

Years 3–4 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 a task or stimulus.
Learning area advice	<p>Students develop and/or create artwork for an artwork through experimentation and improvisation to communicate ideas, perspectives and/or meaning, while considering audience, purpose and/or context. A project may be used to connect two or more assessment techniques to extend the creative process.</p> <p>Dance</p> <p>Students choreograph or structure dance sequences using elements of dance (time, space dynamics, relationships).</p>	<p>Students perform dance, drama or music using performance skills to communicate ideas, perspectives and/or meaning, while considering audience, purpose and/or context. 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 one of the following:</p> <ul style="list-style-type: none"> • their own creation or improvisation 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"> • describe the use of elements in dance, drama, or music • describe where, why and/or how dance, drama or music is created and/or performed across cultures, times, places and/or other contexts • inform the student's own artmaking.

Techniques			
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	<p>Drama Students devise drama using elements of drama, e.g. role, character, place, time, language, situation, movement, relationships, voice, tension, space, mood/atmosphere, contrast, focus, symbol. Students may use a stimulus to devise and/or improvise drama.</p> <p>Music Students compose using elements of music, e.g. duration/time, pitch, dynamics and expression, timbre, structure and form, texture. Students document their composition as a recording (if applicable), performance or a notated score (traditional, graphic, or contemporary).</p>	<p>Dance Students perform dance using:</p> <ul style="list-style-type: none"> • technical skills, e.g. placement, alignment, timing, dynamics • expressive skills, e.g. facial expression, focus, fluidity. <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	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"> manipulating a learnt dance sequence to communicate an idea choreographing a dance in groups to communicate an idea. <p>Drama</p> <ul style="list-style-type: none"> improvising a scene with a partner to explore roles, relationship, and status acting and responding in role, e.g. hot seat, monologue. <p>Music</p> <ul style="list-style-type: none"> extending a song learnt in class through rhythm and/or melody Manipulating the elements of music in known songs to convey mood. 	<p>Examples may include:</p> <p>Dance</p> <ul style="list-style-type: none"> using performance skills to practice a dance sequence performing a dance. <p>Drama</p> <ul style="list-style-type: none"> improvising a scene or learning and rehearsing a scene performing a scene from a play. <p>Music</p> <ul style="list-style-type: none"> practising a song performing a song or instrumental performance, e.g. rhythmic or melodic ostinato or song in a round. 	<p>Examples may include:</p> <p>Dance/Drama/Music</p> <ul style="list-style-type: none"> group discussion artist statement describing choices in student's own work review or reflection, e.g. vlog, podcast/voice recording introduction to describe the idea, perspective or meaning in the student's own artwork before performing interview or response to questions.

Techniques			
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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 45 seconds. <p>Drama</p> <ul style="list-style-type: none"> • written responses <ul style="list-style-type: none"> – up to 100 words – ½ page 30 second script • multimodal responses <ul style="list-style-type: none"> – up to 5 annotated images or up to 2 art journal pages or digital equivalent • spoken/signed responses up to 45 seconds • practical responses up to 45 seconds. <p>Music</p> <ul style="list-style-type: none"> • practical or multimodal responses up to 8 bars or up to 20 seconds • written responses up to 8 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 45 seconds. <p>Drama</p> <ul style="list-style-type: none"> • practical or multimodal responses up to 45 seconds. <p>Music</p> <ul style="list-style-type: none"> • practical or multimodal responses up to 8 bars or up to 20 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"> • written responses up to 100 words per item or up to 200 words for a folio • spoken/signed responses up to 30 seconds per item or up to 1 minute for a folio • multimodal responses <ul style="list-style-type: none"> – up to 100 words per item or up to 200 words for a folio – up to 30 seconds per item or up to 1 minute for a folio.

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<p>Other: Practical mode observed by the teacher during class time. Responses can be recorded or live and may be presented digitally. Student responses may be dictated to a scribe to reduce the literacy demands of the assessment. Prompts may also be provided to support students to complete the assessment.</p> <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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