

Grade 4 Module 1

Sample Performance Task

Create two expressive dance phrases of different lengths based on a stimulus or idea chosen by the group. Use a smooth transition to join the two phrases creating a short expressive dance study. Decide as a class whether the phrases will be created using 1) external rhythm, 2) internal rhythm, or 3) a piece of music with clear phrasing changes.

Sample SCORING TOOL: Rubric

Criteria	4	3	2	1
Phrases	A clear, thoughtful connection between stimulus and movement idea in each of the two phrases; movement is well-developed	A clear connection between stimulus and movement in each of the two phrases	Minimal or unclear connection between stimulus and movement in each of the two phrases; unclear beginning-ending of phrases	No clear connection between stimulus and movement in each of the two phrases; no clear phrases.
Clear beginning and ending	Clear, interesting and artistically relevant beginning and ending	Clear and logical beginning and ending	Clear beginning or clear ending only.	No clear beginning and/or ending
Phrasing	Consciously manipulates the musical phrasing of the movements creating phrases with consistently varied and expressive movement	Uses variations in musical phrasing to create expressive movements within the phrases	Phrases show little use of musical phrasing; very little expressivity in the movement	No manipulation of time/musical phrasing; movement is one-dimensional and lacking expression.
Transitions	Well-thought out and logical transition between two phrases; phrases are connected in a smooth and interesting manner; performers remain engaged during transition	Smooth transition between the two phrases; performers remain engaged between phrases	Performers move uneasily from one phrase to the other	Performers lose engagement between two phrases; no intentional effort to craft a transition