



Musical Theatre Dance

Student(s):

School:

Selection:

Troupe:

SKILLS	4 Superior Above standard	3 Excellent At standard	2 Good Near standard	1 Fair Aspiring to standard	SCORE
Acting Transitions Slating that includes articulation of name and selection, transition into and between characters, final moment, and transition out of character into exit.	Clear articulation of name and selection; intuitive transition into and between characters, distinctive final moment and transition out of character into exit.	Clear articulation of name and selection; recognizable transition into and between characters, final moment and into exit.	Moderately clear articulation of name and selection; transition into and between characters and/or final moment may or may not be present.	Unclear articulation of name and selection; transitions into and between characters and/or final moment are not evident.	
Comment:					
Dance Technique Energy through lines, spatial awareness and articulation of the body.	Excellent demonstration of energy through lines, spatial awareness, proper use of the appropriate dance technique and clean, organic transitions between movements by all dancers.	Good demonstration of energy through lines, spatial awareness, proper use of the appropriate dance technique and clean, organic transitions between movements by the majority of dancers.	Energy through lines is inconsistent , spatial awareness and dance technique need improvement while movement transitions are not smooth and clean.	Lines are lacking energy , there is very little sense of spatial awareness and minimal use of proper dance technique with no evidence of transitions between movements.	
Comment:					
Musicality/Rhythmic Ability Sense of rhythm and phrasing with precise and correct counts throughout.	Excellent sense of rhythm and phrasing from all performers and all counts are correct and precise throughout.	Good sense of rhythm from a majority of performers and counts seem correct or precise throughout.	Phrasing needs improvement, performance struggles with rhythm while counts are sometimes correct.	Very little sense or concern for phrasing, rhythm or music.	
Comment:					
Characterization Gestures, facial expressions, blocking, and dance communicate the character's emotions and subtext. Emotionally and physical believability and commitment to character.	Gestures and facial expressions consistently communicate appropriate character emotions and their meanings; blocking and dance are varied, purposeful, and reflect the character's emotion and subtext. Characters are consistently emotionally and physically believable	Gestures and facial expressions frequently communicate appropriate character emotions and their meanings; blocking and dance are varied, purposeful, and reflect the character's emotion and subtext. Characters are frequently emotionally and physically believable	Gestures and facial expressions infrequently communicate appropriate character emotions and their meanings; blocking and dance generally reflect the character's emotion and subtext. Characters are infrequently emotionally and physically believable	Gestures and facial expressions are limited/absent and rarely communicate suitable character emotions; blocking and dance does not reflect the character's emotion and subtext. Character are rarely emotionally and physically believable	
Comment:					

Execution Concentration and commitment to moment-to-moment choices; integration of body, musicality and acting technique to create believable characters/relationships that tell a story.	Concentration and commitment to moment-to-moment choices are sustained throughout ; integration of movement/dancing, musicality and acting create believable characters/relationships that tell a story.	Concentration and commitment to moment-to-moment choices are mostly sustained ; integration of movement/dancing, musicality and acting often create believable characters/relationships that tell a story.	Concentration and commitment to moment-to-moment choices are inconsistently sustained ; integration of movement/dancing, musicality and acting occasionally create believable characters/relationships that tell a story.	Concentration and commitment to moment-to-moment choices are limited or absent ; movement/ dancing, musicality and acting are rarely integrated to create believable characters/relationships that tell a story.	
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Comment:

RATING <small>(Please circle)</small>	4 Superior <small>(Score of 20-18)</small>	3 Excellent <small>(Score of 17-13)</small>	2 Good <small>(Score of 12-8)</small>	1 Fair <small>(Score of 7-5)</small>	TOTAL SCORE
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Judge's name (please print)

Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

Timing issue: (_____mm _____ss)

Rule violation: _____; _____; _____

Other comments:

Individual Events should not be considered an assessment of student learning. However, Individual Events can serve as a model for designing curriculum-based performance assessments and for this reason, alignment to the National Core Standards has been indicated on this form.

Example National Core Theatre Standards aligned to this rubric: TH:Cr3.1.I.a, TH:Cr3.1.I.b, TH:Pr4.1.I.a, H:Pr6.1.I.a

To access the full descriptions of the above and all the Core Theatre Standards go to: www.nationalartsstandards.org

For additional standards resources visit: www.schooltheatre.org/advocacy/standardsresources

Optional aligned state standards: _____

State standards website: _____