

Dance 2025 v1.2

IA2: 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
Evaluating dance concepts	5	
Applying dance concepts	9	
Communicating meaning	6	
Overall	20	

Conditions

Technique	Choreography
Unit	Unit 3: Moving statements
Topic/s	Area of study: How is dance used to communicate viewpoints?
Mode / length	<p>Choreographic statement</p> <p>Choice of one of the following:</p> <ul style="list-style-type: none">• Written: up to 500 words, including referencing of any sources and music used (title, composer, company)• Spoken (live or recorded): up to 4 minutes, or signed equivalent, including referencing of any sources and music used (title, composer, company). <p>Choreography</p> <ul style="list-style-type: none">• Choreography: up to 4 minutes of continuous choreography or a continuous equivalent section of a larger work
Individual / group	Individual; the choreography is to be completed with more than one performer (pairs or small groups)
Other	<p>Students can develop their responses in class time and their own time.</p> <p>The teacher must provide students with continuous class time to develop their choreography.</p> <p>For the audiovisual recording of the choreography (unless the dance work is developed as a dance film):</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. <p>Individual choreography in a larger work must be able to be authenticated.</p>
Resources	<p>Access to school dance resources including music, costumes and lighting</p> <p>Open uncluttered dance space</p>

Context

In this unit, you have explored how choreographers use dance to communicate a viewpoint in a social, political or cultural context to an audience. You have experimented with contemporary dance and explored how the elements of dance, choreographic devices and production elements can be used to create dance that communicates a viewpoint.

You are employed as a choreographer to create a contemporary dance work to communicate a viewpoint in a social, political or cultural context to an audience for the Helpmann Awards. The purpose of your dance is to challenge and provoke the audience. The target audience consists of professionals from the dance industry.

Task

Choreograph a contemporary dance to communicate a social, political or cultural viewpoint using a current or historical event or issue as stimulus. You will need to complete a choreographic statement that explains the meaning of your dance in relation to your chosen stimulus and evaluates the dance by justifying your choreographic choices.

You:

- may choreograph your own complete work or a section of a larger work
- will be assessed individually
- must include more than one performer (pairs or small groups).

To complete this task, you must:

- choreograph a contemporary dance by
 - **organising** and **applying** the elements of dance, choreographic devices and production elements for a stated purpose and context
 - **creating** a dance that communicates a social, political or cultural viewpoint
- construct a choreographic statement that supports your choreography by
 - **demonstrating** an understanding of the elements of dance, structure, and production elements by explaining the meaning of the dance in relation to the stated purpose (to challenge and provoke) and context (social, political or cultural), chosen stimulus (theme, ideas or inspiration), and viewpoint
 - **evaluating** the dance by justifying choices made in terms of the key elements of dance, structure, and production elements used to communicate purpose, context and meaning
 - **applying** literacy skills by using relevant dance terminology, referencing and language conventions that communicate ideas about the dance concepts within the chosen purpose, context and text.

Stimulus

Student's own research of their chosen current or historical event or issue.

Checkpoints

- ☐ 2 hours: Stimulus research check
- ☐ 10 hours: Draft choreographic statement discussion, feedback provided
- ☐ 13 hours: Draft choreography discussion and viewing, feedback provided

Authentication strategies

- You will be provided class time for task completion.
- You must acknowledge all sources.
- You must submit a declaration of authenticity.
- Your teacher will conduct interviews or consultations as you develop the response.
- Your teacher will ensure class cross-marking occurs.
- You will each create a unique dance work in response to stated purpose and context, and chosen stimulus and viewpoint, even when developing a section of a larger work.

Scaffolding

You will:

- research and select a historical or current event or issue as your stimulus for the task
- reflect on
 - significant aspects of this event or issue to create a viewpoint that you wish to explore through movement, with the purpose to challenge and provoke the audience
 - the form of your dance, the number of dancer/s, their role/s and their relationship to each other to best communicate the purpose, viewpoint and meaning
- consider which production elements are appropriate to support and enhance the communication of your meaning and integrate these into your dance as you choreograph and rehearse
- create movement material that communicates your chosen viewpoint and stated purpose and context
- reflect on how you will synthesise your movement material into a cohesive form. Consider transitions and links
- ensure, if you are working with others, that your section of a larger work is a continuous section and can stand alone as a cohesive work
- refine your work by filming your progress as well as presenting your dance to an audience. Collect feedback from your audience and complete your own self-reflection, evaluating how successfully the meaning, purpose and viewpoint of the dance are being communicated, and then apply this information to improve your dance
- document the purpose, context and viewpoint of your dance to focus on
 - explaining the meaning of the dance in relation to the stated purpose (to challenge and provoke) and context (social, political or cultural), a chosen stimulus (theme, ideas or inspiration), and viewpoint

- evaluating the dance by justifying choices made in terms of the key elements of dance, structure and production elements used to communicate purpose, context and meaning.

Note: Include referencing of any sources and music (title, composer, company) used (not included in your word count) to ensure that you meet the referencing requirements for the task.

Instrument-specific marking guide (IA2): Choreography response (20%)

Evaluating dance concepts	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> evaluation of dance incorporates a well-reasoned justification using examples that reveal the interrelationship between purpose, context and meaning 	5
<ul style="list-style-type: none"> demonstration of an understanding of elements of dance, structure, and production elements in relation to purpose, context and chosen viewpoint application of literacy skills through sequenced and connected ideas that enhance communication of meaning about the dance concepts evaluation of the dance by justifying choices made in terms of the key elements of dance, structure, and production elements used to communicate meaning 	3–4
<ul style="list-style-type: none"> demonstration of understanding of elements of dance, structure and/or production elements application of literacy skills, using relevant dance terminology, referencing and language conventions to communicate ideas and meaning evaluation of dance, justifying the use of elements of dance, structure or production elements in own dance work. 	1–2
The student response does not satisfy any of the descriptors above.	0

Applying dance concepts	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> organisation and application make purpose and context explicit through integration of elements of dance, structure and use of production elements 	9
<ul style="list-style-type: none"> organisation and application enhance purpose and context through <ul style="list-style-type: none"> dynamics relationships 	7–8
<ul style="list-style-type: none"> organisation and application support purpose and context through choices of <ul style="list-style-type: none"> production elements choreographic devices, including motif/s 	5–6
<ul style="list-style-type: none"> organisation and application for a stated purpose and context shows use of <ul style="list-style-type: none"> elements of dance choreographic devices production elements 	3–4
<ul style="list-style-type: none"> organisation of movement shows <ul style="list-style-type: none"> sequences of movement transitions using the elements of dance, choreographic devices or production elements. 	1–2
The student response does not satisfy any of the descriptors above.	0

Communicating meaning	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • creation of dance communicates a viewpoint that <ul style="list-style-type: none"> – synthesises dance concepts into a cohesive form – reveals complex and subtle layers of meaning with impact and sensitivity 	5–6
<ul style="list-style-type: none"> • creation of dance communicates meaning through <ul style="list-style-type: none"> – purposeful selection of production elements – a social, political or cultural viewpoint 	3–4
<ul style="list-style-type: none"> • movement sequences <ul style="list-style-type: none"> – show ideas – use elements of dance or structure that link to meaning. 	1–2
The student response does not satisfy any of the descriptors above.	0



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