



Queensland Curriculum and Assessment Authority

Dance 2019 v1.1

IA2: Sample assessment instrument

Choreography (20%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name

Student number

Teacher

Issued

Due date

Marking summary

Criterion	Marks allocated	Provisional marks
Evaluating dance concepts	5	
Applying dance concepts	6	
Communicating meaning	9	
Overall	20	

Conditions

Technique	Choreography
Unit	Unit 3: Moving statements
Topic/s	Area of study: How is dance used to communicate viewpoints?
Duration	10–15 hours
Mode/length	Choreography: 2–4 minutes or equivalent section of a larger work Written choreographic statement: Written, 300–400 words; or filmed oral or audio explanation, 2–3 minutes
Individual/group	Individually, in pairs or in small groups
Other	Students may choreograph an equivalent section of a larger work, but their individual choreography must be able to be authenticated. The recording of the dance sequence should be continuous with no pausing or editing except if required to change environment. Submission <ul style="list-style-type: none">• choreographic statement — .pdf, .mov, .mp4, .pptx or .avi for dynamic files• choreography — .mov, .mp4, .pptx or .avi for dynamic files
Resources	—

Context

In this unit, you have explored how choreographers use dance to communicate a viewpoint in a social, political or cultural context to an audience. You have experimented with contemporary dance and explored how the elements of dance, choreographic devices and production elements can be used to create dance that communicates a viewpoint.

You are employed as a choreographer to create a contemporary dance work to communicate a viewpoint in a social, political or cultural context to an audience for the Helpmann Awards. The purpose of your dance is to challenge and provoke the audience. The target audience consists of professionals from the dance industry.

Task

Choreograph a contemporary dance to communicate a social, political or cultural viewpoint using a historical, social or political event or issue as stimulus. You will need to complete a choreographic statement that explains the meaning of your dance in relation to your chosen stimulus and evaluates the dance by justifying your choreographic choices.

You:

- may choreograph your own complete work or a section of a larger work
- will be assessed individually
- will be filmed to substantiate the teacher judgments of your choreography.

To complete this task, you must:

- choreograph a contemporary dance by:
 - **organising** and **applying** the elements of dance, choreographic devices and production elements for the stated purpose and context
 - **creating** a dance that communicates a social, political or cultural viewpoint
- construct a choreographic statement that supports your choreography by:
 - **demonstrating** an understanding of the elements of dance, structure, and production elements by explaining the meaning of the dance in relation to the chosen stimulus (theme, ideas or inspiration), purpose, context and viewpoint
 - **evaluating** the dance by justifying choices made in terms of the key elements of dance, structure, and production elements used to communicate meaning
 - **applying** literacy skills by using relevant dance terminology and language conventions that communicate ideas about the dance concepts within the chosen purpose, context and text.

Stimulus

Student's own research of a historical, social or political event or issue.

Checkpoints

- 2 hours: Stimulus research check
- 10 hours: Draft choreographic statement discussion, feedback provided
- 13 hours: Draft choreography discussion and viewing, feedback provided

Authentication strategies

- The teacher will provide class time for task completion.
- The teacher will conduct interviews or consultations with each student as they develop the response.
- The teacher will observe you completing work in class, including recording the progress of your choreography.
- Students must submit a declaration of authenticity.
- Students will each produce a unique dance work in response to chosen stimulus, purpose, context and viewpoint, even when developing a section of a larger work.

Scaffolding

- Research and select a historical or current event or issue as your stimulus for the task.
- Reflect on:
 - significant aspects of this event or issue to create a viewpoint that you wish to explore through movement
 - the form of your dance, the number of dancer/s, their role/s and their relationship to each other to best communicate the purpose, viewpoint and meaning.
- Consider what production elements are appropriate to support and enhance the communication of your meaning.
- Create movement material that communicates your chosen viewpoint, purpose and context.
- Reflect on how you will synthesise your movement material into a cohesive form. Consider transitions and links.
- Consider, if you are working with others, that your section of a larger work is a continuous section and can stand alone as a cohesive work.
- Refine your work by responding to feedback (peer, teacher) to ensure smooth transitions between sections.
- Document the purpose, context and viewpoint of your dance using the choreographic statement template provided by your teacher. Consider choices in:
 - stimulus
 - elements of dance, structure (form, choreographic devices, motifs), and production elements.

Instrument-specific marking guide (IA2): Choreography (20%)

Criterion: Evaluating dance concepts

Assessment objectives

1. demonstrate an understanding of elements of dance, structure, and production elements in relation to chosen purpose, context and viewpoint
2. apply literacy skills using relevant dance terminology and language conventions that communicate ideas about the dance concepts within the chosen purpose, context and text
8. evaluate the dance by justifying choices made in terms of elements of dance, structure and production elements used to communicate meaning

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • application of literacy skills through sequenced and connected ideas that enhance communication of meaning about the dance concepts • evaluation of dance incorporates a well-reasoned justification using examples that reveal the interrelationship between purpose, context and meaning 	4–5
<ul style="list-style-type: none"> • demonstration of an understanding of elements of dance, structure, and production elements in relation to chosen purpose context and viewpoint • application of literacy skills using relevant dance terminology and language conventions that communicate ideas about the dance concepts within the chosen purpose, context and text • evaluation of the dance by justifying choices made in terms of the key elements of dance, structure, and production elements used to communicate meaning 	3
<ul style="list-style-type: none"> • demonstration of understanding of elements of dance, structure, and production elements • application of literacy skills using relevant dance terminology and language conventions to communicate ideas and meaning • evaluation of dance, justifying the use of elements of dance, structure or production elements in own dance work 	2
<ul style="list-style-type: none"> • identification of elements of dance, structure, or production elements • use of language to communicate ideas • description uses examples of elements of dance, structure or production elements 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Applying dance concepts

Assessment objectives

3. organise and apply the elements of dance, choreographic devices and production elements for a chosen purpose and context

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">organisation and application makes purpose and context explicit through manipulation of movement and use of production elements	6
<ul style="list-style-type: none">organisation and application shows integration of dynamics and spatial relationships, enhancing the chosen purpose and context	5
<ul style="list-style-type: none">organisation and application reveals choices in production elements and choreographic devices, including motif/s, to support purpose and context	4
<ul style="list-style-type: none">organisation and application of the elements of dance, choreographic devices and production elements for a chosen purpose and context	3
<ul style="list-style-type: none">organisation of movement to develop transitions using the elements of dance, choreographic devices or production elements	2
<ul style="list-style-type: none">development of isolated sequences of movement	1
<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

Criterion: Communicating meaning

Assessment objectives

7. create contemporary dance to communicate a social, political or cultural viewpoint

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">creation of dance reveals complex and subtle layers of meaning to communicate viewpoint with impact and sensitivity	9
<ul style="list-style-type: none">creation of dance integrates dance concepts into a cohesive form to communicate stated viewpoint	7–8
<ul style="list-style-type: none">creation of dance shows purposeful selection of production elements to communicate meaning	6
<ul style="list-style-type: none">creation of contemporary dance to communicate a social, political or cultural viewpoint	5
<ul style="list-style-type: none">movement sequences use elements of dance or structure that link to meaning	3–4
<ul style="list-style-type: none">movements are selected to show ideas	1–2
<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

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