

Prepared Improvisation Level 1

Teacher's Notes

Theory (Knowledge/Understanding)

not applicable

Thinking/Inquiry

not applicable

Communication

not applicable

Creation (Application)

- The student uses a limited variety of shapes (e.g., repeats only a limited number of shapes and works at only one level).
- The student uses a limited variety of movements (e.g., repeats only a limited number of locomotor movements and moves at only one level).
- The student interprets the theme with limited clarity and effectiveness (i.e., identifies the theme, but does not define it clearly or consistently).

Comments/Next Steps

- The student should use a greater variety of shapes and locomotor movements.
- The student should focus on selecting shapes and movements that illustrate the theme.
- The student should vary energy levels within a piece to more effectively reflect the theme.

Prepared Improvisation Level 2

Teacher's Notes

Theory (Knowledge/Understanding)

not applicable

Thinking/Inquiry

not applicable

Communication

not applicable

Creation (Application)

- The student uses some variety of shapes (e.g., uses only her arms and legs to create shapes).
- The student uses some variety of movements (e.g., uses locomotor movements that may appear tentative or restricted in range).
- The student interprets the theme with moderate clarity and effectiveness (e.g., communicates the theme somewhat inconsistently).

Comments/Next Steps

- The student should explore a wider variety of shapes and locomotor movements.
- The student should vary her use of energy to more clearly communicate the theme.

Prepared Improvisation Level 3, Sample 1

(student in light blue)

Teacher's Notes**Theory (Knowledge/Understanding)**

not applicable

Thinking/Inquiry

not applicable

Communication

not applicable

Creation (Application)

- The student uses a considerable variety of interesting shapes and different levels (e.g., uses the whole body through extension and contraction).
- The student uses a considerable variety of movements (e.g., makes smooth transitions from slow to fast movements).
- The student interprets the theme with considerable clarity and effectiveness.

Comments/Next Steps

- The student should use a full range of motion when creating shapes (e.g., fully extending the arms to the tips of the fingers).

Prepared Improvisation Level 3, Sample 2

(student in purple shirt)

Teacher's Notes**Theory (Knowledge/Understanding)**

not applicable

Thinking/Inquiry

not applicable

Communication

not applicable

Creation (Application)

- The student uses a considerable variety of shapes (e.g., uses her whole body effectively).
- The student uses a considerable variety of movements (e.g., most movements approach the full range of motion).
- The student interprets the theme with considerable clarity and effectiveness.

Comments/Next Steps

- The student should increase her range of movement (e.g., flex her torso during whole body movements) to accentuate the theme.

Prepared Improvisation Level 3, Sample 3

(student numbered “3” on video)

Teacher’s Notes

Theory (Knowledge/Understanding)

not applicable

Thinking/Inquiry

not applicable

Communication

not applicable

Creation (Application)

- The student uses a considerable variety of shapes (e.g., attempts to extend her range of motion by including her head and torso).
- The student uses a considerable variety of movements (e.g., uses space well and explores using different levels).
- The student interprets the theme with considerable clarity and effectiveness.

Comments/Next Steps

- The student should sustain her focus and intensity to further enhance the theme.

Prepared Improvisation Level 4, Sample 1

(student in blue shirt)

Teacher’s Notes

Theory (Knowledge/Understanding)

not applicable

Thinking/Inquiry

not applicable

Communication

not applicable

Creation (Application)

- The student uses a wide variety of shapes (e.g., uses her whole body to demonstrate a good sense of aesthetics and energy).
- The student uses a wide variety of movements (e.g., different movement qualities are evident in slow rolls, bursts with the tempo of the music, slides, and torso rolls).
- The student interprets the theme with a high degree of clarity and effectiveness (e.g., energy and technique accentuate her communication of the theme).

Comments/Next Steps

- The student should continue to develop focus and refine her aesthetic awareness.
- The student should explore different movement qualities (e.g., soft as opposed to jagged).

Prepared Improvisation Level 4, Sample 2

(student in dark purple)

Teacher's Notes**Theory (Knowledge/Understanding)**

not applicable

Thinking/Inquiry

not applicable

Communication

not applicable

Creation (Application)

- The student uses a wide variety of shapes (e.g., technique is apparent and helps the student present interesting shapes at various levels).
- The student uses a wide variety of movements (e.g., flows effortlessly from shape to shape with interesting transitions).
- The student interprets the theme with a high degree of clarity and effectiveness (e.g., focus and changes of energy are used to create interest).

Comments/Next Steps

- The student should continue to expand her technique and experiment with different movement qualities.

Prepared Improvisation Level 4, Sample 3

(student in yellow shirt)

Teacher's Notes**Theory (Knowledge/Understanding)**

not applicable

Thinking/Inquiry

not applicable

Communication

not applicable

Creation (Application)

- The student uses a wide variety of shapes (e.g., uses movements to connect interesting shapes; illustrates her knowledge of choreography).
- The student uses a wide variety of movements (e.g., her movements are clear, clean, and contrasted).
- The student interprets the theme with a high degree of clarity and effectiveness, displays a high degree of aesthetic awareness, and makes good use of the music.

Comments/Next Steps

- The student should continue to develop her focus to help communicate her message.
- The student should continue to refine her technique to expand her repertoire.