

Spontaneous Improvisation Level 1

Teacher's Notes

Theory (Knowledge/Understanding)

- The student demonstrates understanding of dance safety practices to a limited degree (e.g., observes minimal safety requirements).

Thinking/Inquiry

not applicable

Communication

not applicable

Creation (Application)

- The student improvises with limited spontaneity and little awareness of others (e.g., imitates others, uses extensive repetition, and moves very tentatively).
- The student experiments with limited effectiveness.

Comments/Next Steps

- The student needs to build the skills required for improvisation and to become more confident with this form of dance activity.

Spontaneous Improvisation Level 2

Teacher's Notes

Theory (Knowledge/Understanding)

- The student demonstrates understanding of dance safety practices to some degree (e.g., the student is aware of himself or herself or others but not of both or not consistently).

Thinking/Inquiry

not applicable

Communication

not applicable

Creation (Application)

- The student improvises with some spontaneity (e.g., the student experiments in a way that is very internalized and is only beginning to move freely).

Comments/Next Steps

- The student needs to experiment more freely and with some confidence.
- The student should expand the variety of shapes, levels, and locomotor movements within his or her level of competence.

Spontaneous Improvisation Level 3, Sample 1

(student numbered “3” on video)

Teacher’s Notes

Theory (Knowledge/Understanding)

- The student demonstrates understanding of dance safety practices to a considerable degree (e.g., watches others to avoid collisions, changes direction to avoid others).

Thinking/Inquiry

not applicable

Communication

not applicable

Creation (Application)

- The student improvises with considerable spontaneity (e.g., experiments in a way that is continuous, using a variety of levels, shapes, and locomotor movements).
- The student experiments with considerable effectiveness (e.g., explores space by using a variety of levels and by moving backwards, uses her whole body to create shapes, and uses changes in tempo effectively to communicate the theme).

Comments/Next Steps

- The student should explore the low level (between waist and floor) more extensively.
- The student should continue to expand her range of movement to create more interesting shapes.

Spontaneous Improvisation Level 3, Sample 2

(student in dark red shirt)

Teacher’s Notes

Theory (Knowledge/Understanding)

- The student demonstrates understanding of dance safety practices to a considerable degree (e.g., is consistently aware of herself and of others).

Thinking/Inquiry

not applicable

Communication

not applicable

Creation (Application)

- The student improvises with considerable spontaneity (e.g., changes focus from floor to arms to mirror to partner).
- The student experiments with considerable effectiveness (e.g., uses a variety of shapes and locomotor movements to explain the theme).

Comments/Next Steps

- The student should concentrate on her transitions between shapes.

Spontaneous Improvisation Level 3, Sample 3

(student in red shirt)

Teacher's Notes

Theory (Knowledge/Understanding)

- The student demonstrates understanding of dance safety practices to a considerable degree (e.g., works away from others and moves into the open spaces).

Thinking/Inquiry

not applicable

Communication

not applicable

Creation (Application)

- The student improvises with considerable spontaneity, and movements incorporate a variety of levels and shapes.
- The student experiments with considerable effectiveness (e.g., conveys the theme effectively by maintaining tension during stillness and by using a full range of shapes in movement).

Comments/Next Steps

- The student should experiment more when moving from location to location.

Spontaneous Improvisation Level 4, Sample 1

(student in yellow shirt)

Teacher's Notes

Theory (Knowledge/Understanding)

- The student demonstrates understanding of dance safety practices to a high degree (e.g., uses peripheral vision to remain aware of others and ensures that her larger and more energetic movements are safe).

Thinking/Inquiry

not applicable

Communication

not applicable

Creation (Application)

- The student improvises with a high degree of spontaneity (e.g., uses very little repetition of shapes or movement, changes focus from partner to floor to ceiling to hand).
- The student experiments with a high degree of effectiveness (e.g., conveys the theme by effectively moving energy into her extremities and by using a variety of levels).

Comments/Next Steps

- The student should continue to refine her technique, experimenting with even more difficult and interesting shapes.

Spontaneous Improvisation Level 4, Sample 2

(student in purple shirt)

Teacher's Notes

Theory (Knowledge/Understanding)

The student demonstrates understanding of dance safety practices to a high degree (e.g., makes adjustments to allow for the movement of others).

Thinking/Inquiry

not applicable

Communication

not applicable

Creation (Application)

- The student improvises with a high degree of spontaneity (e.g., she encourages others to experiment and looks for opportunities to build on their work).
- The student experiments with a high degree of effectiveness (e.g., elaborates on the theme using refined shapes enhanced by technique and aesthetic awareness).

Comments/Next Steps

- The student should explore using different parts of the body to lead her movement.
- The student should continue to experiment with a variety of movement qualities (e.g., energy, focus, tempo).

Spontaneous Improvisation Level 4, Sample 3

(student in blue shirt)

Teacher's Notes

Theory (Knowledge/Understanding)

- The student demonstrates understanding of dance safety practices to a high degree (e.g., works around others and is aware of the position of other dancers at all times).

Thinking/Inquiry

not applicable

Communication

not applicable

Creation (Application)

- The student improvises with a high degree of spontaneity (e.g., uses an interesting variety of movements such as recoil, constantly experiments).
- The student experiments with a high degree of effectiveness (e.g., uses jagged movement effectively, leads with different parts of the body, employs a variety of movement qualities).

Comments/Next Steps

- The student should experiment further with even more challenging and difficult shapes and movements.
- The student should begin to experiment with other movement qualities (e.g., not jagged and sharp but sustained and flowing).