

# Years 5–6 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 choreograph, devise or compose artwork using experimentation and improvisation to communicate ideas, perspectives and/or meaning, 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><b>Dance</b></p> <p>Students choreograph dance using:</p> <ul style="list-style-type: none"> <li>elements of dance, e.g. time, space dynamics, relationships</li> <li>choreographic devices, e.g. repetition, unison, contrast, mirroring, canon, variation, motif, retrograde.</li> </ul>	<p>Students perform dance, drama or music using performance skills to communicate ideas, perspectives and/or meaning. Responses are shared informally with peers and/or a formal audience and students learn to be both a performer and an audience member. Considering audience, purpose and/or context, a student performs an artwork that is one of the following:</p> <ul style="list-style-type: none"> <li>an improvised creation</li> <li>their own choreographer devised or scripted drama or composition</li> <li>teacher/guest artist created or taught</li> <li>created through a collaborative process.</li> </ul>	<p>Students respond to their own and/or others artwork to:</p> <ul style="list-style-type: none"> <li>explain how dance, drama or music elements are used or manipulated to communicate ideas, perspectives and/or meaning</li> <li>describe how art works are created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning</li> <li>describe how artwork is used to continue and revitalise culture/s</li> <li>inform the student's own artmaking.</li> </ul>

Techniques		
Project — choreograph dance, devise drama or compose music	Performance	Short response
<p><b>Drama</b></p> <p>Students devise drama using elements of drama, e.g. role, character, place, time, language, situation, movement, relationships, voice, tension, space, mood/atmosphere, contrast, focus, symbolism. Students may use a stimulus to devise drama, and/or improvise and/or interpret scripts.</p> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Students compose using <ul style="list-style-type: none"> <li>– elements of music, e.g. duration/time, pitch, dynamics and expression, timbre, structure and form, texture</li> <li>– compositional devices, e.g. motif/theme, repetition, contrast, variation, canon, unison, imitation</li> </ul> </li> <li>• Students document their composition as a recording (if applicable) or a notated score (traditional, graphic or contemporary).</li> </ul>	<p><b>Dance</b></p> <p>Students perform dance using:</p> <ul style="list-style-type: none"> <li>• technical skills, e.g. placement, timing, alignment</li> <li>• expressive skills, e.g. facial expression, dynamics, fluidity.</li> </ul> <p><b>Drama</b></p> <p>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></p> <p>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>	written, spoken/signed, practical <sup>^</sup> or multimodal	written, spoken/signed or multimodal

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Examples	<p>Examples may include:</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>manipulating a learnt dance sequence to change the purpose or meaning</li> <li>choreographing a dance, e.g. for a school event.</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>improvising a response to a scenario to experiment with role, relationship, status, and tension</li> <li>acting and responding in role, e.g. monologue.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>composing music, e.g. using pentatonic scale or composing a melody to provided lyrics</li> <li>arranging music for a context by selecting and organising musical elements and compositional devices.</li> </ul>	<p>Examples may include:</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>using performance skills to practice a dance sequence</li> <li>performance of a dance as taught by the teacher or performance of own choreography.</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>improvising a scene or learning and rehearsing a scene</li> <li>performance of a scene from a play, improvisation, or student-devised performance.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>practising a song or rhythm sequence</li> <li>performance of a phrase of music or song (singing or playing instruments) or rhythm sequence.</li> </ul>	<p>Examples may include:</p> <p><b>Dance/Drama/Music</b></p> <ul style="list-style-type: none"> <li>group discussion</li> <li>artist statement describing choices in student's own work</li> <li>review or reflection, e.g. vlog, podcast/voice recording</li> <li>introduction to explain the idea, perspective or meaning in the student's own artwork before performing</li> <li>interview or response to questions.</li> </ul>

Techniques			
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Conditions	<p><b>Suggested time:</b></p> <ul style="list-style-type: none"> <li>• may be broken into components and completed over multiple lessons.</li> </ul> <p><b>Suggested length:*</b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• practical or multimodal responses up to 1 minute.</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>• written responses <ul style="list-style-type: none"> <li>– up to 125 words</li> <li>– 1 page 60 second script</li> </ul> </li> <li>• multimodal responses <ul style="list-style-type: none"> <li>– up to 8 annotated images or up to 3 art journal pages or digital equivalent</li> </ul> </li> <li>• spoken/signed responses up to 1 minute</li> <li>• practical responses up to 1 minute.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• written responses up to 12 bars.</li> <li>• practical or multimodal responses up to 12 bars or up to 30 seconds.</li> </ul>	<p><b>Suggested time:</b></p> <ul style="list-style-type: none"> <li>• may be broken into components and completed over multiple lessons.</li> </ul> <p><b>Suggested length:*</b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• practical or multimodal responses up to 1 minute.</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>• practical or multimodal responses up to 1 minute, e.g. active engagement in a Drama performance.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• practical or multimodal responses up to 12 bars or up to 30 seconds.</li> </ul>	<p><b>Suggested time:</b></p> <ul style="list-style-type: none"> <li>• may be broken into components and completed over multiple lessons.</li> </ul> <p><b>Suggested length:*</b></p> <p><b>Dance/Drama/Music</b></p> <ul style="list-style-type: none"> <li>• written responses up to 150 words per item or up to 300 words for a folio</li> <li>• spoken/signed responses up 45 seconds per item or up to 1.5 minutes for a folio</li> <li>• multimodal responses <ul style="list-style-type: none"> <li>– up to 150 words per item or up to 300 words for a folio</li> <li>– up to 45 seconds per item or up to 1.5 minutes for a folio.</li> </ul> </li> </ul>
	<p><b>Other:</b></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>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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