

# Dance 2019 v1.1

## Unit 2 sample assessment instrument

July 2018

### Project — dance work

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 written literacy skills using relevant dance terminology and language conventions to communicate ideas and meaning
3. organise and apply the elements of dance, choreographic devices and production elements for a chosen purpose and context
4. analyse and interpret the elements of dance and structure to examine a choreographic problem
5. apply technical skills in a chosen dance style
6. realise meaning through expressive skills to communicate a personal viewpoint using environment/s
7. create dance for a chosen environment to communicate a stated viewpoint
8. evaluate dance, by justifying choices made in terms of elements of dance, structure and production elements in a chosen environment used to communicate meaning.

<b>Subject</b>	Dance
<b>Technique</b>	Project — dance work
<b>Unit</b>	Unit 2: Moving through environments

<b>Conditions</b>			
<b>Duration</b>	20–25 hours, including rehearsal and presentation of choreographing, performing and responding		
<b>Mode</b>	—	<b>Length</b>	<ul style="list-style-type: none"> <li>• Choreography length: 3–4 minutes</li> <li>• Performance length: 3–4 minutes</li> <li>• Responding length: <ul style="list-style-type: none"> <li>– choreographic statement — written, 300–400 words</li> <li>– evaluative response to a choreographic problem/s — written 600–800 words, including images (maximum 6 still images or 30-second video excerpts)</li> </ul> </li> </ul>
<b>Individual/group</b>	<ul style="list-style-type: none"> <li>• Choreography: individually assessed choreography, developed with a minimum of two performers included in the work</li> <li>• Performance: individually assessed performance, presented in pairs or small groups (maximum of four performers)</li> </ul>	<b>Other</b>	—
<b>Resources available</b>	<ul style="list-style-type: none"> <li>• access to safe sites/environments</li> <li>• access to recording and editing software</li> </ul>		
<b>Context</b>			
<p>In this unit, you have explored how physical and virtual environments have an impact on the choreographer’s creative process and selection of dance concepts, and the performer’s use of dance skills to communicate meaning.</p> <p>You have decided to enter a choreography competition for budding high school dance filmmakers. The organisers have given you the phrase ‘what moves me’ as the stimulus for your film.</p>			
<b>Task</b>			
<ul style="list-style-type: none"> <li>• You will complete a dance work project comprising choreography, performance and responding components.</li> <li>• You will choreograph a site-specific dance film that communicates a personal viewpoint, using any genre or style, in response to the phrase ‘what moves me’.</li> <li>• You must complete a choreographic statement and evaluative response that includes still images or video excerpts to illustrate the problem/s and/or solution/s you have examined.</li> <li>• You will perform in a student-devised dance film. This may be in your own or a peer’s dance work.</li> <li>• Your project should be submitted as a multimodal presentation that comprises your written and audiovisual responses.</li> </ul>			

### To complete this task, you must:

- select a site/environment through which to communicate your chosen viewpoint
- **demonstrate** an understanding of the elements of dance, structure and production elements across the components of the dance work
- **organise** and **apply** dance concepts to **create** a dance work that communicates meaning through your chosen viewpoint
- respond to your own dance work in
  - a choreographic statement to explain and **evaluate** choreographic choices
  - an **evaluative** response to **analyse** and **interpret** choreographic problem/s
- **apply** technical skills in a dance work created for a chosen environment
- **realise** meaning through expressive skills to communicate your stated viewpoint.

### Stimulus

Student's chosen site/environment.

### Checkpoints

- 2 hours: Stimulus research check
- 8 hours: Choreography discussion and viewing, feedback provided
- 12 hours: Final choreography discussion and viewing, feedback provided
- 16 hours: Responding discussion, feedback provided
- 20 hours: Final choreography and performance, feedback provided
- 23 hours: Draft multimodal presentation, feedback provided

### Feedback

### Authentication strategies

- The teacher will provide class time for task completion.
- 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

- Consider what the phrase 'what moves me' means to you and select one idea to work with. Determine your viewpoint and meaning to be communicated.
- Select the site/environment and consider suitability for performance, safe dance practices and filming requirements.
- Select the genre and style that you will choreograph and perform in.
- 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 by considering:
  - the form of your dance, considering how best to communicate your ideas
  - 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 use choreographic devices to strengthen the structure, movement and meaning
  - relevant production elements
  - transitions and links required to support cohesion in your dance
  - feedback to refine the communication of meaning through choreographic choices.

### Responding

- Consider in your choreographic statement:
  - the meaning of the dance in relation to the chosen environment, purpose, context and viewpoint
  - choices made in terms of the key elements of dance, structure and production elements used to communicate meaning.
- Consider in the evaluative response:
  - what problem/s (maximum of two) have occurred in using your chosen site/environment that impact on communication of meaning in your dance
  - solution/s to the problem/s
  - analysing and evaluating 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
  - control and coordination of combinations of complex turns, extensions, floor work and balances.
- 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 will need to be provided in your multimodal presentation.