



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 – 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 opportunities to 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

9th-12th 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 engagement/interest in the process as demonstrated by various combinations/sequences.

Grades 9-12 Dance Audition Score Sheet

Audition Number: _____

Rising Grade: _____

Audition Date: _____

Ballet						
CRITERIA	Accomplished (Above Standard)	Proficient (At Standard)	Developing (Near Standard)	Novice (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	
Modern/Contemporary						
Key Look-Fors	Accomplished (Above Standard)	Proficient (At Standard)	Developing (Near Standard)	Novice (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	
					Score From This Page	

Grades 9-12 Dance Audition Score Sheet Continued

Jazz						
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	
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	
					Score From This Page	
					Score From Page 1	
Panelist Initials			Total Score			
Rising Grade	Total Score /88 X 100 = Best possible score 88/88		Adjusted to 100 Point Scale			

Continue Reading for a more thorough explanation of the rubric used to score students auditioning for 9th-12th grade dance

**Ballet, Modern/Contemporary, and Jazz Sequences
(grades 9-12)**

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

Self-Choreographed Solo (rising grades 9-12)

CRITERIA	Above Standard 4 points	At Standard 3 points	Near Standard 2 points	Below Standard 1 point	No Evidence 0 points
Choreography	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
Technical Skill (Alignment, Extension Through the Feet and Legs, Weight Shifting, Core Support)	Consistently 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	Frequently 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	Sometimes 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	Does not 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
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