**Dance Major Dance Critique Rubric**

*Specialty Center for the Fine and Performing Arts,*

*Thomas Dale High School*

You are required to attend one outside dance event per semester. Your syllabus includes a list of pre-approved dance events (which will be updated periodically!) and you may also present events to Ms. Burger for approval. You will need to turn in a ticket stub and/or program from the event you attend, stapled to your critique paper. Papers turned in without stubs and/or programs will not be graded!

Papers are to be written in Times New Roman size 12, double spaced. A complete paper addresses a general reaction to the concert as a whole as well as more detailed reactions to *at least* two individual dances. There is no minimum number of pages for this assignment, as long as all the prompts are thoughtfully addressed with appropriate detail.

Dance Critique Papers include:

I. *Introduction* with context for the critique and a personalized assertion about the performance;

II. *Identifying information* of company, choreographers, composers, directors, designers, dance titles and dancers as appropriate;

III. A *thesis statement* for the paper as a whole and for each dance discussed;

IV. Vivid *description* giving both a general sense of each dance and some specific movement moments;

V. *Analysis, interpretation, and evaluation* of the concert as whole and individual dances, supported by concrete observations;

VI. A *conclusion* which ties the paper together;

VII. *Correct English grammar, usage and spelling;*

Rubric:

An **A** level paper…

Gives context for the critique and personalized assertions about the performance which capture a reader’s interest. The paper identifies all choreographers, dance titles, composers, designers, etc. for the pieces reviewed, and provides a strong thesis statement in response to the concert as a whole and for each individual piece addressed. An **A** level paper gives general description of the concert as a whole and vivid descriptions of actual movement moments and production elements. The paper provides insightful descriptions of personalized responses to the work. The paper includes analysis, interpretations and evaluations which are well supported by concrete observations of the dances themselves, and similarly, all opinions are supported with detailed explanation. A well written conclusion summarizes and connects all the author’s ideas, and overall, the paper has correct grammar, usage and spelling.

A **B** level paper…

Gives context for the critique and somewhat personalized assertions about the performance. The paper identifies most choreographers, dance titles, composers, designers, etc. for the pieces reviewed, and provides a thesis statement in response to the concert as a whole and for each individual piece addressed. A **B** level paper gives a good general description of the concert as a whole and some vivid descriptions of actual movement moments and production elements. The paper provides good descriptions of personalized responses to the work. The paper includes analysis, interpretations and evaluations which are mostly supported by concrete observations of the dances themselves, and similarly, most opinions are supported with detailed explanation. A well written conclusion summarizes and connects the majority of the author’s ideas, and overall, the paper has correct grammar, usage and spelling.

A **C** level paper…

Gives context for the critique without personalized assertions about the performance or vice versa. The paper identifies some choreographers, dance titles, composers, designers, etc. for the pieces reviewed, but lacks a thesis statement in response to the concert as a whole or for each individual piece addressed. A **C** level paper gives a general description of the concert as a whole and some vivid descriptions of actual movement moments and production elements. The paper includes only a few descriptions of personalized responses to the work. The paper includes analysis, interpretations and evaluations which are partially supported by concrete observations of the dances themselves, and similarly, some opinions are supported with explanation, but they lack detail. A conclusion summarizes, but does not fully connect the author’s ideas, and overall, the paper’s grammar, usage and spelling could use work.

A **D** levelpaper (or below!)…

Lacks context for the critique and personalized assertions about the performance. The paper does not identify choreographers, dance titles, composers, designers, etc. for the pieces reviewed, and lacks a thesis statement in response to the concert as a whole and for each individual piece addressed. A **D** level paper gives general description of the concert as a whole, but provides no vivid descriptions of actual movement moments and production elements, and no personalized responses to the work. The paper includes sparse analysis, interpretations and evaluations which are generally not supported by concrete observations of the dances themselves, and similarly, most opinions are lack supporting explanations. A conclusion summarizes, but does not connect the author’s ideas, and overall, the paper’s grammar, usage and spelling need work.