

# Dance 2019 v1.1

IA3: Sample assessment instrument

## Project — dance work (35%)

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
Understanding dance concepts	3	
Applying literacy skills	3	
Analysing and evaluating dance concepts	6	
Creating dance to communicate meaning	13	
Realising meaning through technical and expressive skills	10	
<b>Overall</b>	<b>35</b>	

# Conditions

<b>Technique</b>	Project — dance work
<b>Unit</b>	Unit 4: Moving my way
<b>Topic/s</b>	Area of study: How does dance communicate meaning for me?
<b>Duration</b>	20–25 hours
<b>Mode/length</b>	Choreography: 3–4 minutes; minimum 2 performers Performance: 3–4 minutes; pairs or in small groups (maximum of 4 performers) Written — choreographic statement: 300–400 words Multimodal — evaluative response to a choreographic problem/s: written 600–800 words, including images (maximum 6 still images or 30-second video excerpts)
<b>Individual/group</b>	Pairs or small groups (maximum of four performers)
<b>Other</b>	<b>Submission:</b> <ul style="list-style-type: none"><li>• choreographic statement/s and evaluative response — .pdf or .pptx</li><li>• choreography and performance — .mov, .mp4, .pptx or .avi for dynamic files</li></ul>

## Context

In this unit, you have explored how a choreographer's movement style and dances reflect their personal contexts, influences and perspectives. You have considered how your own context, personal experiences and dance experiences influence your choreographic style and movement preferences.

You have been commissioned by your local council to create a dance work for Queensland Youth Week, where the audience is young adults. The purpose of the project is to innovate through the creation of a dance work within a personal context.

## Task

You will complete a dance work project integrating three components: choreography, performance and responding. Your dance work must demonstrate a personal movement style/aesthetic that innovates and communicates a viewpoint relevant to your own experience as a young adult. Your performance may be in your own dance work or that of a peer.

To complete this task, you must:

- choreograph a dance work by:
  - **organising** and **applying** the elements of dance, choreographic devices and production elements for the purpose and context
  - **creating** a dance to communicate a personal viewpoint
- respond to the choreographic process through the completion of a choreographic statement (written) and evaluative response by:
  - **demonstrating** an understanding of the elements of dance, structure, and production elements in relation to the purpose, context and chosen viewpoint
  - **applying** written literacy skills using relevant dance terminology and language conventions to communicate ideas and meaning
  - **analysing** and **interpreting** the elements of dance and structure to examine a choreographic problem/s
  - **evaluating** the dance by **justifying** choices made in terms of elements of dance, structure, and production elements used to communicate meaning
- perform in a dance work by:
  - **applying** technical skills in a personal movement style
  - **realising** meaning through expressive skills to communicate a personal viewpoint.
- You may choreograph an equivalent section of a larger work, but your 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.

## Stimulus

Students select their own stimulus, e.g. images, text, current events, personal experiences, environments, objects, technology or the work of choreographers and other artists.

## Checkpoints

- 2 hours: Stimulus research check
- 8–16 hours: Ongoing discussion and viewing of choreography, performance and responding, feedback provided
- 20 hours: Draft choreography and performance, feedback provided
- 23 hours: Draft choreographic statement and evaluative response, feedback provided

## Authentication strategies

- The teacher will provide class time for task completion.
- The teacher will observe you completing work in class, including recording the progress of your choreography and performance.
- Students will provide documentation of their progress at indicated checkpoints.
- The teacher will conduct interviews or consultations with each student as they develop the response.
- Students must submit a declaration of authenticity.

## Scaffolding

### Choreography

- Explore a range of stimulus focused on issues relevant to young adults in society.
- Select a stimulus and an issue and determine your personal viewpoint to be communicated through the dance work.
- Consider the audience for your dance work, reflecting on age-appropriateness, youth issues and concerns.
- Organise and apply dance concepts to communicate your viewpoint through the choreography of the dance work by considering:
  - your preferred way of moving to identify key dance genres and styles, and other movement practices
  - motifs that will support the communication of meaning
  - how and where to strengthen the structure, using choreographic devices (including motif/s) and form to manipulate movement and communicate meaning
  - relevant production elements to enhance meaning
  - transitions and links required to support cohesion in your dance
  - feedback to refine the communication of meaning through choreographic choices.

## Responding

- In your choreographic statement
  - explain the meaning of the dance in relation to the chosen stimulus (theme, ideas or inspiration) purpose, context and viewpoint
  - evaluate the dance by justifying choices made in terms of the key elements of dance, structure and production elements used to communicate meaning.
- In the evaluative response
  - identify and explain choreographic problem/s (maximum of two) that occurred in developing your personal style that impact on communication of meaning in your dance
  - discuss how you generated solution/s to the problem/s
  - analyse and evaluate the success of the proposed solution/s to the choreographic problem/s.
- Illustrate the problem/s and/or solution/s by capturing still images or video excerpts.

## Performance

- Consider:
  - the meaning to be communicated in the dance work
  - the structure of the dance.
- Learn and memorise the dance using safe dance practices to consider:
  - movement qualities
  - personal movement style.
- Respond to feedback (teacher, peer and self) to refine and polish technical skills and expressive skills.

**Note:** If you perform someone else's choreographic work, the additional choreographic statement must be provided.

# Instrument-specific marking guide (IA3): Project — dance work (35%)

## Criterion: Understanding dance concepts

### Assessment objective

1. demonstrate an understanding of elements of dance, structure, and production elements in relation to chosen purpose, context and viewpoint

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• demonstration of an understanding of elements of dance, structure, and production elements using relevant examples to make clear interconnections and relationships</li></ul>	3
<ul style="list-style-type: none"><li>• demonstration of an understanding of elements of dance, structure, and production elements in relation to chosen purpose, context and viewpoint</li></ul>	2
<ul style="list-style-type: none"><li>• identification of elements of dance, structure, or production elements</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0

## Criterion: Applying literacy skills

### Assessment objective

2. apply written literacy skills using relevant dance terminology and language conventions to communicate ideas and meaning

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• application of written literacy skills through articulated ideas and controlled structure enhanced and informed by relevant dance terminology and language conventions</li></ul>	3
<ul style="list-style-type: none"><li>• application of written literacy skills using relevant dance terminology and language conventions to communicate ideas and meaning</li></ul>	2
<ul style="list-style-type: none"><li>• use of language to communicate ideas</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0

## Criterion: Analysing and evaluating dance concepts

### Assessment objectives

- analyse and interpret the elements of dance and structure to examine a choreographic problem
- evaluate 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"><li>analysis and interpretation offer solutions clearly linked to consideration of viewpoint and personal style/aesthetic</li><li>evaluation of dance incorporates a well-reasoned justification using examples of meaning in their work and solutions to choreographic problems that reveal the interrelationship between purpose, context and meaning</li></ul>	5–6
<ul style="list-style-type: none"><li>analysis and interpretation of elements of dance and structure to examine a choreographic problem</li><li>evaluation of dance by justifying choices made in terms of elements of dance, structure and production elements used to communicate meaning</li></ul>	3–4
<ul style="list-style-type: none"><li>identification of a choreographic problem</li><li>description of own work and solutions uses examples of elements of dance, structure or production elements</li></ul>	1–2
<ul style="list-style-type: none"><li>does not satisfy any of the descriptors above.</li></ul>	0

## Criterion: Creating dance to communicate meaning

### Assessment objectives

3. organise and apply the elements of dance, choreographic devices and production elements for a chosen purpose and context
7. create dance to communicate a personal viewpoint

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• organisation and application makes purpose and context explicit through manipulation of movement and use of production elements</li> <li>• creation of dance reveals complex and subtle layers of meaning to communicate viewpoint with impact and sensitivity</li> </ul>	12–13
<ul style="list-style-type: none"> <li>• organisation and application shows integration of dynamics, and spatial relationships enhance the chosen purpose and context</li> <li>• creation of dance is enhanced through cohesion of interconnected dance elements, choreographic devices and production elements</li> </ul>	10–11
<ul style="list-style-type: none"> <li>• organisation and application reveals choices in production elements and choreographic devices, including motif/s and form, to support purpose and context</li> <li>• creation of dance integrates the elements of dance, choreographic devices and production elements to communicate the viewpoint</li> </ul>	8–9
<ul style="list-style-type: none"> <li>• organisation and application of the elements of dance, choreographic devices and production elements for a chosen purpose and context</li> <li>• creation of dance to communicate a personal viewpoint</li> </ul>	6–7
<ul style="list-style-type: none"> <li>• organisation of movement to develop transitions using elements of dance, choreographic devices or production elements</li> <li>• movement sequences use elements of dance, choreographic devices or production elements that link to stated viewpoint</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• development of short sequences of movement</li> <li>• use of elements of dance, choreographic devices or production elements to shape ideas</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• development of isolated movements</li> <li>• movements are selected to show ideas</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0



## Criterion: Realising meaning through technical and expressive skills

### Assessment objectives

5. apply technical skills in a personal movement style
6. realise meaning through expressive skills to communicate a stated viewpoint

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• application shows sustained control and synthesis of technical skills to present a cohesive performance</li> <li>• realisation shows subtleties of meaning through a synthesis of expressive skills, including relationships between dancers, audience or space</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• application of technical skills shows accuracy and extension of complex movements through space</li> <li>• realisation of meaning through sustained use of focus, projection, facial and body expression, variations in movement qualities and musicality (rhythm, accents, phrasing) to communicate the stated meaning</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• application of technical skills in a personal movement style</li> <li>• realisation of meaning through expressive skills that communicate a stated viewpoint</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• coordination of movement, timing and spatial awareness is evident in isolated movement phrases</li> <li>• use of focus, projection, facial and/or body expression in isolated phrases of movement</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• demonstration of isolated phrases of movement</li> <li>• demonstration of intermittent energy</li> </ul>	1–2
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0



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