

# INDIVIDUAL ARTS ASSESSMENT

## Dance

### Student Handbook

Welcome and congratulations on choosing the Individual Arts Assessment Pathway as part of your journey to graduation! The information and strategies in this handbook will help streamline your process and be one source of support as you begin this adventure. The other sources of support will be your dance teacher(s) and the IAAP contact person.

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

Dance Teacher(s) \_\_\_\_\_

IAAP Contact Person: \_\_\_\_\_

- ” Your completed works will all be stored in the IAAP Dance Google Classroom or a similar storage space your teacher has set up for you. This is where all communications will be made during the duration of this pathway. You will also have regular meeting times to discuss projects and receive feedback on work.
  
- ” Below you will find the requirements that you should be completing as you move through your studies. There is also a sample chart (rubric) that might be used to keep track of your accomplishments as you move through this pathway. You can also use this rubric to keep track of projects, artifacts and papers as you submit them into your portfolio.

#### Timeline for Completion

##### Year 1

- ” Introduce portfolio project (Teacher)
- ”

- ” Create a table of contents (Student-Teacher)
- ” Submit completed portfolio for assessment (Student)
- ” Consider how you might want to share this body of work within your community (showcase, recital, concert, community art days, video sharing, etc.) (Student-Teacher)

Choreography


	for a piece of choreography they created.	CR3 PR5, PR6 CN11		
	Submit a video or a plot of a light design for a specific piece of choreography.	CR1		
	Submit a reflection on stage managing a dance performance outlining responsibility, challenges, successes they experienced.	RE7, RE9 CN11		
Summative Assessments	Annual Self Reflection: Dancers will reflect on their own personal growth as a dancer and artist over the year. ** Formal progress report by faculty per year. **	RE7, RE8, RE9 CN10. CN11		
Written Commentaries: Self Peer Dance Educator	Informal Peer feedback: constructive criticism, think tank etc., written evaluation of a piece of choreography for each of the 5-6 creative works submitted.	RE9		
		123 Tc 0.0182 315 TDC		
		Supporting evidence: Video capturing works in progress at intervals over the course of the program.		

<p>Artist Statement</p> <p>Dancers will write a philosophy of creative values, artistic perspectives and goals, and evidence of their progress/achievement of these values and viewpoints.</p>	<p>Annual Artist Statement ** includes reflection on:</p> <ul style="list-style-type: none"> <li>” creative/artistic values.</li> <li>” impactful dance experiences</li> <li>” challenges encountered</li> <li>” changes in aesthetic perspectives throughout the year.</li> <li>” influential artists that inspired growth or change</li> </ul> <p>Possible Supplemental Materials:</p> <ul style="list-style-type: none"> <li>” Video/Audio/Drawings of self</li> </ul>	<p>RE7, RE8, RE9 CN10, CN11</p>		
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” Please make sure you are familiar with the below Mandatory Portfolio Requirements before starting the pathway. This will give you a clear vision of subject matter that needs to be included as part of your portfolio.

DISCIPLINE SPECIFIC MANDATORY PORTFOLIO  
REQUIREMENTS

Portfolio Requirement	Suggested Artifacts	Anchor Standard
Performance Dancers should demonstrate progress in diverse dance forms.	Video recording of two m(R)-1 (EQ)-1. s.o	m(R)-1 (EQ)-1.



rehearsal activities,  
explorations,  
revisions, goals, and  
outcomes.

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Process artifacts  
including but not  
limited to:  
choreography notes,





## Artist Statement

Dancers will write a philosophy of creative values, artistic perspectives and goals, and evidence of their progress/achievement of these values and viewpoints.

Annual Artist Statement includes reflection on:

- ” creative/artistic values.
- ” impactful dance experiences
- ” challenges encountered
- ” changes in aesthetic perspectives

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