

Dance 2019 v1.1

Unit 1 sample assessment instrument

July 2018

Choreography

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

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

Assessment objectives

This assessment instrument is used to determine student achievement in the following 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 and context
3. organise and apply the elements of dance, choreographic devices and production elements for the chosen purpose and context
7. create dance to communicate meaning in the chosen purpose and context
8. evaluate dance by justifying choices made in terms of elements of dance, structure and production elements used to communicate meaning.

Note: Objectives 4, 5, and 6 are not assessed in this instrument.

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| Subject | Dance |
| Technique | Choreography |
| Unit | Unit 1: Moving bodies |
| Topic | — |

| Conditions | | | |
|----------------------------|---|---------------|---|
| Duration | 10–15 hours (including development and presentation); this will involve class time and students' own time | | |
| Mode | — | Length | <ul style="list-style-type: none"> • Choreography: 2–4 minutes or equivalent section of a larger work (individual choreography in a larger work must be able to be authenticated) • 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 | — |
| Resources available | — | | |

| Context | | | |
|--|--|--|--|
| <p>In this unit, you have explored a range of different purposes and contexts for dance and how choreographers communicate meaning to an audience. You have experimented with different dance genres and styles and explored how the elements of dance, choreographic devices and production elements can be used to create dance that communicates a viewpoint.</p> <p>You are employed as a choreographer to create a dance work to communicate a viewpoint for a youth audience in your local community. The purpose of your dance is to celebrate an issue of relevance to youth that will engage your audience.</p> | | | |
| Task | | | |
| <p>You will choreograph a dance work in any genre or style to communicate a viewpoint using a youth issue as stimulus for celebration.</p> <p>Choreography must include:</p> <ul style="list-style-type: none"> • the use of a ternary (ABA) structure • the use of choreographic devices • at least two production elements • 2–4 dancers. <p>You:</p> <ul style="list-style-type: none"> • may choreograph your own complete work or a section of a larger work • must complete a choreographic statement • will be assessed individually • will be filmed to substantiate the teacher judgments of your choreography. | | | |

To complete this task, you must:

- **demonstrate** the use of the dance concepts (elements of dance, structure and production elements) to **organise, apply** and **create** a dance to communicate your viewpoint
- **apply** literacy skills to complete a choreographic statement that explains the meaning of your dance in relation to the chosen stimulus (theme, ideas or inspiration) purpose, context and viewpoint.
- **evaluate** your dance by justifying choices made in terms of the key elements of dance, structure and production elements used to communicate meaning.

Stimulus

Student's own research of an issue relevant for youth in the community.

Checkpoints

- 2 hours: Stimulus research check
- 10 hours: Choreography discussion and viewing, feedback provided
- 13 hours: Final choreography discussion and viewing, feedback provided

Feedback

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.
- Students must submit a declaration of authenticity.

Scaffolding

- Research the selected youth issue, accessing a range of stimulus and media.
- Reflect on a viewpoint to be communicated and how it links to the purpose of celebration for the audience.
- Consider what dance genre or style you will use.
- Reflect on
 - a significant aspect of the issue to explore through movement
 - the structure by identifying the sections A, B and repeat A.
- Consider what production elements are appropriate to support and enhance the communication of your viewpoint.
- Create motifs that communicate aspects of the chosen viewpoint. Consider the
 - use of choreographic devices
 - use of chosen production elements.
- Reflect on how you will synthesise your movement material into a cohesive ternary form. Consider transitions and links.
- Refine your work by responding to feedback (from peers and teacher).
- Document the purpose, context and viewpoint of your dance using the choreographic statement template provided by your teacher for explaining and evaluating. Consider choices in
 - stimulus
 - elements of dance, structure and production elements.