

# TRAIL Marker #1 Progress Chart

Connect Movement and Vocalization choices to Images or Feelings in a Poem

## Objectives:

- Describe movement choices made to emphasize specific words or phrases, using at least one of the following dance concepts: *shape, self space, general space, level, smooth energy, sharp energy*.
- Describe vocal choices made to emphasize specific words or phrases, using at least one of the following vocal qualities: *pitch, volume, pace, timbre*.
- Explain what images or feelings these movement and vocal choices help to show.

## Evidence:

Use evidence from the TRAIL Marker Activity and/or other class discussion to document students' progress on the objectives. Student-friendly terms for dance and vocal concepts are fine.

## Formative Assessment Notations:

E= Effectively demonstrates

B= Beginning to understand and demonstrate

N= Needs additional instruction/support

Student name	Explain clearly what movement choices were made to express part of a poem.	Explain clearly what vocal choices were made to express part of a poem.	Explain what images or feelings these movement and vocal choices help to show.	Comments

# TRAIL Marker #1 Progress Chart

CONTINUED

**Formative Assessment Notations:**

E= Effectively demonstrates

B= Beginning to understand and demonstrate

N= Needs additional instruction/support

Student name	Explain clearly what movement choices were made to express part of a poem.	Explain clearly what vocal choices were made to express part of a poem.	Explain what images or feelings these movement and vocal choices help to show.	Comments

# TRAIL Marker #2 Progress Chart

*Connect Movement and Vocalization choices to Images or Feelings in a Poem*

**Objectives:**

- Describe movement choices made to emphasize specific words or phrases, using at least one of the following dance concepts: *shape, self space, general space, level, smooth energy, sharp energy.*
- Describe vocal choices made to emphasize specific words or phrases, using at least one of the following vocal qualities: *pitch, volume, pace, timbre.*
- Explain what images or feelings these movement and vocal choices help to show.

**Evidence:**

Use evidence from the TRAIL Marker Activity and/or other class discussion to document students' progress on the objectives. Student-friendly terms for dance and vocal concepts are fine.

**Formative Assessment Notations:**

- E= Effectively demonstrates
- B= Beginning to understand and demonstrate
- N= Needs additional instruction/support

Student name	Explain clearly what movement choices were made to express part of a poem.	Explain clearly what vocal choices were made to express part of a poem.	Explain what images or feelings these movement and vocal choices help to show.	Comments

# TRAIL Marker #2 Progress Chart

CONTINUED

**Formative Assessment Notations:**

E= Effectively demonstrates

B= Beginning to understand and demonstrate

N= Needs additional instruction/support

Student name	Explain clearly what movement choices were made to express part of a poem.	Explain clearly what vocal choices were made to express part of a poem.	Explain what images or feelings these movement and vocal choices help to show.	Comments

# TRAIL Marker #3 Progress Chart

*Connect Movement and Vocalization choices to Images or Feelings in a Self-Written Poem*

## Objectives:

- Describe movement choices made to emphasize specific words or phrases, using at least one of the following dance concepts: *shape, self space, general space, level, smooth energy, sharp energy.*
- Describe vocal choices made to emphasize specific words or phrases, using at least one of the following vocal qualities: *pitch, volume, pace, timbre.*
- Explain what images or feelings these movement and vocal choices help to show.
- Explain an effective “Wow” line in a self-written, free-verse poem.

## Evidence:

Use evidence from the TRAIL Marker Activity and/or other class discussion to document students’ progress on the objectives. Student-friendly terms for dance and vocal concepts are fine.

## Formative Assessment Notations:

E= Effectively demonstrates

B= Beginning to understand and demonstrate

N= Needs additional instruction/support

Student name	Explain clearly what movement choices were made to express part of a poem.	Explain clearly what vocal choices were made to express part of a poem.	Explain what images or feelings these movement and vocal choices help to show.	Explain an effective line in a self-written, free-verse poem.	Comments

# TRAIL Marker #3 Progress Chart

CONTINUED

**Formative Assessment Notations:**

E= Effectively demonstrates

B= Beginning to understand and demonstrate

N= Needs additional instruction/support

Student name	Explain clearly what movement choices were made to express part of a poem.	Explain clearly what vocal choices were made to express part of a poem.	Explain what images or feelings these movement and vocal choices help to show.	Explain an effective line in a self-written, free-verse poem.	Comments