intent of the dances.

Task 5: Sharing. On the final performance day, your group will present the project (initial idea, intent etc. which might include a PowerPoint presentation, an oral presentation and/or pictures). You will also perform the dance (think about props, costumes, music) and you will show the video. The audience (a theatre class from the same age group and their teacher) will have a chance to respond to the work and ask questions. After the audience has left, respond to and analyze the choreography, the movie, artistic intent, elements of dance, genres, styles, cultural context etc. of another group using an extensive evaluation sheet provided by the teacher (in written form). Use your dance vocabulary! Final class discussion at the end of the unit, possible questions; what did you like or dislike in this unit, what was difficult, how did you solve problems, was is a collaborative effort, did you have a leader ? etc.

Performance Standard(s) DA:Re9.1.HSI (Responding: Critique)
a. Analyze the artistic expression of the dance and video of another group. Discuss insights using evaluative criteria and dance terminology.

Performance Standard (s) DA:Re7.1.HSI (Responding: Analyze)

Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.

b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology.

Detailed Assessment Procedures Not applicable for this course

Knowledge, Skills and Vocabulary

Key Vocabulary: already noted in the performance standard in red

Knowledge and Skills [other than Key Vocabulary]
Students will:

* Develop, select and apply a range of strategies for exploring/improvisation
* Apply and give feedback for revising choreography
* Gain knowledge and application of movement elements
* Replicate, recall and retain movement sequences
* Understand compositional knowledge such as sequencing and structuring
* Gain knowledge of dance skills
* Demonstrate dance literacy
* Demonstrate knowledge of space (specifically sites), relationships and dance structures
* Develop film making skills specifically for dance movies
* Gain knowledge about analyzing choreographies and/or final art works (movie)
* Develop a sense for artistic intent and artistic expression

Common Core
Demonstrate knowledge of research skills
Integrate multiple sources of information
Produce clear and coherent work
Develop and strengthen your artistic expression[1]

DOK (Depth of Knowledge)
Identify, recall, recognize etc.
Classify, organize, observe, collect evidence etc.
Explain, describe, interpret
Logical argument, explain phenomena
Making connections; seek alternatives, problem solving[2]

Habits of mind
1. Persisting
2. Striving for accuracy
3. Questioning and posing problems
4. Thinking and communicating with clarity and precision
5. Managing impulsivity
6. Listening and understanding with empathy

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[1] Common Core toolkit, http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf
[2] DOK, levels, https://riscienceteachers.wikispaces.com/Depth+of+Knowledge

7. Applying past knowledge to new situations
8. Gathering data through all senses
9. Thinking about thinking: metacognition
10. Thinking flexibly
11. Responding with wonderment and awe
12. Creating, imagining and innovating
13. Remaining open to continuous learning
14. Thinking independently
15. Finding humor
16. Taking responsible risks[3]

Blooms Taxonomy
Remember
Understand
Apply
Analyze
Evaluate
Create

21st century skills
Creativity and innovation
Communication and collaboration
Research and information
Critical thinking and Problem Based Learning (problem solving)
Mixed media, technology
Social- and cross-cultural skills
Applying strategies and evaluating sources
Analyze, clarify and justify

Strategies for Inclusion *(Specially designed instruction and support for students with disabilities to provide equitable learning opportunities.)*

Resource: This would depend on the group. So far I haven't had much experience in teaching children with disabilities or different abilities except for working with an autistic students once. Adjustments need to be made for specific students if necessary. [4]

Differentiation Strategies *(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)*

Resource: This would need to be adjusted per group. Think about cultural differences, interests, multiple intelligences (Howard Gardner[5]), differentiating teaching strategies (visual, tactile, auditory etc.) skill levels, personal challenges etc. Strategies can easily be adjusted using different strategies, setting personal goals, grouping or pairing students in certain ways etc.[6][7]

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[3] Habits of mind chart, http://www.educatorstechnology.com/2015/01/16-habits-of-mind-essential-for-21st.html
[4] Media arts including strategies, http://www.nationalartsstandards.org/sites/default/files/Media%20Arts%20Grade%20HS%20Proficient.pdf
[5] Infed, Howard Gardner, Multiple Intelligences and education, http://infed.org/mobi/howard-gardner-multiple-intelligences-and-education/
[6] Understanding differentiated instruction: Building a foundation for leadership, http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx
[7] Universal design for learning and the arts, http://hepg.org/her-home/issues/harvard-educational-review-volume-83-number-1/herarticle/_1229

Resources *[for task implementation]*

Library/ books/ handouts
Laptops, iPad/ smart phones
recording devices
Apps like iMovie or similar
Projector/ screen
For the group to decide; props, costumes
Word wall, dance vocabulary/ terminology
Evaluation sheet

Scoring Devices *[rubrics = Appendix B, checklists = Appendix A/* **Task-specific Rubrics**

Build as many rows as needed for this task.					
Assessment Focus					
Artistic Process or Process Components	**Enduring Understandings**	**Essential Questions**	**Anchor Standards**	**Key Traits**	**Performance Standards (Advanced)**
Creating: Explore	Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.	Where do choreographers get ideas for dances?	Generate and conceptualize artistic ideas and work.	* Use multiple strategies for sourcing movement. * Identify and articulate personal preferences of movement * Solve multi step movement problems to generate original movement	a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.
Creating: Plan	The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers	What influences choice-making in creating choreography?	Organize and develop artistic ideas and work	* Articulate reasons for artistic choices Demonstrate use of the elements * Work effectively in a collaborative situation * Demonstrate effective use of basic choreographic structures	a. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent. b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.

Creating: Revise	Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?	Refine and complete artistic work.	* Discuss how the dance communicated artistic intent * Revise/refine choreography based on feedback or personal reflection * work effectively in a collaborative situation	a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.
Connecting: Synthesize	As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	How does dance deepen our understanding of ourselves, other knowledge, and events around us?	Synthesize and relate knowledge and personal experiences to make art.	* Give and receive feedback on movement choices * research, analyze and apply information	b. Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations.
Perform: Embody	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must a dancer do to prepare the mind and body for artistic expression?	Develop and refine artistic technique and work for presentation.		a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography and to underline your site-specific movement.
Perform: Express	Space, time, and energy are basic elements of dance.	How do dancers work with space, time and energy to communicate artistic expression?	Select, analyze and interpret artistic work for presentation	* work collaboratively * articulate, analyze and apply the elements of dance * articulate, express and apply artistic intent	a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use your site-specific space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography. c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.

Perform: Present	Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?	Convey meaning to the presentation of artistic work.	* be resourceful, creative and mindful * apply critique to improve your final work	b. Evaluate possible designs for the production elements of a performance (and for the movie) and select and execute the ideas that would intensify and heighten the artistic intent of the dances.
Respond: Critique	Criteria for evaluating dance vary across genres, styles and cultures.	What criteria are used to evaluate dance?	Apply criteria to develop artistic work.	* analyze and articulate artistic expression of other choreographers * actively engage in class discussions using dance vocabulary	a. Analyze the artistic expression of the dance and video of another group. Discuss insights using evaluative criteria and dance terminology.

Bio: Gaby Gusek is a visual artist and dance educator who is originally from the Netherlands, but has been living abroad with her family since 2008. She started teaching dance as a teaching artist at an international school in Berlin (BBIS) and later worked as a full time dance teacher at an international school in New Delhi teaching multiple styles and techniques. In New Delhi she decided to start studying for her CiDE with NDEO. At the moment she holds several certificates from the NDEO (National Dance Education Organization, New York) and from Little Acorns Pre-School Dance, UK. Next to dance she teaches several Zumba® classes for adults and kids for which she is also licensed and lately she started teaching Pilates after finishing a teacher training in Hanoi.

Appendix A: HS Proficient MCA
Checklist Rubric

Student Name:

Collaboratively create and perform an original dance and dance movie inspired by the theme community and site-specific movement. Perform the dance on specific sites within the community and create a movie of your dance journey. Document the learning journey. Analyze and respond in writing, orally and through the movie about your various learning throughout the project. You will present your project and your dance to a small audience in class.

Task	Work produced	Portfolio Evidence/ Documentation	Comments/ concerns/ scoring tools	Observed	Not observed
Task 1					
Discuss with your choreography group how these two ideas can be combined to create an original piece of choreography.	Discussion	Take notes/ process journal entries	Grouping words, ideas might help. Circle favorite words.		
Collaboratively write up a draft of an artistic statement that will help guide the development of the piece and that explains the message you would like to communicate through the dance and through the movie (these might be different from each other).	Artistic statement (draft)	Word document/ portfolio folder	This is a collaborative statement!		
Define the starting point for the dance clearly and identify dance related questions or problems.	Defining starting point dance, questions/ problems	Notes process journal and/or word document portfolio folder	Do the dance and movie have the same starting point/ message?		
Individually and/or collaboratively improvise movement and explore the elements of dance that express ideas around the theme and support the group's artistic statement.	Improvisations	Tape ideas, improvisations and revisions.	Would it be helpful to take notes or tape conversations to express ideas?		
Share movement ideas and discuss options and perspectives with larger group.	Sharing / feedback	Take notes/process journal	Write down key words and use for inspiration only or neglect feedback, but may sure you know why.		
Task 2					
Compose a group dance using the movements generated by	Composing	Tape, record	Collaborate, be original,		

individuals (combine, connect and/or mix up dance phrases etc.).			think out of the box, dare to use abstract movement		
Explore a variety of choreographic devices and dance structures that support the artist intent as noted in the artistic statement (use the elements of dance).	Choreographic devices/ dance structure	Tape record, take notes process journal	Dare to be a risk taker!		
Record (document) draft piece.	Draft	Tape, record	Remember to use different angles and all elements you can come up with to create an interesting movie.		
Get feedback and discuss possible revisions based on feedback from peers and the teacher and based on the site(s) you are planning to use.	Feedback and revisions	Take notes, process journal	Be sure to justify choices when using feedback for revisions. You might choose not to make revisions…		
Discuss how the dance communicates (new) perspectives and if or how this will differ from what the movie will communicate.	Discussion	Take notes, process journal	Participate in discussions, be actively engaged		
Task 3					
Make revisions on your group's dance and make sure you have enough material for your final movie (pieces of the improvisations may be used as well).	Revising and recording	Take notes and/ or tape	To revise or not to revise, that is the question.		
Enhance choreography and performance quality by refining technical dance skills.	Technical skills	Tape, record	Use technical skills to your best ability, challenge yourself		
Further revise choreography by including partner skills.	Partner skills	Tape, record	Think about partnering and spatial relationships to improve your final product		
Choose movie production elements to enhance the choreography.	Production elements	Take notes, process journal	What elements can you use? You may ask an experienced movie maker for tips		
Analyze in writing (process	Artistic statement and	Take notes in process	Stay true to your artistic		

journal) how the dance reflects the group's artistic statement/intent in terms of group generated evaluative criteria (structure, elements of dance, reoccurring patterns, site specific restrictions or opportunities etc.). Use genre-based terminology throughout analysis. Make sure to include some problems that needed to be solved during the process and solutions that were found to solve these problems.	choreographic problems	journal and/or create a word doc in your portfolio folder	statement, include dance terminology		
Task 4					
Rehearse, refine and perform dance and keep recording (you may need this for your final movie product).	Rehearse, refine	Tape, record	Ask feedback if needed, be critical, be resourceful and challenge yourself		
Continue to refine dance by using performance dynamics to express artistic intent of the piece.	Performance dynamics	Tape and take notes in process journal	Use physical, technical, mental and expressive skills		
Keep refining your video project. Do you have enough material, did you include different angles, editing etc. If necessary ask your digital design teacher for feedback.	Refine movie	Tape, record and make notes if needed	Check and re-check, keep your video interesting and compact		
If your movie includes music or spoken text, make sure this is arranged (the recording studio might be an option as well). Justify choices (process journal).	Music, text, stillness	Music or recordings should be shared with teacher and kept in portfolio, justify choices in process journal	Be resourceful and original, make sure music and lyrics are appropriate for a school setting		
Important questions: is your artistic intent for the dance similar, or the same as your artistic intent for the video or is it different? Why and how?	Questions	Process journal	Justify your thoughts, be clear and concise		
Task 5					
Sharing. On the final performance day, your group will present the project (initial	Share project	Tape, record and/ or digital portfolio if for example a	Be prepared; check materials and devices		

idea, intent etc. which might include a PowerPoint presentation, an oral presentation and/or pictures).		PowerPoint presentation is used.	before your presentation.		
You will also perform the dance (think about props, costumes, music) and you will show the video.	Share dance	Tape, record	Be prepared, check your costumes, props, music etc.		
The audience (a theatre class from the same age group and their teacher) will have a chance to respond to the work and ask questions.	Questions audience	Record question answer round	Be prepared for the question round, use your notes if necessary		
After the audience has left, respond to and analyze the choreography, the movie, artistic intent, elements of dance, genres, styles, cultural context etc. of another group using an extensive evaluation sheet provided by the teacher (in written form). Use your dance vocabulary!	Analyze and evaluate	Evaluation sheet digital/ portfolio folder	Be sure to include dance terminology		
Final class discussion at the end of the unit, possible questions; what did you like or dislike in this unit, what was difficult, how did you solve problems, was is a collaborative effort, did you have a leader ? etc.	Final class discussion	Notes/ process journal	Be honest, open and share your insights and findings		

Appendix B Rubric: Collaboratively create and perform an original dance and dance movie inspired by the theme community and site-specific movement. Perform the dance on specific sites within the community and create a movie of your dance journey. Document the learning journey. Analyze and respond in writing, orally and through the movie about your various learning throughout the project. You will present your project and your dance to a small audience in class.

Tasks	Above standard	At standard	Approaching Standard	Below standard
Task 1 * Research the concepts of "site specific movement" and "community". Create a folder with pictures and videos that inspire (you might need these for your final presentation). * Discuss with your choreography group how these two ideas can be combined to create an original piece of choreography. * Collaboratively write up a draft of an artistic statement that will help guide the development of the piece and that explains the message you would like to communicate through the dance and through the movie (these might be different from each other). Define the starting point for the dance clearly. * Individually and/or collaboratively improvise movement and explore the elements of dance that express ideas around the theme and support the group's artistic statement. Share movement ideas and discuss options with larger group.	* Student submitted an extended research folder around the concept of "site specific movement" and "community" and implemented findings of the research in an original way in the end presentation. * Student was actively engaged in collaborative work and took a leadership role in helping other group members. * Student shows an above standard level of artistic expression and intent and articulates this in an authentic and original way. * Student individually and collaboratively created original and surprising movement phrases, clearly using ideas from the research and artistic statement. * Student provided extended written documentation of implementing and exploring the elements of dance.	* Student submitted a completed research folder around the concept of "site specific movement" and "community" and implemented findings of the research in the end presentation. * Student was actively engaged in collaborative work in writing as well as in discussions and creating dance phrases. * A collaborative draft of an authentic artistic statement was handed in (process journal) and * Student individually and/or collaboratively created movement phrases that clearly use ideas from the research and artistic statement. Provided written documentation (process journal entries) of how they implemented/explored the elements of dance.	* Student submitted a research folder, but some components are missing. * Student's engagement in working collaboratively was not consistent. Work, however, has been documented, and it is clear where the individual has contributed to the larger work. Student will be able to resubmit before final (extended if necessary) deadline.	* Student did not, or did submit a research folder, which was missing most components. Work needs a lot of revision. * Student did not show active engagement in collaborative work and/or relied on work of others in the group. Student contribution maybe unclear and is not well documented. * Student will not be able to submit work on required timeframe (even after extending the deadline).
Task 2 * Compose a group dance using the movements generated by individuals (combine, connect and/or mix up dance phrases etc.). * Explore a variety of choreographic devices and dance structures that support the artist intent as noted in the artistic	* Student actively engaged in collaborating on group dance by contributing movement phrases from individual and/or collaborative study and shows signs of leadership qualities. * Student consistently offered suggestions for choreographic	* Student actively engaged in collaborating on group dance by contributing movement phrases from individual and/or collaborative study. * Student offered suggestions for choreographic devices and dance structures (provide	* Student completed the work with adequate contributions of individual movement phrases and evidence of collaboration but needed some encouragement. * Student offered some suggestions for choreographic devices and dance structures, and showed	* Student's work is underdeveloped and lacking essential components. * Student's contribution is limited and not well documented in a process journal. * Student does not use feedback

statement (use the elements of dance). * Record (document) draft piece. Get feedback and discuss possible revisions based on feedback from peers and the teacher and based on the site(s) you are planning to use. * Discuss how the dance communicates (new) perspectives and if or how this will differ from what the movie will communicate.	devices and dance structures (provide process journal entries). * Student collaborated and took ownership to revise dance based on feedback of others after showing recorded draft piece. * Student actively participated in class discussions on identified topics and showed well-informed insights on the topics.	process journal entries). * Student collaborated to revise dance based on feedback of others after showing recorded draft piece. * Student participated in class discussions on identified topics.	understanding of using feedback constructively, but the work might need a few revisions. * Student will be able to resubmit before final deadline	constructively. * Student will not be able to submit work on required timeframe (even after extending the deadline).
Task 3 * Make revisions on your group's dance and make sure you have enough material for your final movie (pieces of the improvisations may be used as well). * Choose movie production elements to enhance the choreography. * Analyze in writing (process journal) how the dance reflects the group's artistic statement/intent in terms of group generated evaluative criteria (structure, elements of dance, reoccurring patterns, site specific restrictions or opportunities etc.). * Use genre-based terminology throughout analysis. * Make sure to include some problems that needed to be solved during the process and solutions that were found to solve these problems.	* Student collaborated and showed leadership qualities on the revision process and on selection of production elements for the dance as well as for the movie. * Extended process journal entries, analysis on how the dance reflected the group's artistic statement are clearly articulated and handed in underlined with illustrations, pictures or other extra work showing great engagement. Genre based terminology has been consistently used showing a deep level of understanding the terminology. * Process journal entries include multiple "movement problems" and show a great level of problem solving.	* Student collaborated on the revision process and on selection of production elements for the dance as well as for the movie. * Process journal entries, analysis on how the dance reflected the group's artistic statement are clearly articulated and handed in. Genre based terminology has been used and it is clear the student understands the terminology. * Process journal entries include "movement problems" and show good attempts and/or multiple options of problem solving.	* Although the student participated in the revision process and considered production components, there are some missing elements either for the dance or for the movie, or both. * The written analysis in the process journal shows an adequate attempt of a reflection and is an indication of this nearly completed work, although it may need some additional work. * Student will probably be able to improve and finish the work when resubmission is allowed.	* Student's collaboration and revisions are not clearly shown and the process journal is lacking multiple entries. * Written documentation of evaluative criteria is insufficient and additional time is needed for completion.
Task 4 * Rehearse, refine and perform dance and keep recording (you may need this for your final movie product). * Use performance dynamics to express artistic intent of the piece. Keep refining your video project. Do you have enough	* Student rehearses (include a refined and thorough rehearsal plan) and refines dance with choreography group and recordings of collaborative efforts are kept in a folder and documented in the process journal. * A deep level of understanding	* Student rehearses (include a rehearsal plan) and refines dance with choreography group and recordings of collaborative efforts are kept in a folder and documented in the process journal. * Understanding of performance dynamics and artistic intent is	* Evidence of a rehearsal plan, rehearsals and refinements are provided and clear but there are some missing elements. * Understanding of performance dynamics and artistic intent is not yet clearly communicated and visible in the work, but a good effort is shown and developments	* Student is developing ideas for rehearsals and performance, but does not execute a plan for completion. * Student has not yet shown understanding of performance dynamics and artistic intent is not clearly communicated and visible in the work.

material, did you include different angles, editing etc. If necessary ask your digital design teacher for feedback. * If your movie includes music or spoken text, make sure this is arranged (the recording studio might be an option as well). Justify choices (process journal). * Important questions: is your artistic intent for the dance similar, or the same as your artistic intent for the video or is it different? Why and how?	of performance dynamics and artistic intent is clearly communicated and visible in the work. * Original (out of the box) music, recordings of text and/or any other necessary tools are provided well advanced in time and shared with instructor. Choices are articulated and justified in the process journal. * Process journal entries provide extended materials to answer/ or help to answer important questions regarding the task.	clearly communicated and visible in the work. * Music, recordings of text and/or any other necessary tools are provided in time and shared with instructor. Choices are articulated and justified in the process journal. * Process journal entries provide enough material to answer/ or help to answer important questions regarding the task.	are visible. * Tools, music etc. have been chosen, but have not been shared adequately. * Process journal entries are adequate, but could provide more detailed information. * Student will be able to finish and/or complete work when resubmission is allowed.	Student's development is not clear and more work will be necessary. * Tools, music etc. have not been chosen, or shared. * Student will probably not be able to deliver adequate work within the set time frame.
Task 5 Sharing. * On the final performance day, your group will present the project (initial idea, intent etc. which might include a PowerPoint presentation, an oral presentation and/or pictures). * You will also perform the dance (think about props, costumes, music) and you will show the video. The audience (a theatre class from the same age group and their teacher) will have a chance to respond to the work and ask questions. * After the audience has left, respond to and analyze the choreography and movie of another group using a evaluation sheet provided by the teacher (in written form). * Final class discussion at the end of the unit, possible questions; what did you like or dislike in this unit, what was difficult, how did you solve problems, was is a collaborative effort, did you have a leader ? etc.	* Student is well prepared for the final performance and clearly articulates and presents the final work, showing enthusiasm and consciousness towards the audience. * Student effectively analyzes and critiques another group's work through application of evaluation criteria and thorough discussion showing a deep level of understanding. * Student actively takes the lead in class discussions with mindful contributions, constructive feedback, curiosity and interesting questions to deepen everybody's knowledge.	* Student is well prepared for the final performance and clearly articulates and presents the final work. * Student effectively and completely analyzes and critiques another group's work through proper application of evaluation criteria and thorough discussion. * Student actively engages in class discussions with mindful contributions and constructive feedback.	* Student shows a good effort of being well prepared for the final performance and clearly articulating and presenting the final work, but could use some guidance to come to the best end-result. * Student shows an adequate attempt of analyzing and critiquing another group's work through application of evaluation criteria and discussion. Further development can be expected. * Student engages in class discussions and an average understanding of how to deliver feedback is shown.	* Student was not well prepared for the final performance and demonstrates little to no application of analysis and evaluation. * Student is lacking the intent and/or skill to thoroughly express a response or deliver constructive feedback to another group's work.