

STUDENT APPLICATION PROCESS FOR PERSONAL DEVELOPMENT CREDIT Classical Ballet

1. Go to your high school guidance counsellor and ask about the process to apply for a Personal Development Credit in Classical Ballet.

Note: Dance Nova Scotia is the registered course provider.

2. From your Guidance Counsellor, obtain the *Student Notification Form*.
3. **From your guidance Counsellor, find out the deadline to submit the Student Notification Form.** *It is your responsibility to make sure all documents have been provided to your school on or before the deadline.*
4. Inform your dance teacher that you will be applying for the Personal Development Credit in Classical Ballet. The teacher can tell you if your dance school is registered to deliver the program.
5. Tell you dance teacher the deadline that your school has set.
6. Your dance teacher must complete the final evaluation form and it **must be received by the Dance Nova Scotia office at least two weeks before the deadline.**
7. Once Dance Nova Scotia has verified and processed the marks, an official certificate will be sent to your home mailing address.
8. **Attach the certificate to your completed Student Notification Form** and submit it to your school's Guidance Counsellor (or other designated official in your school) by the deadline.

For complete details on the High School Personal Development Credit program visit the website of the Nova Scotia Department of Education (find the link on the Dance Nova Scotia Personal Credit in Dance Page).



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Pre-Professional Ballet Dancer Personal Credit - Grade 12 Final Evaluation Form

Student Name: _____
(First) (Middle) (Last)

Student's High School _____ Current Grade _____

High School Deadline Date for Student Notification Form _____

Student's Mailing Address _____
 _____ Postal Code _____

Dance Teacher: _____ Dance School: _____

Attendance:

Number of class hrs _____

Number of Workshop and Performance hours _____

Total attendance: _____ divide by 250 = _____ (not to exceed 100) x 15 = _____

Examination: Mark _____ /100 x 60 = _____

Final Mark

Outcomes	Total
Exam Rating (from above)	/60
Attendance including Workshops & Performances	/15
Theory Unit	/15
Adagio - Improvisation Project	/10
Total Mark	/100

Comments: _____

Dance Teacher Signature: _____ Date: _____

Attach photocopy of exam certificates and send to:
 Dance Personal Credit Program,
 Dance Nova Scotia, 1113 Marginal Rd, Halifax, NS B3H 4P7



IMPORTANT INFORMATION

Calculations for attendance:

Number of hours the students attended classes, workshops and performance to a maximum of 250. Divide the number of hours attended by the total number required for the PC program. Multiply that number by 60.

Example:

If the student attended 200 hours:

$$200 \div 250 = .8$$

$$.8 \times 15 = 12$$

The student's mark for attendance will be 12/15.

Calculation for exam mark:

If the student received a mark of 90 on the ballet exam:

$$90 \div 100 = .9$$

$$.9 \times 60 = 54$$

The student's mark is 54/60

HOW TO APPLY

1. Make sure that the student has spoken with the high school Guidance Counsellor and received a copy of the Student Notification Form and knows ***the high school's deadline for submission.***
2. Once you know the deadline, you will need to make sure that ***the Final Evaluation Form is received by the Dance Nova Scotia office no later than two weeks before the student's high school deadline.***
3. Upon receipt of the Final Evaluation Form, Dance Nova Scotia will issue an official certificate, recognized and approved by the Department of Education.
4. The certificate will be mailed directly to the student's home mailing address. ***The student must attach this certificate to the completed Student Notification Form and submit it to the high school by the deadline.***

Note: Deadlines may vary from school to school.

Dance Nova Scotia
Pre-professional Ballet Personal Credit Program

Theory Unit - Choreography Assessment Tool

Name of Student: _____

Title of Dance: _____

Questions

1. What is this dance about? _____

_____ /2

2. What audience reaction are you hoping for? _____

_____ /1

3. Explain your music choice(s). _____

_____ /1

Sub total _____/4

Criteria Assessment: .

_____/1	Spatial:	Use of space Changes of focus and direction Changes of level
_____/1	Dynamic:	Dynamic range Dynamic variation
_____/1	Vocabulary:	Range of vocabulary Movements suited the choreographer's intent Movements suited the ability of the dancers
_____/1	Transitions:	Flow between movement phrases is well-crafted Suited the intent
_____/1	Imagination:	Inventive incorporation of movements outside standard dance vocabulary Using standard movements in new ways
_____/1	Music:	Music supported choreographer's intent Choreographer varied the dancers relationship to the music through syncopation, canon, following different instruments, playing with timing, inserting silences, soundscapes or other strategies.
_____/1	Organization and Rehearsal:	Dance is well rehearsed, Dancers are committed and engaged Thought has been given to costuming and other production elements.
		Subtotal _____/7

Overall Presentation: _____

Subtotal _____/4

Total _____/15

Pre-professional Ballet Personal Credit Program Theory Unit - Dance Review Guidelines

Name of Student: _____

Title of Dance Performance: _____

Name of Dance Company/Artist: _____

This is meant to be a written assignment, but where there are barriers to written language, such as specific learning challenges, the review may be delivered orally using the Dance Review Guidelines as the basis for a Q & A.

_____/05 Preparation: Did the review show evidence of research on the background of the company and the choreographers?

_____/05 Did the review show evidence of the student's understanding or thoughtful interpretation of the choreography.

_____/02 Did the review include discussion of production elements such as music, costume, lighting and set choices.

_____/03 Did the student express a clear and defensible opinion of the work being reviewed.

_____/15 Total

Dance Teacher

2nd Assessor*

Date of Assessment