

Years 1–2 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.

	Techniques		
	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, improvisation, and experimentation. A project may be used to connect two or more assessment techniques to extend the creative process.</p> <p>Dance Students create or structure dance sequences using elements of dance, e.g. time, space, dynamics, relationships.</p>	<p>Students perform dance, drama or music using performance skills to communicate ideas. 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"> • their own choreography, devised drama, or composition or • teacher/guest artist-created or taught or • created through a collaborative process. 	<p>Students respond to learning experiences as well as their own and/or others' artwork to:</p> <ul style="list-style-type: none"> • identify where they experience dance, drama, or music • describe where, why and/or how people across cultures, communities and/or contexts experience dance, drama, or music • inform the student's own artmaking.



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<p>Drama Students create drama using play, imagination and elements of drama, e.g. role, character, place, time, language, situation, movement, relationships, voice, tension, space, focus. Students create roles and situations in improvised drama or dramatic play.</p> <p>Music Students create using elements of music, e.g. duration/time, pitch, dynamics and expression, timbre, structure and form, texture.</p>	<p>Dance Students perform dance using:</p> <ul style="list-style-type: none"> • technical skills, e.g. placement, timing, dynamics • expressive skills, e.g. facial expression, focus. <p>Drama Students perform drama using performance skills comprised of:</p> <ul style="list-style-type: none"> • performance skills, e.g. audience awareness, energy levels, focus, working in an ensemble • expressive skills, e.g. body language, movement qualities, vocal qualities. <p>Music Students perform music using performance skills which are:</p> <ul style="list-style-type: none"> • technical skills, e.g. control, coordination • expressive devices, e.g. dynamics, articulation. 	
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.		
Mode	written, spoken/signed, practical^ or multimodal	written, spoken/signed or multimodal

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Examples	<p>Examples may include:</p> <p>Dance</p> <ul style="list-style-type: none"> improvising a dance sequence responding to music choreographing a sequence from a stimulus to communicate an idea or emotion, e.g. picture book or music. <p>Drama</p> <ul style="list-style-type: none"> using play to create a character and/or respond to a situation/stimulus acting and responding in role, e.g. hot seat, improvisation in pairs, character profile. <p>Music</p> <ul style="list-style-type: none"> creating a rhythm sequence to extend a learnt phrase creating a soundscape that describes a place or event using known notes and experimenting with loud and soft, slow and fast, patterns using <ul style="list-style-type: none"> body percussion classroom instruments voice. 	<p>Examples may include:</p> <p>Dance</p> <ul style="list-style-type: none"> practising a dance sequence performing a dance. <p>Drama</p> <ul style="list-style-type: none"> improvising a scene with a partner to explore role and relationships performing a play or improvised scene. <p>Music</p> <ul style="list-style-type: none"> performing a song for a purpose, e.g. a lullaby playing an instrument, e.g. performance of a rhythmic ostinato or singing a song in a round. 	<p>Examples may include:</p> <p>Dance/Drama/Music</p> <ul style="list-style-type: none"> group discussion sharing feelings and responses to class activities pictorial representation interview verbal description of the meaning or idea of the student's own artwork before performing. 			

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Conditions	<p>Suggested time:</p> <ul style="list-style-type: none"> • may be broken into components and completed over multiple lessons. <p>Suggested length:*</p> <p>Dance</p> <ul style="list-style-type: none"> • practical or multimodal responses up to 30 seconds. <p>Drama</p> <ul style="list-style-type: none"> • written responses <ul style="list-style-type: none"> – up to 50 words – ¼ page 15 second script • multimodal responses <ul style="list-style-type: none"> – up to 2 images or an art journal page or digital equivalent – up to 50 words • spoken/signed responses up to 30 seconds • practical responses up to 30 seconds. <p>Music</p> <ul style="list-style-type: none"> • practical or multimodal responses up to 4 bars or up to 10 seconds • written responses up to 4 bars. 	<p>Suggested time:</p> <ul style="list-style-type: none"> • may be broken into components and completed over multiple lessons. <p>Suggested length:*</p> <p>Dance</p> <ul style="list-style-type: none"> • practical or multimodal responses up to 30 seconds. <p>Drama</p> <ul style="list-style-type: none"> • practical or multimodal responses up to 30 seconds, e.g. active engagement in a Drama performance. <p>Music</p> <ul style="list-style-type: none"> • practical or multimodal responses up to 4 bars or up to 10 seconds. 	<p>Suggested time:</p> <ul style="list-style-type: none"> • may be broken into components and completed over multiple lessons. <p>Suggested length:*</p> <p>Dance/Drama/Music</p> <ul style="list-style-type: none"> • length of student responses should be considered in the context of the assessment.
	<p>Other:</p> <p>Practical mode observed by the teacher during class time.</p> <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>		

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<p>However:</p> <ul style="list-style-type: none"> • scribing or prompting should not compromise the purpose of the technique or change the way the assessment is judged or marked • details of the support must be provided on the student response. <p>Questions or instructions can be read to students in whole class, group or individual situations.</p>		

* 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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