Grades 3-6 Dance Audition
Overview and Requirements

Students will audition in groups with other students of similar age. They will learn and perform center and locomotor sequences based in the dance genres of ballet and jazz. Students do not need to prepare any choreography in advance of the audition. They will learn sequences in the audition classroom.

Attire - Students should wear clothing in which they can move easily. **Students should <u>not</u> wear jewelry, shorts, bra tops, or crop tops.** Dance clothes are encouraged but not required. Examples of appropriate clothing include:

> **Top** - Any solid colored leotard or fitted top
> **Bottom** - Pink, black, or dance tights the color of your skin tone, form-fitting pants/dance pants
> **Feet** - Ballet shoes or jazz shoes
> **Hair** - Pulled back away from the face

Evaluation - Students will be evaluated on evidence of coordination, technical skill (alignment, extension through the feet and legs, rotation etc.), performance quality, musicality, sequence accuracy, and engagement/interest in the process.

Center Sequence
Students will learn and perform ballet and jazz sequences including steps such as plie,releve, saute, and pirouette.

Locomotor Sequence
Students will perform traveling movements to show technical skill and coordination.

Grades 3-6 Dance Audition Score Sheet

Audition Number: _____   Rising Grade: _____   Audition Date: _____

Center Sequences						
CRITERIA	Above Standard	At Standard	Near Standard	Below Standard	No Evidence	Total
Coordination	4	3	2	1	0	
Technical Skill	4	3	2	1	0	
Performance Quality	4	3	2	1	0	
Musicality	4	3	2	1	0	
Sequence Accuracy	4	3	2	1	0	
Engagement/Interest in the Process	4	3	2	1	0	
Locomotor Sequences						
Coordination	4	3	2	1	0	
Technical Skill	4	3	2	1	0	
Musicality	4	3	2	1	0	
Panelist Initials			**Total Score**			
Rising Grade _____	Total Score _____ /36 **X 100 =** Best possible score 36/36		**Adjusted to 100 Point Scale**			

Continue Reading for a more thorough explanation of the rubric used to score students auditioning for 3rd-6th grade dance

Center and Locomotor Sequence Rubric (grades 3-6)

CRITERIA	Above Standard **4 points**	At standard **3 points**	Near Standard **2 points**	Below Standard **1 point**	No Evidence **0 points**
Coordination	**Consistently** demonstrates movement efficiently and effectively	**Frequently** demonstrates movement efficiently and effectively	**Sometimes** demonstrates movement efficiently and effectively	**Lack** of kinesthetic awareness	No Evidence
Technical Skill (Alignment, Extension Through the Feet and Legs, Rotation, Use of Plie, Core Support, Port De Bras)	**Consistently** demonstrates effective technical skill	**Frequently** demonstrates effective technical skill	**Sometimes** demonstrates effective technical skill	**Does not** demonstrate effective technical skill	No Evidence
Performance Quality	Self-expression, sense of performance, focus is **clearly evident**	**Some evidence** of self-expression, sense of performance and focus	**Little evidence** of self-expression, sense of performance and focus	**Lack** of self-expression, sense of performance and focus	No Evidence
Musicality	Timing **is accurate** and musicality enhances performance; musicality and skills are developing together	Timing is **frequently** accurate and mostly danced with musicality; focus is mostly on execution, but sometimes musicality is emerging	Performance is affected by **lack** of timing and musicality; focus is placed fully on execution of the skill	**No attention** to timing and musicality	No Evidence
Sequence Accuracy	**Demonstrates** sequence accurately	**Few**, minor sequence mistakes	**Some** sequence mistakes that affect the overall quality of the sequence	**Does not** demonstrate sequence accurately	No Evidence
Engagement/Interest in the process including participation	**Passionate** focus, high awareness and self-monitoring of process	**Consistent** focus and awareness of process	**Inconsistent** focus and/or shows resistance when work is challenging, developing awareness of process	**Does not** sustain focus and/or refuses when work is challenging, beginning awareness of process	No Evidence