

Dance 2019 v1.1

Unit 1 sample assessment instrument

July 2018

Performance 2

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 • guest teacher's choreographic 		
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.</p> <p>You have been asked to perform a guest teacher-devised African dance that communicates a mood of celebration and a feeling of joy and festivity.</p> <p>You will perform for an audience of your peers.</p>			
Task			
<p>Perform the guest teacher-devised African dance work.</p> <p>You will:</p> <ul style="list-style-type: none"> • apply technical skills in the African dance style • realise meaning through expressive skills to communicate a mood of celebration. <p>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 African dance movements in the whole dance • apply technical skills, showing <ul style="list-style-type: none"> – strength, control and coordination of movements – alignment of African dance 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 in timing and rhythm – focus, facial and body expression to project mood – energy variations to suit 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		
<ul style="list-style-type: none"> • 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		
<ul style="list-style-type: none"> • Understand the meaning to be communicated by <ul style="list-style-type: none"> - reading the choreographic statement - working physically through sections of the dance work guided by the teacher. • Understand the structure of the dance (first section, second section). • Learn and memorise the dance using safe dance practices to consider <ul style="list-style-type: none"> - movement qualities (percussive, swinging, suspended and sustained) - control and coordination of isolations and complex arm and leg movements to create shape linked to the style. • Refine and polish technical skills through rehearsal and responding to feedback (teacher, peer and self) to support your interpretation of African dance style. • Refine and rehearse to realise meaning by developing appropriate expressive skills to show the changes in dynamics and focus. 		

Stimulus

Teacher's choreographic statement

This is a celebratory dance from Western Africa. The intent of this traditional dance is to convey a feeling of joy and festivity. The first section of the dance is *Djole*, from Guinea. The second section is *Somuyesai*, from Ghana (Akan community). *Somuyesai* means 'hold on to it.' The *Djole* rhythm is used throughout, while the dance style transitions from *Djole* to *Somuyesai* at the midpoint of the performance.

The West African style of dance requires the dancer to be grounded with bent knees, leaning forward. The technical skills of strength, control, and coordination are needed to hold the appropriate stylistic stance. Consistent and heightened energy throughout the sequence is necessary. Rhythmic accuracy is key to this fast-paced sequence given the quick transitions. Jumps are elevated with soft landing through the feet. Arms are extended but never fully straight, and the head is flexible. Movements roll through the whole body including the head and allow for a smooth transition of weight. Movements are big and overemphasised. Chest contractions drive the movements as the upper body contracts and releases.

Expressive skills that are paramount to this performance are focus and dynamics. Focus is important: the head often follows the hands, giving the movements greater impact, or the focus is projected out to the audience or towards fellow dancers. Facial expression is happy and joyful to reflect celebration and should be maintained throughout the dance. Dynamic rhythmic changes occur throughout the piece, with the first section demonstrating explosive and percussive qualities, while the second section displays swinging and sustained movement qualities. The movements in this section are slowed down at times and become suspended.