

Dance 2019 v1.1

Unit 1 sample assessment instrument

August 2022

Performance 1

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 style-specific movements
5. apply technical skills in the chosen dance style
6. realise meaning through expressive skills that communicate a viewpoint in a chosen purpose and context.

Note: Objectives 2, 3, 4, 7 and 8 are not assessed in this instrument.

Subject	Dance		
Technique	Performance		
Unit	Unit 1: Moving bodies		
Topic	—		
Conditions			
Duration	10–15 hours (rehearsal and presentation); this will involve class time and students' own time		
Mode	—	Length	Continuous sequence of 3–4 minutes
Individual/group	May be presented individually, in pairs or in small groups (maximum of four performers), but should be assessed individually	Other	—
Resources available	<ul style="list-style-type: none"> • music • open uncluttered space • teacher's choreographic statement 		
Context			
<p>In this unit, you have explored how dance communicates meaning for different purposes and in different contexts. You have investigated how dancers use and alter technical and expressive skills to communicate meaning and intent for different purposes and in different contexts. You have been asked to perform a teacher-devised hip-hop dance work <i>Power Games</i>.</p>			
Task			
<p>You will perform a teacher-devised hip-hop dance work <i>Power Games</i> that communicates the power struggle between the characters of President Snow and Katniss from <i>The Hunger Games</i>. You will be filmed to substantiate the teacher judgments of your performance.</p>			
To complete this task, you must:			
<ul style="list-style-type: none"> • demonstrate an understanding of hip-hop movements and of the whole dance • apply technical skills, showing <ul style="list-style-type: none"> – strength, control and coordination of movements – alignment and body articulation of hip-hop movements in keeping with style-specific technique – spatial awareness in space and with others • realise meaning through expressive skills, showing <ul style="list-style-type: none"> – musicality – focus, facial and body expression to project character, relationship and narrative – energy variations to suit character and intent. 			
Stimulus			
Teacher's choreographic statement (following)			
Checkpoints			
<input type="checkbox"/> 5 hours: Rehearsal, discussion and viewing, feedback provided			
<input type="checkbox"/> 10 hours: Final rehearsal, discussion and viewing, feedback provided			

Criterion	Marks allocated	Result
Understanding of style-specific movements Assessment objective 1		
Applying technical skills Assessment objective 5		
Realising meaning through expressive skills Assessment objective 6		
Total		

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.

Scaffolding

- Understand the meaning to be communicated and the character's motivation by
 - reading the choreographic statement
 - working physically through sections of the dance work guided by the teacher.
- Understand the structure of the dance work (beginning, middle, climax and end).
- Learn and memorise the dance work using safe dance practices to consider
 - movement qualities (collapsing, swinging, suspended and percussive)
 - control and coordination of isolations and complex arm and leg movements to create shapes linked to the character and narrative.
- Refine and polish technical skills through rehearsal and responding to feedback (teacher, peer and self) to support your interpretation of the hip-hop dance style.
- Refine and rehearse to realise meaning by developing appropriate expressive skills to show changes in the character, relationships and their emotional state throughout the narrative.

Stimulus

Teacher's choreographic statement

The dance work *Power Games* is based on ideas from the stimulus text *The Hunger Games* (Collins 2008) and focuses on the relationship and power struggle between the central characters of President Snow and Katniss.

It has a narrative structure — beginning, middle, climax and end.

The beginning focuses on Katniss's wariness of President Snow and her decision to be compliant with his wishes. At first, the characters move around each other warily in the space in wide circular pathways, keeping constant eye focus and bending over from the waist with arms outstretched. Gradually the circles decrease, and Katniss appears to succumb to President Snow's power. He remains upright at a high level while she collapses to a low level to reflect her submission.

The middle section shows Katniss realising she cannot be submissive, and she begins to fight against President Snow's power. Repetition of percussive movements is used as the fierceness of Katniss builds and the striking actions combined with the pumping of fists at President Snow reveal her rebellious, defiant nature. Her fierce expression and stiffened posture combined with chest thumps and aggressive arm patterns show contempt for President Snow. A 'blood on hands' motif is repeated throughout this section as a reaction of Katniss to the cruel evil of the enemy (President Snow) against her family.

The climax in the dance is reached when Katniss moves in close to President Snow. She moves to a position standing over him and challenging his power. The aggressive motifs continue in canon from both characters, with alternating use of levels to show the changing status and power. The tempo of the movements increases and become frenzied.

In the end section, there is evidence of Katniss's disappointment as President Snow maintains and retains his power despite her efforts. Motifs of defeat (shoulders hunched, upper body curved over, eyes downcast) performed by Katniss as she collapses to a low-level contrast with the upright posturing and final victory pose of President Snow.

References:

Collins, S 2008, *The Hunger Games*, Scholastic Press, New York.



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