**Name of Student Date**

**Year and Semester (**e.g. 1st semester sophomore**)**

**Rating based upon (performance, course, etc.):**

**Choreography Rubric**

**The student understands the basic principles of choreography, through the following.**

1. **The student recognizes, understands and is able to effectively use a range of perspectives to generate material.**

* Improvisational
* Conceptual: work is devised through ideas
* Formal: based on formal concepts such as time, weight, space and flow.
* Culturally directed, community based, or socially engaged choreography.

RATING 1-5:

COMMENTS:

Level 1

Student does not recognize or understand basic methods of generating movement material, and responds uncertainly to creative prompts.

Level 2

Student recognizes or understands basic methods of generating movement material, and responds to creative prompts at a basic level of invention.

Level 3

Student recognizes and understands basic methods of generating movement material, and responds to creative prompts with invention.

Level 5

Student understands all perspectivesandeffectively uses three or more perspectives to generate material. Student effectively responds to creative prompts and demonstrates a high level of movement invention.

1. **The student demonstrates an understanding of the use of metaphor and creative choice-making involved in choreography, as well as an ability to structure original ideas and to create movement to express them in original work.**

RATING 1-5:

COMMENTS:

Level 1

Student has little or no understanding of the connection between movement and ideas.

Level 5

Student demonstrates an analytic insight into the structure, use of metaphor and creative choice making involved in choreography.

1. **During the choreographic process, the student demonstrates an ability to connect, synthesize and transform ideas and movement through the use of appropriate and increasingly sophisticated movement approaches. The student further demonstrates an ability to plan and problem solve during the choreographic process and provides thoughtful responses, in choreographic terms, to critique.**

RATING 1-5:

COMMENTS:

Level 1

Student can connect and synthesize only when guided through a series of steps. Rarely able to respond choreographically to critique.

Level 5

Student designs alternative solutions to the choreographic process as needed, and demonstrates the ability to effectively synthesizes ideas or solutions into a coherent whole and in the process develops new forms or novel approaches.

1. **The student demonstrates innovation and risk-taking in the choreographic process by expanding the range of movement qualities and vocabulary used, and by experimenting with creating a novel or unique choreographic product.**

RATING 1-5:

COMMENTS:

Rating 1

Student is unable to go beyond his/her existing movement language, resists unfamiliar approaches, and rarely takes risks at any level.

Rating 5

Student demonstrates innovative movement invention and constantly expands the movement vocabulary and movement qualities used. When creating a work, student engages in at least one of the following: explores novel approaches, introduces new materials and forms, tackles controversial topics, or advocates unpopular ideas or solutions.

1. **The student reflects on and evaluates the creative process and the product using domain-appropriate criteria.**

RATING 1-5:

COMMENTS:

Rating 1

Student seems unaware of the process s/he used and is unable to reflect on or evaluate the product except through comments by others.

Rating 5

The student is fully aware of the process used and is able to reflect on and evaluate his/her work in a sophisticated and analytical manner.

1. **Overall rating now you’ve judged all of those aspects.**

RATING 1-5:

COMMENTS: