

# Musical Theater Dance - Solo

Student(s):

School:

Selection:

Troupe:

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<b>Character</b> Demonstrates understanding of importance of clear character development in musical theater dance	Demonstrates <b>Superior</b> character development, mood setting and has a strong, active objective with consistency and believability	Demonstrates <b>an understanding</b> of clear character development, mood setting and has a strong, active objective with consistency and believability	Demonstrates a <b>partial understanding</b> of clear character development, mood setting and has a strong, active objective with consistency and believability	Demonstrates <b>little understanding</b> of clear character development, mood setting and has a strong, active objective with consistency and believability	
<b>Comment:</b>					
<b>Selection</b> Demonstrates strong material selection specific to the performer	Demonstrates <b>Superior</b> understanding of material selection within the emotional and intellectual capacity of the performer.	Demonstrates <b>an understanding</b> of material selection within the emotional and intellectual capacity of the performer.	Demonstrates a <b>partial understanding</b> of material selection within the emotional and intellectual capacity of the performer.	Demonstrates <b>little understanding</b> of material selection within the emotional and intellectual capacity of the performer.	
<b>Comment:</b>					
<b>Technique</b> Demonstrates proper technique fitting the style of the musical and/or musical	Demonstrates <b>superior</b> poise, use of body and gesture including body positioning, and use of space while exhibiting <b>superior</b> quality of execution and appropriate dance technique.	Demonstrates <b>an understanding of</b> poise, use of body and gesture including body positioning, and use of space while exhibiting <b>excellent</b> quality of execution and appropriate dance technique.	Demonstrates a <b>partial understanding of</b> poise, use of body and gesture including body positioning, and use of space while exhibiting <b>good</b> quality of execution and appropriate dance technique.	Demonstrates <b>little understanding of</b> poise, use of body and gesture including body positioning, and use of space while exhibiting <b>fair</b> quality of execution and appropriate dance technique.	
<b>Comment:</b>					
<b>Overall Presentation:</b> Performance demonstrates strong commitment to the selection.	Demonstrates <b>superior</b> focus and concentration with attention to staging and a connection to the purpose of the selection.	Demonstrates <b>an understanding of</b> focus and concentration with attention to staging and a connection to the purpose of the selection.	Demonstrates a <b>partial understanding of</b> focus and concentration with attention to staging and a connection to the purpose of the selection.	Demonstrates <b>little understanding of</b> focus and concentration with attention to staging and a connection to the purpose of the selection.	
<b>Comment:</b>					

RATING (Please circle)	4   Superior (Score of 16-14)	3   Excellent (Score of 13-10)	2   Good (Score of 9-6)	1   Fair (Score of 5-4)	TOTAL SCORE
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Judge's name (please print)

Judge's signature

Please add Tabulation Room remarks and additional comments on the back.

ATTENTION TABULATION ROOM: Please note the following:

- Timing issue: ( \_\_\_\_\_ mm \_\_\_\_\_ ss)
- Rule violation: \_\_\_\_\_ ; \_\_\_\_\_ ; \_\_\_\_\_
- Other comments:

Individual Events should not be considered an assessment of student learning. However, Individual Events can serve as a model for designing curriculum-based performance assessments and for this reason, alignment to the National Core Standards has been indicated on this form.

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Example National Core Theatre Standards aligned to this rubric: TH:Cr3.1.I.a, TH:Cr3.1.I.b, TH:Pr4.1.I.a, H:Pr6.1.I.a

To access the full descriptions of the above and all the Core Theatre Standards go to: [www.nationalartsstandards.org](http://www.nationalartsstandards.org)

For additional standards resources visit: [www.schooltheatre.org/advocacy/standardsresources](http://www.schooltheatre.org/advocacy/standardsresources)

Optional aligned state standards: \_\_\_\_\_

State standards website: \_\_\_\_\_