



Dance 2025 v1.2

IA1: Sample assessment instrument

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	sample only
Student number	sample only
Teacher	sample only
Issued	sample only
Due date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Understanding style-specific movements	3	
Applying technical skills	8	
Realising meaning through expressive skills	9	
Overall	20	

Conditions

Technique	Performance
Unit	Unit 3: Moving statements
Topic/s	Area of study: How is dance used to communicate viewpoints?
Mode / length	Performance: up to 4 minutes
Individual / group	Individual; the performance may be completed in groups (up to four performers)
Other	<p>Students can develop their responses in class time and their own time.</p> <p>For the audiovisual recording of the student performance:</p> <ul style="list-style-type: none">• the recording of the dance sequence should be continuous with no pausing or editing except if required to change environment.
Resources	<p>Music</p> <p>Open uncluttered space</p> <p>Teacher's choreographic statement</p> <p>Audiovisual recording of the devised contemporary dance performance</p>

Context

In this unit, you have investigated how choreographers use technical and expressive skills in performance to communicate social, political or cultural viewpoints to an audience.

As a member of the Year 12 Dance class, you have been invited to perform at the school's Performing Arts Gala night. The purpose of the work is to inform the school community, providing a social viewpoint about mobile phone usage.

Task

Perform the contemporary dance work *Entrapment*, which communicates a social message about how mobile phones are negatively influencing young people today.

To complete this task, you must:

- **demonstrate** an understanding of contemporary movements of the whole dance
- **apply** technical skills, showing
 - control and coordination through accurate timing
 - strength and spatial awareness
 - sustained balances and extensions
 - alignment of contemporary movements in keeping with style-specific technique
- **realise** meaning through expressive skills that communicate a social viewpoint, showing
 - musicality evidenced within and between sequences of movement
 - variations in focus, facial and body expression to project nuances in meaning
 - confident energy variations to suit meaning
 - clear relationships between dancers, audience, space and object.

You will be filmed to substantiate the teacher judgments of your performance.

Stimulus

Teacher's choreographic statement

Checkpoints

- ☐ 5 hours: Ongoing self, peer and teacher feedback from live rehearsals and videoed rehearsal footage
- ☐ 10 hours: Draft performance, discussion and viewing, feedback provided

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- Your teacher will conduct interviews or consultations as you develop the response.
- You will provide documentation of your progress by performing the dance at the end of each lesson, which will be filmed by your teacher.
- Your teacher will ensure class cross-marking occurs.

Scaffolding

You will:

- understand and interpret the meaning to be communicated by
 - reading the choreographic statement
 - discussing the intent with your teacher and peers
 - working physically through sections of the dance work guided by the teacher
- understand and explore the structure of the dance — sections ABCD
- learn and memorise the dance using safe dance practices to consider
 - movement qualities (e.g. collapsing, swinging, suspended and percussive)
 - control and coordination of combinations of complex turns, extensions, floor work and balances, involving quick changes of direction
- refine and polish your technical skills through rehearsal and responding to feedback (teacher, peer and self) to support your interpretation of contemporary style
- refine and rehearse your performance to realise meaning by developing appropriate skills to show changes in the technical and expressive skills in relation to the sections of the dance.

Instrument-specific marking guide (IA1): Performance response (20%)

Understanding style-specific movements	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> demonstration of the whole dance, displaying accurate physical recall of movement vocabulary, phrases, sections and formations 	3
<ul style="list-style-type: none"> demonstration of an understanding of style-specific movements 	2
<ul style="list-style-type: none"> recall of isolated phrases of movement from the dance. 	1
The student response does not satisfy any of the descriptors above.	0

Applying technical skills	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> application shows synthesis of technical skills that <ul style="list-style-type: none"> displays sustained control of complex movements in style-specific technique presents a cohesive performance without interruption 	7–8
<ul style="list-style-type: none"> application of technical skills shows <ul style="list-style-type: none"> accuracy of movement through space extension of movement through space 	5–6
<ul style="list-style-type: none"> application of technical skills is <ul style="list-style-type: none"> relevant to the contemporary dance style evident through timing and spatial awareness 	3–4
<ul style="list-style-type: none"> application of technical skills <ul style="list-style-type: none"> through coordination of simple movements in isolated movement phrases 	1–2
The student response does not satisfy any of the descriptors above.	0

Realising meaning through expressive skills	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • realisation shows a synthesis of expressive skills that communicate subtleties of meaning 	9
<ul style="list-style-type: none"> • realisation of meaning through <ul style="list-style-type: none"> – sustained use of focus, projection, facial and body expression – relationships between dancers, audience, space and/or objects 	7–8
<ul style="list-style-type: none"> • realisation of meaning through variations in <ul style="list-style-type: none"> – movement qualities – musicality (rhythm accents, phrasing) 	5–6
<ul style="list-style-type: none"> • realisation of meaning for the stated purpose through expressive skills that <ul style="list-style-type: none"> – communicate a social, political or cultural viewpoint – use focus, projection, facial and/or body expression 	3–4
<ul style="list-style-type: none"> • use of focus, projection, facial and/or body expression in isolated phrases of movement • demonstration of variations in energy. 	1–2
The student response does not satisfy any of the descriptors above.	0



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