

Charleston County School of the Arts

SCREENING PROCEDURE and RUBRIC – 6th – 11th Grade Dance Entrance Audition, (pg 1 of 6)

6th – 11th Grade Dance Auditions (No 12th Graders)

Program Expectations

The Dance Major is designed to prepare the students to be successful in dance at a University, College, or in a professional dance company. Students learn the same skills that most undergraduate dance programs and professional dance companies want to see in their dancers. In the SOA dance program students will study traditional ballet technique, several traditional styles of modern dance, and dance choreography. Students must be able to demonstrate: flexibility, coordination, musicality, alignment, focus, picking up and retaining the combinations, strength and control, and self-expression within the movement styles taught. Teachers follow the SC Dance Standards which includes elements of dance history, cultural dance, and critical thinking.

Audition Expectations

The first part of the dance audition for 6th – 11th grade (no 12th grade) will be a video of a dance solo between 1 minute and 1 ½ minutes. This will be uploaded into a Google form by the deadline date. Once these are reviewed, callbacks will be made to the students who qualified for the next step. In the next audition process (this will be done in person in small groups), students will be asked to demonstrate a variety of dance combinations (ballet and modern). We look closely at how well the body is aligned, how well the body coordination is, is the dancer giving full energy, is the focus on the audition, and is the combination retained so it can be demonstrated correctly. Students will be asked to demonstrate a variety of improvisation activities. We look closely at the range of creativity, musicality, and self-expression demonstrated within the improvisational activity. Students are led through a variety of stretches in which they demonstrate their flexibility.

Students and parents must be aware that we accept 20 students to our program in 6th grade. Classes remain that size throughout high school.

11th grade students will perform an additional choreography assignment.

| 6 th – 8 th Grade Audition Requirements: | 9 th - 11 th Audition Requirements (No 12 th Grade) |
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| <p>Ballet Demonstration contains:</p> <ul style="list-style-type: none"> • Demi and grand plie in 1st, 2nd, and 5th position with releve balances • Tendus and degages from 1st and 5th • Sautes in 1st, 2nd, and 5th • Single pirouettes on both sides • Variety of leaps (jete, pas de chat) • 1st arabesque <p>Modern Demonstrations contain:</p> <ul style="list-style-type: none"> • Body part swings • Rolls • Triplets and foot patterns • Laterals • Variety of Turns • Variety of jumps • Rhythmic phrasing • Facings and directions • Weight shifting | <p>Ballet Demonstration contains:</p> <ul style="list-style-type: none"> • Demi and grand plie in 1st, 2nd, 4th and 5th position with releve balances • Tendus and degages from 5th • Grand rond de jamb • Sautes in 1st, 2nd, and 5th, entrechat royale • Double pirouettes on both sides • Variety of leaps (jete, Italian pas de chat) • 1st arabesque <p>Modern Demonstrations contain: (may contain a variety of traditional styles)</p> <ul style="list-style-type: none"> • Body part swings • Rolls • Triplets and foot patterns • Laterals • Variety of Turns • Variety of jumps • Rhythmic phrasing |

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| <p>Flexibility Demonstration contains:</p> <ul style="list-style-type: none"> • Both sides splits • Center split • Forward bend • Backwards arch • Pointing feet | <p>Improvisation Demonstrations contain:</p> <ul style="list-style-type: none"> • Prompts based on the elements of dance • Facing and directions • Weight shifting |
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Rubric for all grades 6 - 11:

Rubric Points:

- 9--10 is exemplary
- 7--8 is strong
- 5--6 is acceptable
- 3--4 needs improvement
- 0--2 not acceptable, poor

Alignment of body parts: lining up body parts to create safe and aesthetic shapes and positions

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| 9-10 | no observable flaws, body parts are in correct position according to dance style, makes beautiful lines with the body |
| 7-8 | few observable flaws, body parts are mostly in correction position |
| 5-6 | some observable flaws, |
| 3-4 | many observable flaws, |
| 1-2 | many significant flaws, body parts are not in correct position according to dance style |

Physical Strength and control: holding positions and controlling motion of the body

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| 9-10 | Excellent ability to control the full body and individual body parts, strong use of rotation and parallel positions, strong use of the feet, strong core, excellent jumps and strong turns |
| 7-8 | Has the ability to control the full body and individual body parts, uses rotation and parallel positions, uses the feet, uses the core, nice jumps and turns |
| 5-6 | Has the ability to control the full body and individual body parts some of the time, sometimes uses parallel and rotated positions, sometimes uses the feet and core, some ability to jump and turn |
| 3-4 | Insistent ability to control the body and individual body parts when needed, inconsistent use of parallel and rotated positions, inconsistent use of feet and core, inconsistent ability to jump and turn |
| 1-2 | Lacks control and body strength when needed, lacks use of core and feet, lacks ability to hold any rotation or parallel positions, lacks ability to jump and turn |

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Energy: the effort put forth

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| 9-10 | Excellent ability to dance using the full body with engaged muscles that extend to show the full movement potential and performance ability |
| 7-8 | Ability to dance using the full body with engaged muscles that extend close to the full movement potential of the students and performance ability |
| 5-6 | Average ability to dance using the body with engaged muscles that extend to an average movement potential and average performance ability, could use more energy |
| 3-4 | Inconsistent ability to dance using the body with engaged muscles that extend to an average movement potential and average performance ability |
| 0-2 | Does not dance with energy, does not dance to average potential, no energetic performance ability |

Coordination: combining body part movements in variety of ways

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| 9-10 | Excellent ability to coordinate the body parts in order to execute the movement correctly, excellent weight shifting, dance patterning, level and facing changes, transitions, and body part sequencing |
| 7-8 | Ability to coordinate the body parts in order to execute the movement correctly, strong weight shifting, dance patterning, level and facing changes, transitions, and body part sequencing |
| 5-6 | Ability to coordinate the body parts in order to execute the movement correctly most of the time, acceptable most of the time in weight shifting, dance patterning, level and facing changes, transitions, and body part sequencing |
| 3-4 | Inconsistent ability to coordinate the body parts in order to execute the movement correctly, sometimes the movement is performed incorrectly, some incorrect weight shifting, dance patterning, level and facing changes, transitions, and body part sequencing |
| 0-2 | Movement is not coordinated, movement is often incorrect, often incorrect weight shifting, dance patterning, level and facing changes, transitions, and body part sequencing |

Flexibility and Range of Motion: stretch and ability to move body parts fully

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| 9-10 | Excellent ability to fully use the maximum flexibility and range of motion of body parts, legs, feet, torso and arms have excellent stretch and range of motion |
| 7-8 | Has ability to use maximum flexibility and range of motion of body parts, legs, feet, torso and arms have strong stretch and range of motion |
| 5-6 | Ability to use flexibility and range of motion of body parts most of the time, some obvious restriction in range of motion and flexibility, feet, legs, torso and arms have acceptable stretch and range of motion |
| 3-4 | Inconsistent ability to use flexibility and range of motion of body parts, some obvious restriction of range of motion and flexibility |
| 0-2 | Lacks stretch and lacks range of motion |

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Focus: attention and commitment to the movement being performed

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| 9-10 | Excellent ability to immerse the body and mind in the exercises naturally and with full commitment |
| 7-8 | Ability to immerse the body and mind in the exercises naturally and with commitment |
| 5-6 | Average ability to perform exercises somewhat naturally and with commitment |
| 3-4 | Student is hesitant, inconsistent commitment to the movement, |
| 0-2 | Student is distracted throughout exercises, cannot commit to the movement, laughs, does not do |

Taking Directions: listens and follows as taught the movement or prompted in an exercise

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| 9-10 | An excellent ability to take directions, knows all combinations, and interpret prompts and movement concepts in a new and unique way |
| 7-8 | Ability to take directions and knows most combinations, and interpret prompts and movement concepts in new ways |
| 5-6 | Average ability to take directions and knows some combinations, and interpret prompts and movement concepts with ordinary choices |
| 3-4 | Student can follow some directions and knows a few combinations, is hesitant, student goes in and out of being able to interpret prompts and concepts, does bare minimum or repeats |
| 0-2 | Student does not follow directions and cannot perform combinations, chooses not to move or perform the exercise, lacks ideas |

Self-Expression: performance skills and using the face/body as a tool for artistic expression

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| 9-10 | Excellent ability to use an expressive face and body, as well as an ability to use a variety of energetic qualities as directed, demonstrates excellent performance skills |
| 7-8 | Ability to use an expressive face and body, as well as an ability to use energetic qualities, mostly demonstrates strong performance skills |
| 5-6 | Ability to use an expressive face and body some of the time, as well as an ability to use some energetic qualities as directed, some performance skills demonstrated |
| 3-4 | Inconsistent ability to use an expressive face and body, limited expression, and often without expression, as well as an inconsistent ability to use energetic qualities and performance skills |
| 0-2 | Flat affect, lacks body expression, cannot change energetic qualities |

Musicality: dancing with the music

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| 9-10 | Excellent musical ability, stays on rhythm, excellent use of all the music given, excellent ability to count beats and to dance to music and its nuances, beats and phrasing |
| 7-8 | Ability to stay on the rhythm, uses music given, able to count beats, able to dance to music and its particular nuances, beats and phrasing |
| 5-6 | Has the ability to stay on the rhythm most of the time, can count beats most of the time, can dance to the music |
| 3-4 | Inconsistent ability to stay on the music, off the rhythm at times, inconsistent ability to use all music given, early or late for music, limited ability to dance to the music |
| 0-2 | Does not stay on the music, lack sense of rhythm, does not use all the music, waits, or is early, cannot dance to the music |

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11th grade additional audition requirements:

The student who is going into the 11th grade will need to perform an additional choreography assignment. Students are expected to know how to work independently on a creative assignment, improvise alone and with another student to generate movement, use choreography tools, and articulate and critique their artistic choices.

Assignment: Students will be given a theme or idea as their inspiration for creating movement. The student will have 30 min. to choreograph a 1 min. dance study. There will be no sound unless the student chooses to make his/her own sound. (Examples of themes and ideas: a board game, a word, a poem.)

Improvisation

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| 9-10 | Excellent ability to focus and work solo and/or with a partner on improvisation |
| 7-8 | Able to focus and work solo and/or with a partner on improvisation |
| 5-6 | Somewhat able to focus and work solo and/or with a partner on improvisation |
| 3-4 | Limited ability to focus and work solo and/or with a partner on improvisation |
| 0-2 | Not able to focus and work solo and/or with a partner on improvisation |

Movement generation

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| 9-10 | Excellent ability to generate new and different movement during improvisation |
| 7-8 | Able to generate new and different movement during improvisation |
| 5-6 | Somewhat able to generate new and different movement during improvisation |
| 3-4 | Limited ability to generate movement during improvisation |
| 0-2 | Not able to generate movement during improvisation |

Choreography tools

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| 9-10 | excellent knowledge of choreographic tools, and uses them in new and unusual ways |
| 7-8 | Has knowledge of choreographic tools and uses them well |
| 5-6 | Knows some tools and Uses tools somewhat correctly |
| 3-4 | Limited knowledge of tools, limited ability to use the tools correctly |
| 0-2 | No knowledge of tools, no ability to use the tools correctly |

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11th grade additional audition requirements – cont.

Communication of theme or idea

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| 9-10 | dance study communicates ideas, concepts, and/or feelings regarding the assignment given in a unique and unusual way |
| 7-8 | dance study communicates the assignment given in a unique and unusual way |
| 5-6 | dance study mostly communicates the assignment given in a unique and unusual way |
| 3-4 | Limited ability to communicate the assignment given |
| 0-2 | dance study does not communicate the assignment given |

Verbal communication of artistic process

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| 9-10 | able to discuss clearly and with dance terms the way she/he put the dance study together , has a clear understanding of the creative process, able to clearly, and using dance terms, discuss artistic choices |
| 7-8 | able to discuss the way she/he put the dance study together, able to discuss artistic choices |
| 5-6 | Somewhat able to discuss the way she/he put the dance study together , somewhat able to discuss artistic choices |
| 3-4 | Limited ability to discuss the way she/he put the dance study together, limited ability to discuss artistic choices |
| 0-2 | no ability to discuss the way she/he put the dance study together, no ability to discuss artistic choices |