

DANT 301.001
Choreography II
Dr. Stephanie Milling
Spring 2009

Choreographic progress evaluation #1

Student: _____

	<p>EXEMPLARY</p> <p>_____ Student has an excellent working title</p> <p>_____ Student demonstrates a synthesized comprehension of the inspiration for the piece</p> <p>_____ Student has begun conducting or has conducted thorough research to develop the idea, concept, and/or theme that underpins the work</p> <p>_____ Student can demonstrate and thoughtfully articulate how the idea, concept, and/or theme is transposed into movement with specific attention to elements such as time, space, shape, effort, relationships of dancers in space, and style</p> <p>_____ Student can speak extemporaneously about the integration of the music and the movement and the role of the music in the creative process</p> <p>_____ Student can verbally articulate the potential structure of the piece and sequencing of events within it</p> <p>_____ Student is extremely receptive to feedback during the discussion with the faculty advisor and can contribute to the discussion with substantive responses that demonstrate substantial reflection on the creative process</p>
	<p>COMPETENT</p> <p>_____ Student has a good working title</p> <p>_____ Student demonstrates comprehension of the inspiration for the piece</p> <p>_____ Student has begun conducting or has conducted research to develop the idea, concept, and/or theme that underpins the work</p> <p>_____ Student can demonstrate and adequately articulate how the idea, concept, and/or theme is transposed into movement with specific attention to elements such as time, space, shape, effort, relationships of dancers in space, and style</p> <p>_____ Student can adequately speak about the integration of the music and the movement and the role of the music in the creative process</p> <p>_____ Student can adequately discuss the potential structure of the piece and sequencing of events within it</p>

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	<p>Student is receptive to feedback during the discussion with the faculty advisor and can contribute to the discussion with responses that demonstrate reflection on the creative process</p>
_____	<p>EMERGING</p> <p>Student has a working title</p> <p>Student demonstrates a vague comprehension of the inspiration for the piece</p> <p>Student has begun conducting or has conducted a modest amount of research to develop the idea, concept, and/or theme that underpins the work</p> <p>Student can demonstrate and articulate how the idea, concept, and/or theme is transposed into movement with specific attention to elements such as time, space, shape, effort, relationships of dancers in space, and style but is unrefined and demonstrates a minimal amount of reflection upon the connection between the catalyst for creating and the product bring created</p> <p>Student can speak about the integration of the music and the movement and the role of the music in the creative process, but demonstration of such knowledge is superficial and unrefined</p> <p>Student can discuss the potential structure of the piece and sequencing of events on a superficial level</p> <p>Student is receptive to feedback during the discussion with the faculty advisor and contributes to the discussion with responses that do not demonstrate thoughtful reflection on the creative process</p>

_____	<p>UNACCEPTABLE</p> <p>Student has no working title or a title that does not align with the concept, idea, and/or theme of the piece</p> <p>Student does not demonstrate an understanding of the inspiration for the piece</p> <p>Student has not begun conducting or has not conducted research to develop the idea, concept, and/or theme that underpins the work</p>

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_____	Student cannot demonstrate and articulate how the idea, concept, and/or theme is transposed into movement with specific attention to elements such as time, space, shape, effort, relationships of dancers in space, and style
_____	Student cannot speak about the integration of the music and the movement and the role of the music in the creative process
_____	Student cannot discuss the potential structure of the piece and sequencing of events on a superficial level
_____	Student is not receptive to feedback during the discussion with the faculty advisor and cannot contribute to the discussion with responses that demonstrate thoughtful reflection on the creative process