



## **Grades 9-12 Dance Audition** **Overview and Requirements**

Students will audition in groups with other students of similar age. They will learn and perform combinations in the following genres:

Ballet – abbreviated barre work and a center exercise that includes elements of adagio, petite allegro, grande allegro, and traveling turns

Modern/Contemporary Dance – a sequence that includes movements going into and coming out of the floor, leaps and jumps, and opportunities to improvise and show an understanding of a variety of uses of weight and effort

Jazz – progression sequences across the floor including footwork and rhythm, turns, jumps, and leaps

9<sup>th</sup>-12<sup>th</sup> applicants must also come to the audition with a self-choreographed 1 to 1 ½ minute dance solo

**Attire** - Students should wear clothing in which they can move easily. **Students should not 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, use of plie, etc.), performance quality, musicality, sequence accuracy, and professionalism/engagement/audition etiquette as demonstrated by various combinations/sequence

# Grades 9-12 Dance Audition Score Sheet

Audition Number: \_\_\_\_\_ Rising Grade: \_\_\_\_\_ Audition Date: \_\_\_\_\_

| <b>Ballet</b>  |                                  |                             |                               |                            |                         |       |
|--|----------------------------------|-----------------------------|-------------------------------|----------------------------|-------------------------|-------|
| Key Look-Fors  | Accomplished<br>(Above Standard) | Proficient<br>(At Standard) | Developing<br>(Near Standard) | Novice<br>(Below Standard) | No<br>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                       |       |
| Professionalism, Engagement,<br>and Audition Etiquette | 4                                | 3                           | 2                             | 1                          | 0                       |       |
| <b>Jazz</b>  |                                  |                             |                               |                            |                         |       |
| 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                       |       |
| Professionalism, Engagement,<br>and Audition Etiquette | 4                                | 3                           | 2                             | 1                          | 0                       |       |
|  |                                  |                             |                               |                            | <b>Score For Page 1</b> |       |

## Grades 9-12 Dance Audition Score Sheet Continued

| Modern/Contemporary                                    |  |                             |                                    |                            |                                    |       |
|--|--|-----------------------------|------------------------------------|----------------------------|------------------------------------|-------|
| Key Look-Fors  | Accomplished<br>(Above Standard)                     | Proficient<br>(At Standard) | Developing<br>(Near Standard)      | Novice<br>(Below Standard) | No<br>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                                  |       |
| Professionalism, Engagement,<br>and Audition Etiquette | 4  | 3                           | 2                                  | 1                          | 0                                  |       |
| Self-Choreographed Solo                                |  |                             |                                    |                            |                                    |       |
| Choreography   | 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                                  |       |
|  |  |                             |                                    |                            | <b>Score From<br/>This Section</b> |       |
|  |  |                             |                                    |                            | <b>Score From<br/>Page 1</b>       |       |
| <b>Panelist Initials</b>                               |  |                             | <b>Total Score</b>                 |                            |                                    |       |
| <b>Rising Grade</b>                                    | Total Score /88 X 100 =<br>Best possible score 88/88 |                             | <b>Adjusted to 100 Point Scale</b> |                            |                                    |       |

## Ballet (rising grades 9-12)

| <b>KEY<br/>LOOK-FORS</b>  | <b>Accomplished<br/>4 points</b>   | <b>Proficient<br/>3 points</b>   | <b>Developing<br/>2 points</b>  | <b>Novice<br/>1 point</b>   | <b>No Evidence<br/>0 points</b> |
|---|--|--|---|---|---------------------------------|
| <b>Coordination</b>   | <b>Consistently</b> demonstrates movement efficiently and effectively  | <b>Frequently</b> demonstrates movement efficiently and effectively  | <b>Sometimes</b> demonstrates movement efficiently and effectively  | <b>Lack</b> of kinesthetic awareness  | No Evidence                     |
| <b>Technical Skill</b><br>(Alignment, Extension Through the Feet and Legs, Rotation, Use of Plie, Core Support, Port De Bras) | <b>Consistently</b> demonstrates effective spinal and pelvic alignment in motion, full extension of the legs and feet, appropriate and efficient use of rotation, effective and efficient use of plie, effective and efficient use of core support, and efficient and supported port de bras | <b>Frequently</b> demonstrates effective spinal and pelvic alignment in motion, full extension of the legs and feet, appropriate and efficient use of rotation, effective and efficient use of plie, effective and efficient use of core support, efficient and supported port de bras | <b>Sometimes</b> demonstrates effective spinal and pelvic alignment in motion, full extension of the legs and feet, appropriate and efficient use of rotation, effective and efficient use of plie, effective and efficient use of core support, efficient and supported port de bras | <b>Does not</b> demonstrate effective spinal and pelvic alignment in motion, full extension of the legs and feet, appropriate and efficient use of rotation, effective and efficient use of plie, effective and efficient use of core support, efficient and supported port de bras | No Evidence                     |
| <b>Performance<br/>Quality</b>  | Self-expression, sense of performance, focus is <b>clearly evident</b>   | <b>Some evidence</b> of self-expression, sense of performance and focus  | <b>Little evidence</b> of self-expression, sense of performance and focus   | <b>Lack</b> of self-expression, sense of performance and focus  | No Evidence                     |
| <b>Musicality</b>   | Timing is <b>accurate</b> and musicality enhances performance; musicality and skills are developing together   | Timing is <b>frequently</b> accurate and mostly danced with musicality; focus is mostly on execution, but sometimes musicality is emerging   | Performance is affected by <b>lack</b> of timing and musicality; focus is placed fully on execution of the skill  | <b>No attention</b> to timing and musicality  | No Evidence                     |
| <b>Sequence<br/>Accuracy</b>  | <b>Demonstrates</b> sequence accurately  | <b>Few</b> , minor sequence mistakes   | <b>Some</b> sequence mistakes that affect the overall quality of the sequence   | <b>Does not</b> demonstrate sequence accurately   | No Evidence                     |
| <b>Professionalism,<br/>Engagement,<br/>and Audition<br/>Etiquette</b>  | <b>Passionate</b> focus, high awareness and self-monitoring of process   | <b>Consistent</b> focus and awareness of process   | <b>Inconsistent</b> focus and/or shows resistance when work is challenging, developing awareness of process   | <b>Does not</b> sustain focus and/or refuses when work is challenging, beginning awareness of process   | No Evidence                     |

## Jazz (rising grades 9-12)

| KEY LOOK-FORS   | <b>Accomplished</b><br><i>4 points</i>   | <b>Proficient</b><br><i>3 points</i>   | <b>Developing</b><br><i>2 points</i>  | <b>Novice</b><br><i>1 point</i>   | <b>No Evidence</b><br><i>0 points</i> |
|---|--|--|---|---|---------------------------------------|
| <b>Coordination</b>   | <b>Consistently</b> demonstrates movement efficiently and effectively  | <b>Frequently</b> demonstrates movement efficiently and effectively  | <b>Sometimes</b> demonstrates movement efficiently and effectively  | <b>Lack</b> of kinesthetic awareness  | No Evidence                           |
| <b>Technical Skill</b><br>(Alignment, Extension Through the Feet and Legs, Rotation, Use of Plie, Core Support, Port De Bras) | <b>Consistently</b> demonstrates effective spinal and pelvic alignment in motion, full extension of the legs and feet, effective and efficient shifting of weight, effective and efficient use of core support | <b>Frequently</b> demonstrates effective spinal and pelvic alignment in motion, full extension of the legs and feet, effective and efficient shifting of weight, effective and efficient use of core support | <b>Sometimes</b> demonstrates effective spinal and pelvic alignment in motion, full extension of the legs and feet, effective and efficient shifting of weight, effective and efficient use of core support | <b>Does not</b> demonstrate effective spinal and pelvic alignment in motion, full extension of the legs and feet, effective and efficient shifting of weight, effective and efficient use of core support | No Evidence                           |
| <b>Performance Quality</b>  | Self-expression, sense of performance, focus is <b>clearly evident</b>   | <b>Some evidence</b> of self-expression, sense of performance and focus  | <b>Little evidence</b> of self-expression, sense of performance and focus   | <b>Lack</b> of self-expression, sense of performance and focus  | No Evidence                           |
| <b>Musicality</b>   | Timing is <b>accurate</b> and musicality enhances performance; musicality and skills are developing together   | Timing is <b>frequently</b> accurate and mostly danced with musicality; focus is mostly on execution but sometimes musicality is emerging  | Performance is affected by <b>lack</b> of timing and musicality; focus is placed fully on execution of the skill  | <b>No attention</b> to timing and musicality  | No Evidence                           |
| <b>Sequence Accuracy</b>  | <b>Demonstrates</b> sequence accurately  | <b>Few</b> , minor sequence mistakes   | <b>Some</b> sequence mistakes that affect the overall quality of the sequence   | <b>Does not</b> demonstrate sequence accurately   | No Evidence                           |
| <b>Professionalism, Engagement, and Audition Etiquette</b>  | <b>Passionate</b> focus, high awareness and self-monitoring of process   | <b>Consistent</b> focus and awareness of process   | <b>Inconsistent</b> focus and/or shows resistance when work is challenging, developing awareness of process   | <b>Does not</b> sustain focus and/or refuses when work is challenging, beginning awareness of process   | No Evidence                           |

## Modern/Contemporary (rising grades 9-12)

| KEY LOOK-FORS   | Accomplished<br><i>4 points</i>  | Proficient<br><i>3 points</i>  | Developing<br><i>2 points</i>   | Novice<br><i>1 point</i>  | No Evidence<br><i>0 points</i> |
|---|--|--|---|---|--------------------------------|
| <b>Coordination</b>   | <b>Consistently</b> demonstrates movement efficiently and effectively  | <b>Frequently</b> demonstrates movement efficiently and effectively  | <b>Sometimes</b> demonstrates movement efficiently and effectively  | <b>Lack</b> of kinesthetic awareness  | No Evidence                    |
| <b>Technical Skill</b><br>(Alignment, Extension Through the Feet and Legs, Weight Shifting, Floor Work, Core Support) | <b>Consistently</b> demonstrates effective spinal and pelvic alignment in motion; demonstrates full extension of the legs and feet, effective and efficient shifting of weight, ability to move efficiently into and out of the floor, effective and efficient use of core support | <b>Frequently</b> demonstrates effective spinal and pelvic alignment in motion; demonstrates full extension of the legs and feet, effective and efficient shifting of weight, ability to move efficiently into and out of the floor, effective and efficient use of core support | <b>Sometimes</b> demonstrates effective spinal and pelvic alignment in motion; demonstrates full extension of the legs and feet, effective and efficient shifting of weight, ability to move efficiently into and out of the floor, effective and efficient use of core support | <b>Does not</b> demonstrate effective spinal and pelvic alignment in motion; demonstrates full extension of the legs and feet, effective and efficient shifting of weight, ability to move efficiently into and out of the floor, effective and efficient use of core support | No Evidence                    |
| <b>Performance Quality</b>  | Self-expression, sense of performance, focus is <b>clearly evident</b>   | <b>Some evidence</b> of self-expression, sense of performance and focus  | <b>Little evidence</b> of self-expression, sense of performance and focus   | <b>Lack</b> of self-expression, sense of performance and focus  | No Evidence                    |
| <b>Musicality</b>   | Timing is <b>accurate</b> and musicality enhances performance; musicality and skills are developing together   | Timing is <b>frequently</b> accurate and mostly danced with musicality; focus is mostly on execution but sometimes musicality is emerging  | Performance is affected by <b>lack</b> of timing and musicality; focus is placed fully on execution of the skill  | <b>No attention</b> to timing and musicality  | No Evidence                    |
| <b>Sequence Accuracy</b>  | <b>Demonstrates</b> sequence accurately  | <b>Few</b> , minor sequence mistakes   | <b>Some</b> sequence mistakes that affect the overall quality of the sequence   | <b>Does not</b> demonstrate sequence accurately   | No Evidence                    |
| <b>Professionalism, Engagement, and Audition Etiquette</b>  | <b>Passionate</b> focus, high awareness and self-monitoring of process   | <b>Consistent</b> focus and awareness of process   | <b>Inconsistent</b> focus and/or shows resistance when work is challenging, developing awareness of process   | <b>Does not</b> sustain focus and/or refuses when work is challenging, beginning awareness of process   | No Evidence                    |

## Self-Choreographed Solo (rising grades 9-12)

| KEY LOOK-FORS   | Accomplished<br><i>4 points</i>  | Proficient<br><i>3 points</i>  | Developing<br><i>2 points</i>   | Novice<br><i>1 point</i>  | No Evidence<br><i>0 points</i> |
|---|--|--|---|---|--------------------------------|
| <b>Choreography</b>   | Student's choreography shows originality and creativity, an awareness of one's strengths as a dancer/performer, and a clear point of view  | Student's choreography shows some originality and creativity, and some awareness of one's strengths as a dancer/performer  | Student's choreography shows little originality and creativity, and little to no awareness of one's strengths as a dancer/performer   | Student did not choreograph his/her/their own solo.   | No Evidence                    |
| <b>Technical Skill</b><br>(Alignment, Extension Through the Feet and Legs, Weight Shifting, Core Support) | <b>Consistently</b> demonstrates effective spinal and pelvic alignment in motion, full extension of the legs and feet, effective and efficient shifting of weight, and effective and efficient use of core support | <b>Frequently</b> demonstrates effective spinal and pelvic alignment in motion, full extension of the legs and feet, effective and efficient shifting of weight, and effective and efficient use of core support | <b>Sometimes</b> demonstrates effective spinal and pelvic alignment in motion, full extension of the legs and feet, effective and efficient shifting of weight, and effective and efficient use of core support | <b>Does not</b> demonstrate effective spinal and pelvic alignment in motion, full extension of the legs and feet, effective and efficient shifting of weight, and effective and efficient use of core support | No Evidence                    |
| <b>Performance Quality</b>  | Self-expression, sense of performance, focus is <b>clearly evident</b>   | <b>Some evidence</b> of self-expression, sense of performance and focus  | <b>Little evidence</b> of self-expression, sense of performance and focus   | <b>Lack</b> of self-expression, sense of performance and focus  | No Evidence                    |
| <b>Musicality</b>   | Timing is <b>accurate</b> and musicality enhances performance; musicality and skills are developing together   | Timing is <b>frequently</b> accurate and mostly danced with musicality; focus is mostly on execution but sometimes musicality is emerging  | Performance is affected by <b>lack</b> of timing and musicality; focus is placed fully on execution of the skill  | <b>No attention</b> to timing and musicality  | No Evidence                    |