

Chapter 10 – Middle School

Part 1 – Middle School

1.1 Explanation

Teams eligible to use the middle school score sheet, should be Elementary, Middle School or a combination of the two as a club team. A Junior Varsity team should be using the regular score sheet.

1.2 Sub-captions

1.2.1 Execution - 20 pts.

1.2.2 Choreography – 20 pts.

1.2.3 Performance – 20 pts.

Part 2 – Linear Scale

Beginning	Intermediate	Advanced
5-9	10-15	16-20
Demonstration of technique including carriage, use of center, spotting, flexibility, and control of arms/legs is weak and hardly evident. Ability to maintain shape and lines are inconsistent to not evident at all. Timing, rhythm, stops/starts are inconsistent to not evident at all.	Demonstration of technique including carriage, use of center, spotting, flexibility, and control of arms/legs is still developing. Ability to maintain shape and lines is still developing. Timing, rhythm, stops/starts are still developing.	Good understanding of technique including carriage, use of center, spotting, flexibility, and control of arms/legs is demonstrated. Ability to maintain shape and lines is evident. Timing, rhythm, stops/starts are evident.



<p>Skills levels are very basic. Choreography utilizes the very basic downbeats of the music and has no variety or creativity. Choreography is mostly individuals in unison. Forms / lines are repetitive, geometric, centrally stagnant. Transitional choreography is limited to walks, runs, hops, simple leaps; path of travel is often awkward.</p>	<p>Skills levels are basic, but starting to show some utilization of combinations. Choreography is starting to utilize more than basic downbeats and has some variety and moments of creativity. Ensemble choreography, use of groups, levels, layering is developing. Forms / lines are similar in shape and intervals; often symmetrical. Transitional choreography starts to use combinations; path of travel has direction and logic, but still simplistic.</p>	<p>Skills demonstrated show some difficulty, variety and combinations are more evident and phrases are longer. Choreography is exploring variety and creativity within the movement/skills and utilization of the music. Ensemble choreography, use of groups, texture, ripples, levels, layering is creative. Forms / lines have variety, creativity of shape, intervals; attempt to use entire floor. Transitional choreography are combinations with fuller use of body; path of travel has variety, creativity and shows some difficulty.</p>
<p>Communication of confidence, character and emotion is weak and inconsistent. Direction of focus and consistency of communication is weak. Ability to recover needs improvement. More rehearsal is needed. Knowledge / understanding of responsibilities is lacking. Dancers watch each other.</p>	<p>Communication of confidence, character and emotion is good. Direction of focus and consistency of communication is moderate. Ability to recover is developing. Knowledge / understanding of responsibilities are moderate.</p>	<p>Communication of confidence, character and emotion is strong. Direction of focus and consistency of communication is well done by most dancers. Ability to recover happens quickly and performers are unaffected. Knowledge / understanding of responsibilities are evident.</p>



Part 3 – Principles of Execution

3.1 Technical Training

How well is the performer executing the skills given to them by the choreographer. At the middle school level, the Judge should be able to evaluate carriage, use of center, spotting, balance, extension, flexibility and control of arms and legs.

3.2 Maintaining Line and Shape

The Judge should evaluate how well the performers are able to maintain the shape of the formation and stay in line with other performers.

3.3 Timing

The Judge should evaluate how well the performers are able to stay “in time” with the music and with each other.

Part 4 – Choreography

4.1 Skill Level

The Judge should evaluate the difficulty level of the choreography given to the performers. It should also include an evaluation of variety and creativity within the choreography.

4.2 Formations

The evaluation of the variety of formations, shapes and interval spacing.

4.3 Transitional skills

The Judge should evaluate the choreography used while transitioning – simple versus combinations. Also evaluated, is whether the transition has logic and direction.

Part 5 – Performance

5.1 Character

The Judge should evaluate the confidence and commitment to the expression or character. The Judge should also evaluate direction of focus to audience and Judges.



5.2 Knowledge of Routine

The Judge should evaluate how well the performers understand or “know” the routine.

5.3 Recovery

The Judge should evaluate how well the performers are able to recover from mistakes during the performance.

Part 6 – Guidelines to Scoring

6.1 Evaluate each “bullet point” in each sub-caption and award up to 5 points per bullet point. Your total of the 4 bullet points will be your point total for that sub-caption.

6.2 Execution

- 5 pts. – Demonstration of body control in dance technique
- 5 pts. – Demonstration of skill elements – flexibility, balance, spotting, etc.
- 5 pts. – The ability to maintain shape and lines.
- 5 pts. – The understanding of timing, rhythm and stops/starts.

6.3 Choreography

- 5 pts. – The variety and difficulty level of skills.
- 5 pts. – The creativity of the choreography.
- 5 pts. – The variety of forms, lines and intervals.
- 5 pts. – The variety of transitional choreography & path of travel around the floor.

6.4 Performance

- 5 pts. – The level of confidence and ability to communicate emotion/character.
- 5 pts. – The ability to direct focus to audience and Judges.
- 5 pts. – The understanding and knowledge of routine.
- 5 pts. – Ability to recover from mistakes.

