

Years 5–6 assessment techniques and conditions v1.0

The Arts — Dance

This document outlines assessment techniques and response conditions to achieve range and balance within an assessment program. Schools consider the local context, and the age and capabilities of the students, when selecting appropriate assessment techniques and response conditions.

Techniques	Extended response	Practical and/or performance	Test
Description	An extended response assesses students' abilities to explore, respond to and explain dance works either before, during or after the making of their own dance works, or in response to the dance works of others.	A practical and/or performance assesses students' abilities when making and/or performing dance works.	A test assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. A test ensures student authorship.
	An extended response focuses on the responding strand and requires students to: <ul style="list-style-type: none"> • explain how the elements of dance, choreographic devices and production elements communicate meaning in dances • describe characteristics of dances from different social, historical and cultural contexts that influence their dance making. 	A practical and/or performance focuses on the making strand and requires students to demonstrate their ability to use: <ul style="list-style-type: none"> • the elements of dance • choreographic devices • form appropriate to the dance style. Students should also choreograph and perform dances that communicate meaning.	A test requires students to respond to one or more assessment items. These items are based on questions or tasks that are typically unseen. Questions or tasks may be based on stimulus material.
Formats (examples only)	Responding formats include: <ul style="list-style-type: none"> • written <ul style="list-style-type: none"> – annotated pictures, diagrams, sketches and/or photographs – reflective journal entry – short response – blog • spoken/signed or multimodal <ul style="list-style-type: none"> – interview – visual recording with audio commentary – webpage 	Making formats include: <ul style="list-style-type: none"> • recorded oral explanations of choreography • proposals, briefs and/or pitches • annotated diagrammatic representations of choreographic ideas • storyboards of the choreographic process with evaluations/discussion of choreographic problems/challenges • performance of teacher-choreographed, guest artist or student-choreographed sequences. 	Formats include: <ul style="list-style-type: none"> • short response items <ul style="list-style-type: none"> – paragraph response – simple descriptions or explanation • response to stimulus.

Techniques	Extended response	Practical and/or performance	Test
	<ul style="list-style-type: none"> - slideshow - device application. 		
Conditions	<p>Suggested length:*</p> <p>Responding to own work</p> <ul style="list-style-type: none"> • written responses 100–200 words • spoken/signed responses up to 45 seconds • multimodal responses up to 1 minute. <p>Responding to work of others</p> <ul style="list-style-type: none"> • extended responses and/or investigations: <ul style="list-style-type: none"> - written responses 200–300 words - spoken/signed responses up to 1 minute - multimodal responses up to 1½ minutes. 	<p>Suggested length:*</p> <p>Making — Choreography</p> <ul style="list-style-type: none"> • choreography: each student is individually responsible for a work of 15 seconds, or equivalent section of a larger work • choreographic statements: <ul style="list-style-type: none"> - written responses 50–100 words - spoken/signed responses up to 1 minute. <p>Making — Performing</p> <ul style="list-style-type: none"> • performances up to 1½ minutes. 	<p>Suggested time:</p> <ul style="list-style-type: none"> • up to 60 minutes, plus 10 minutes perusal. <p>Suggested length:*</p> <ul style="list-style-type: none"> • 50–200 words.

Notes

Responses can be written, physical, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live and may be presented digitally.

* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.