

Years 7–8 assessment techniques and conditions

The Arts – Dance

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

Techniques				
	Project — choreograph dance	Performance	Short response	Examination
Description	focuses on responding to a problem, question, stimulus and/or series of focused tasks within a scenario or context. This may involve using a process to solve a problem, or to inform new actions and/or understandings.	focuses on the application of knowledge, processes, and/or performance skills to demonstrate a physical response, presentation, or a production. Responses reflect purpose and context and may be under supervised conditions.	focuses on responding in a succinct and targeted way to a task or stimulus.	focuses on responding independently to seen or unseen assessment item/s under supervised conditions and in a set time frame. Assessment item/s may include question/s, scenario/s, and/or problem/s.



Techniques				
	Project — choreograph dance	Performance	Short response	Examination
Learning area advice	<p>Students choreograph dance to communicate ideas, perspectives and/or meaning. Using safe dance practices and considering purpose, audience and/or context, students choreograph dance by manipulating:</p> <ul style="list-style-type: none"> • elements of dance, e.g. time, space dynamics, relationships • choreographic devices, e.g. repetition, unison, contrast, mirroring, canon, variation, motif, abstraction, sequence, retrograde, augmentation, inversion. <p>A project may be used to connect two or more assessment techniques to extend the creative process and/or broken into components and completed over multiple lessons.</p>	<p>Students use performance skills to perform dance, reflecting style or genre and to communicate ideas, perspectives and/or meaning. Performance skills are:</p> <ul style="list-style-type: none"> • technical, e.g. alignment, placement, timing, genre or style specific techniques • expressive, e.g. facial expression, focus. <p>A performance may be individually and/or collaboratively choreographed by a student, teacher and/or guest artist, incorporating a varied range of technical skills using safe dance practices. The choreographer/s determines the intended meaning of the dance that the performer/s need to communicate, considering purpose, audience and/or context.</p>	<p>Students respond to their own or others' dance work/s to provide a succinct and targeted response or a series of short responses. Assessment tasks may include responses that allow students to engage with the stimulus, ideas or information and use dance terminology, knowledge, understanding and skills to:</p> <ul style="list-style-type: none"> • describe respectful approaches to creating, performing and/or responding to dance • analyse how elements of dance, choreographic devices and/or production elements are manipulated • evaluate dance works and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. <p>Short response/s may be broken into components and completed over multiple lessons.</p>	<p>Students create one or more short responses, or an extended response based on items that are either seen or unseen. Students may respond through description, analysis, interpretation and/or evaluation. Items may be based on stimulus, e.g. section or excerpt from a larger dance work, short dance/film, contextual information.</p> <p>Note:</p> <ul style="list-style-type: none"> • Seen stimulus should be provided with sufficient time for students to adequately engage with the materials prior to the examination. • Unseen stimulus should not have been directly used in class.
Mode	practical^ or multimodal	practical^ or multimodal	written, spoken/signed or multimodal	written

Techniques				
	Project — choreograph dance	Performance	Short response	Examination
Examples	<p>Examples may include:</p> <ul style="list-style-type: none"> demonstration of student choreography, e.g. live, recorded, multimodal digital response, e.g. use of technology to manipulate dance sequences and create a dance film. 	<p>Examples may include:</p> <ul style="list-style-type: none"> performance, e.g. live, recorded, multimodal. 	<p>Examples may include:</p> <ul style="list-style-type: none"> artist statement, e.g. analysing and/or evaluating student's own choreography or performance a response to interview questions a panel discussion a reflection a digital response, e.g. serialised narrative, vlog, journal. 	<p>Examples may include:</p> <ul style="list-style-type: none"> analyse the ways meaning is communicated in a stimulus review, e.g. a section of a dance work response to a series of questions relevant to the provided stimulus.

Techniques				
	Project — choreograph dance	Performance	Short response	Examination
Conditions	<p>Suggested length:*</p> <ul style="list-style-type: none"> practical or multimodal responses up to 1 minute. 	<p>Suggested length:*</p> <ul style="list-style-type: none"> practical or multimodal responses 45 seconds–1.5 minutes continuous sequence. 	<p>Suggested length:*</p> <ul style="list-style-type: none"> written responses 50–150 words per item, up to 500 words for the task or folio of responses spoken/signed or multimodal responses 1–2 minutes. 	<p>Suggested time:</p> <ul style="list-style-type: none"> up to 70 minutes, plus 10 minutes planning over a single allocation of time or over several lessons, under supervised conditions. <p>Suggested length:*</p> <ul style="list-style-type: none"> short, extended or combination responses 200–400 words, comprising <ul style="list-style-type: none"> short responses 50–150 words per item extended responses 200–400 words per item.

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

^ All practical work must be organised with student safety in mind. Schools must ensure their practices meet current guidelines.



© State of Queensland (QCAA) 2023

Licence: <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. | **Attribution** (include the link): © State of Queensland (QCAA) 2023 www.qcaa.qld.edu.au/copyright.

Unless otherwise indicated material from the Australian Curriculum is © ACARA 2010–present, licensed under CC BY 4.0. For the latest information and additional terms of use, please check the [Australian Curriculum website](http://www.australiancurriculum.edu.au) and its [copyright notice](http://www.australiancurriculum.edu.au/copyright).