

**DEFINITIONS OF SKILLS/COMPETENCIES FOR DCE 212/214 AND ABOVE
(explanations and examples for items on DCE 212/214 and above DTFS)**

Item 1 (see alignment statement)

A plumb line may be dropped directly through the center of the three body weights (head, thorax, and pelvis) to establish effective working alignment. The plumb line should be center in each of the body weights. Additionally, a straight plumb line may be dropped through the following body landmarks: outer malleolus (outer ankle), outside of knees, greater trochanter (at outside of femur), glenoid fossa (shoulder joint), and inner ear.

Item 2

The student should not have to watch the teacher or other students often during class to know what comes next.

Item 3

While performing movement combinations, demonstrate clean body shapes/designs and a sense of line as well as clear orientation/direction in space.

Item 4

Knowing where movement initiates on the body, following its pathway appropriately. Fully articulate movement at the joints as required.

Item 5

Knowing when to begin a movement phrase and how to make the rhythm visible. Responding to the music and/or other rhythmic ideas appropriately as required.

Item 6

For example, strength/groundedness, lightness, sustainment, elongation, suspension, dynamic accents, resistance, resiliency/elasticity, sequentiality in motion, etc.

Item 7

Coloring/punctuating/accenting/varying movement phrases.

Item 8

The student takes ownership of the movement, performing with a sense of “self/self involvement,” allowing energy to flow through the extremities, not stopping energy through excess tension or frozen joints.

Item 9

Taking risks to expand one’s movement capabilities.

Item 10

Being creative/imaginative in response to creative, improvisational, or performance related prompts.

Item 11

Paying attention to and completing movement based assignments (i.e. doing a combination on the opposite side, twice as fast, adding improvised movements), or written ones (i.e. self-evaluations, class observations when sitting out, concert critiques) promptly/on time, showing up for appointments with the instructor, etc.

Item 12

Preparing for class before starting time (i.e. changing clothes, taping feet/toes, refilling the water bottle, doing preparatory exercises according to individual needs), staying in class the entire time (the student should leave the dance studio only if it is necessary), observing carefully and listening well (when the student is watching a movement demonstration or a correction given to a classmate, she/he is learning), practicing on the side (but not practicing material from a different class), avoiding conversation after going across the floor, being ready for her/his turn (i.e. in center combinations, diagonal, across the floor), not chewing gum, not eating food/snack during class, etc.