

Years 9–10 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	Extended 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 detailed way to a task or stimulus for a purpose and/or audience. It may occur over an extended period. While students may undertake some research when creating their response, it is not their focus.	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.
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 selecting and 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 • structure, e.g. narrative, linear, ternary, binary, rondo. 	<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, projection. <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</p>	<p>Students respond to their own or others' dance work/s, ideas and/or information, using dance terminology, knowledge, understanding and skills to:</p> <ul style="list-style-type: none"> • analyse how and why the elements of dance, choreographic devices, genre or style specific techniques, production elements and/or technical and expressive skills are manipulated. 	<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>



	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.	of the dance that the performer/s need to communicate, considering purpose, audience and/or context.	<ul style="list-style-type: none"> • evaluate: <ul style="list-style-type: none"> – how 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 – how dance is used to celebrate and challenge perspectives of Australian identity. 	<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
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 • investigation, e.g. of a genre or style to inform choreography or performance • panel discussion or podcast • digital response, e.g. vlog to review a dance work. 	<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.
Conditions	<p>Suggested length:*</p> <ul style="list-style-type: none"> • practical or multimodal responses 45 seconds–1.5 minutes. 	<p>Suggested length:*</p> <ul style="list-style-type: none"> • practical or multimodal responses 1–3 minutes continuous sequence. 	<p>Suggested length:*</p> <ul style="list-style-type: none"> • written responses may include <ul style="list-style-type: none"> – short responses 50–200 words per item, up to 600 words for the task of folio of responses – extended responses 400–600 words. • spoken/signed or multimodal responses 2–3 minutes. 	<p>Suggested time:</p> <ul style="list-style-type: none"> • up to 90 minutes, plus 10 minutes planning, completed in 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 400–600 words, comprising

				<ul style="list-style-type: none"> - short responses 50–200 words per item - extended responses 400–600 words per item.
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*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.

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