

Level II Audition Script

Dance

Good morning!

1. At the ballet barre, ask the student to perform a tendu to the second or side.
2. At the ballet barre, ask the student to lift or developpe their leg in second position.
3. At the barre, ask the student to perform an arabesque with either leg.
4. Instruct the student to come center and demonstrate the five positions of the arms and feet in ballet.
5. Instruct the student to execute a tombe "pas de bourree" into an outside pirouette. The student can do either side.
6. Instruct the student to perform plie/releve in first position.
7. Instruct the student to perform chaine turns across the floor.
8. Instruct the student to demonstrate an changement.
9. Instruct the student to perform a glissade pas de chat.
10. Instruct the student to demonstrate any movement on a low level.
11. Perform any movement of your choice with a smooth energy quality.
12. Please perform an improvisational dance demonstrating any skills you would like us to see. We will play a 30 second piece of music. You may begin when you are ready.

This concludes the performance portion of your audition. If you have not taken your written test, please report to the testing room at this time. If you've already completed your written test, then you're finished with the process and may return to the auditorium.

Rollings Middle School of the Arts

DANCE **Level II Auditions**

Part I – Dance Knowledge Assessment

The assessment will be administered both written and verbally and will test the following:

- Dance Terms
- Dance Positions
- Choreography

Part II – Performance

- The student will perform dance positions and movements on command.
- After listening to a one-minute piece of music, the student will improvise a dance.

**DANCE
LEVEL II
RUBRIC FOR PERFORMANCE AUDITION**

Ten performance commands will be scored on the following:

2 pts. - Has little understanding of term and has inadequate performance technique.

4 pts. - Has some understanding of term and can copy performance with limited technique.

6 pts. - Has an understanding of the term and can perform with average technique.

8 pts. - Has an understanding of the term and can perform with advanced technique.

Level II

Student #: _____

Dance Performance Scoring Sheet

	Rating 8	Rating 6	Rating 4	Rating 2	Total
At the ballet barre, ask the student to perform a developpe to the second or side.	The student understands what the word means and can demonstrate it with above average technique ie: turnout, pointed toes, above 90 degrees of extension and control.	The student understands what the word means and can demonstrate, however, the dancer's technique is not above average.	The student really does not know the term, however, when shown or explained, the student can copy to the point of having technical skill.	The student really does not know what the word means and does not perform the task with any technical knowledge.	
At the ballet barre, ask the student to perform an arabesque with either leg.	The student understands what the word means and can demonstrate it with above average technique ie: turnout, pointed toes, above 90 degrees of extension and control.	The student understands what the word means and can demonstrate, however, the dancer's technique is not above average.	The student really does not know the term, however, when shown or explained, the student can copy to the point of having technical skill.	The student really does not know what the word means and does not perform the task with any technical knowledge.	
Instruct the student to come center and demonstrate the five positions of the hands and feet in ballet.	The student knows all of the positions and they are correct.	The student knows 3 or 4 positions, however, the others are jumbled up or incorrect.	The student knows 1 or 2 positions, however, the others are jumbled up or incorrect.	The student does not know what the word means and cannot demonstrate the task.	
Instruct the student to execute a 'tombe' pas de bourree' into an outside pirouette. The student can do this either side.	The student understands the phrase and their footwork is correct. They also turn the right way. You can also tell the student has an understanding of basic technique.	The student understands the phrase, their footwork has a couple of mistakes, but they turn the correct way.	The student understands the phrase, but their footwork is wrong and they turn in the wrong direction.	The student has no idea what you are talking about and cannot do the task.	

Instruct the student to perform a promenade in arabesque.	The student understands the request and performs the task with above average skill.	Student understands the request, has some technique, but still makes 1 or 2 technical mistakes.	Student understands the request, but has poor technique, ie: bent knees, unpointed toes, bad arm placement and poor posture.	The student has no idea what you are requesting and cannot perform the task.
Instruct the student to perform chaine' turns across the floor.	The student understands the request and can perform the task with above average technique.	The student understands the request and can perform it, there are only a couple of mistakes. ie: bent knees or not a high releve.	The student understands the task and can perform it, however, it looks out of control.	The student has no idea what you are requesting and cannot perform the task.
Instruct the student to demonstrate an entrechat quatre.	The student has an understanding of the task and is in complete control of his or her body during the task.	The student has an understanding of the task, but the legs are not crossed and the body is somewhat out of control.	The student has an understanding of the task, but has little to no control of their body during the task.	The student has no idea what you are requesting and cannot perform the task.
Instruct the student to perform a saut de chat across the floor.	The student understands the task, and the technique is almost perfect.	The student understands the task, however, a couple of technical aspects are wrong.	The student understands however, several technical aspects are wrong.	The student has no idea what you are requesting and cannot perform the task.
Instruct the student to demonstrate any movement on a low level.	The student understands the concept of low level, and has very creative movement to demonstrate it.	The student understands the concept of low level, and has somewhat creative movement to demonstrate it.	The student understands the concept of low level, but the movement is not creative in format.	The student has no concept of low level movement.
Instruct the student to demonstrate any movement that shows fragmentation. Ex: Have the student do an arm movement and then show you the fragmented version.	The student understands the concept and can demonstrate it with no hints and shows confidence of movement.	The student understands the concept and demonstrates it, however the movement is not quite sharp enough.	The student can somewhat understand the concept, but only after some coaching or hints.	The student has no idea of what fragmentation is.

Level II **IMPROVISATIONAL DANCE** **Scoring Sheet**

	Rating 10	Rating 7	Rating 5	Rating 2	Total
Improvisational Dance	Innovative and unique with excellent technique.	Some innovation and creativity with good technique.	Average innovation and creativity with average technique.	Little innovation and creativity with poor technique.	
				TOTAL:	

Adjudicator's Initials: _____

Level III
Dance Written Assessment

Student #: _____

I. Dance Terminology

Directions: Match the terms with the appropriate picture. Write the matching letter response in the blank provided.

- a. First Position
- b. Second Position
- c. Third Position
- d. Fourth Position
- e. Fifth Position
- f. Grande seconde
- g. Demi-hauteur
- h. Ronds de jambe a terre
- i. On point
- j. Arabesque

_____ i.



_____ 6.



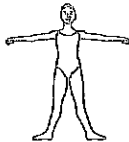
_____ 2.



_____ 7.



_____ 3.



_____ 8.



_____ 4.



_____ 9.



_____ 5.



_____ 10.

