

# Years 9–10 assessment techniques and conditions


## 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	Examination
Description	An extended response assesses students' abilities to explore, respond to, analyse and interpret their own dance works either before, during or after their making, or in response to the dance works of others.	A practical and/or performance assesses students' abilities when making and/or performing dance works.	An examination assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. An examination ensures student authorship.
	<p>An extended response focuses on the responding strand and requires students to:</p> <ul style="list-style-type: none"> <li>analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent</li> <li>evaluate the impact of dance from different cultures, places and times on Australian dance.</li> </ul>	<p>A practical and/or performance focuses on the making strand and requires students to demonstrate their ability to use:</p> <ul style="list-style-type: none"> <li>the elements of dance</li> <li>choreographic devices</li> <li>form</li> <li>production elements</li> <li>technical and expressive skills appropriate to the genre and style.</li> </ul> <p>Students should also choreograph and perform dances that communicate choreographic intent.</p>	<p>An examination 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. Stimulus materials may be seen or unseen.</p> <ul style="list-style-type: none"> <li>Seen questions, statements or stimulus materials should be provided with sufficient time for students to adequately engage with the materials.</li> <li>Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to, or have directly used, in class.</li> </ul>



Techniques	Extended response	Practical and/or performance	Examination
<b>Formats</b> (examples only)	Formats include: <ul style="list-style-type: none"> <li>• written               <ul style="list-style-type: none"> <li>– annotated pictures, diagrams, sketches and/or photographs</li> <li>– reflective journal entry</li> <li>– short response</li> <li>– critique/review/article for magazine or journal</li> <li>– analytical, persuasive or informative essay</li> <li>– blog</li> </ul> </li> <li>• spoken/signed or multimodal               <ul style="list-style-type: none"> <li>– interview</li> <li>– seminar</li> <li>– visual recording with audio commentary</li> <li>– podcast</li> <li>– webpage</li> <li>– slideshow</li> <li>– device application.</li> </ul> </li> </ul>	Formats include: <ul style="list-style-type: none"> <li>• recorded oral explanations of choreography</li> <li>• proposals, briefs and/or pitches</li> <li>• annotated diagrammatic representations of choreographic ideas</li> <li>• storyboards of the choreographic process with evaluations/discussion of choreographic problems/challenges</li> <li>• performance of teacher-choreographed, guest artist or student-choreographed sequences.</li> </ul>	Formats include: <ul style="list-style-type: none"> <li>• short response items               <ul style="list-style-type: none"> <li>– paragraph response</li> <li>– simple description or explanation</li> </ul> </li> <li>• extended response               <ul style="list-style-type: none"> <li>– essay</li> </ul> </li> <li>• response to stimulus.</li> </ul>
<b>Conditions</b>	Suggested length:* <p><b>Responding to own work/making</b></p> <ul style="list-style-type: none"> <li>• written responses 300–400 words</li> <li>• spoken/signed responses 1–1½ minutes</li> <li>• multimodal responses 1–2 minutes.</li> </ul> <p><b>Responding to work of others</b></p> <ul style="list-style-type: none"> <li>• written responses 400–500 words</li> <li>• spoken/signed responses 1–2 minutes</li> <li>• multimodal responses 2–3 minutes.</li> </ul>	Suggested length:* <p><b>Making — Choreography</b></p> <ul style="list-style-type: none"> <li>• choreography: each student is individually responsible for a 1-minute work or equivalent section of a larger work</li> <li>• choreographic statements:               <ul style="list-style-type: none"> <li>– written responses 200–300 words</li> <li>– spoken/signed responses 1–2 minutes.</li> </ul> </li> </ul> <p><b>Making — Performing</b></p> <ul style="list-style-type: none"> <li>• performances 1–2 minutes.</li> </ul>	Suggested time: <ul style="list-style-type: none"> <li>• up to 90 minutes, plus 10 minutes perusal.</li> </ul> Suggested length:* <ul style="list-style-type: none"> <li>• 200–500 words.</li> </ul>
<b>Notes</b>			
Responses may be written, physical, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live.			
* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.			

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