

# Prep assessment techniques and conditions

## The Arts — Dance, Drama and Music (Performing Arts)

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.

	Technique		
	Project — choreograph dance, devise drama or compose music	Performance	Short response
Description	focuses on responding to a problem, issue or scenario using a process in a relevant context to demonstrate learning. Students may be supported to expand on their thinking through question prompts given by the teacher.	focuses on the application of skills, concepts and/or strategies, considering informal or formal settings as appropriate.	focuses on responding in a targeted way to learning experiences by communicating ideas or information.
Learning area advice	<p>Students develop and/or create artwork to communicate ideas and feelings using play, imagination, arts knowledge, processes and/or skills. A project may be used to connect two or more assessment techniques to extend the creative process.</p> <p><b>Dance</b></p> <p>Students create or structure dance sequences using elements of dance, e.g. time, space, dynamics, relationships.</p>	<p>Students perform dance, drama, or music to communicate ideas and feelings using play, imagination, arts knowledge, processes and/or skills. Responses are performed in informal settings and students learn to be both a performer and an audience member. A student performs an artwork that is:</p> <ul style="list-style-type: none"> <li>• their own creation or</li> <li>• teacher/guest artist-created or taught or</li> <li>• created through a collaborative process.</li> </ul>	<p>Students respond to learning experiences as well as their own and/or others' artwork to:</p> <ul style="list-style-type: none"> <li>• describe experiences, observations, ideas and/or feelings about dance, drama or music</li> <li>• inform the student's own artmaking.</li> </ul>

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<p><b>Drama</b> Students devise drama using elements of drama, e.g. role, character, place, movement, relationships, voice. Students may create roles and/or situations in improvised drama or dramatic play.</p> <p><b>Music</b> Students create music using elements of music, e.g. loud, and soft dynamics, fast and slow tempo, high and low pitch to depict a story or mood.</p>	<p><b>Dance</b> Students perform dance using:</p> <ul style="list-style-type: none"> <li>• technical skills, e.g. placement, timing, sharp or smooth movement</li> <li>• expressive skills, e.g. focus and facial expressions.</li> </ul> <p><b>Drama</b> Students perform drama using performance skills comprised of:</p> <ul style="list-style-type: none"> <li>• performance skills, e.g. audience awareness, energy levels, focus, working in an ensemble</li> <li>• expressive skills, e.g. body language, movement qualities, vocal qualities.</li> </ul> <p><b>Music</b> Students perform music using performance skills which are:</p> <ul style="list-style-type: none"> <li>• technical skills, e.g. control, coordination</li> <li>• expressive devices, e.g. dynamics, articulation.</li> </ul>		
<p>Additional evidence can be gathered within an assessment task through teacher observation. The teacher observes (views, listens, interprets and records) students' ability to demonstrate the application of their knowledge, understanding and skills, when responding to the task. The teacher is required to document evidence of learning against relevant aspects of the achievement standard.</p>			
<b>Mode</b>	spoken/signed, practical <sup>^</sup> or multimodal	practical <sup>^</sup> or multimodal	spoken/signed, practical <sup>^</sup> or multimodal

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Examples	<p>Examples may include:</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>improvising a dance sequence to communicate an idea in response to a stimulus, e.g. music</li> <li>experimenting with the elements of dance to manipulate a sequence.</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>using play to explore a character from a stimulus such as a book and respond to a situation</li> <li>experimenting with voice to communicate a mood or idea, e.g. soundscape.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>experimenting with loud and soft, slow, and fast patterns using <ul style="list-style-type: none"> <li>body percussion</li> <li>classroom instruments</li> <li>voice</li> </ul> </li> <li>creating actions on the beat or to the music.</li> </ul>	<p>Examples may include:</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>performing a dance sequence</li> <li>responding to music through dance.</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>improvising a scene from a given scenario</li> <li>responding to a book as stimulus and moving in-role as a character.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>using body percussion or song to make music</li> <li>repeating a rhythm sequence or phrase of a song.</li> </ul>	<p>Examples may include:</p> <p><b>Dance/Drama/Music</b></p> <ul style="list-style-type: none"> <li>group discussion sharing feelings and responses to class activities</li> <li>pictorial representation</li> <li>interview</li> <li>verbal description of the meaning or idea of the student's own artwork before performing.</li> </ul>
Conditions	<p><b>Suggested time:</b> Assessments may be completed over multiple lessons or broken into components to suit the intent of the assessment or to reflect the needs of the learners.</p> <p><b>Suggested length:</b> Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.</p> <p><b>Other:</b> Practical mode observed by the teacher during class time.</p>		

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	<p>Responses can be recorded or live and may be presented digitally.</p> <p>Student responses may be dictated to a scribe to reduce the literacy demands of the assessment.</p> <p>Prompts may also be provided to support students to complete the assessment.</p> <p>However:</p> <ul style="list-style-type: none"> <li>• scribing or prompting should not compromise the purpose of the technique or change the way the assessment is judged or marked</li> <li>• details of the support must be provided on the student response.</li> </ul> <p>Questions or instructions can be read to students in whole class, group or individual situations.</p>	

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

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