

Dance in Practice 2019 v1.0

Sample assessment instrument

July 2018

Project — Dance/music video clip

Information for teachers

This sample has been compiled by the QCAA to help and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the approved study plan.

Purpose of the project

This technique assesses a response to a single task, situation and/or scenario in a module of work that gives students authentic opportunities to demonstrate their learning. The student response will consist of a collection of at least two assessable components, one of which must be a dance performance, demonstrated in different circumstances, places and times, and may be presented to different audiences and through different modes.

In Dance in Practice, one project must arise from community connections (see Underpinning factors).

Further information about the specifications for this assessment technique can be found in the Assessment techniques section of the Dance in Practice syllabus.

Assessment dimensions

This assessment instrument is used to determine student achievement in the following dimensions:

- Knowing and understanding
- Applying and analysing
- Creating and evaluating

In Dance in Practice, all objectives from each dimension must be assessed in each Project.

Subject	Dance in Practice
Technique	Project — Dance/music video clip
Unit number and module number and name	Unit: 3 Module: 3. So you think you want to make a video clip?

Conditions	Units 3–4
Performance component	1.5–2.0 minutes
Multimodal component	
• non-presentation	8 A4 pages max (or equivalent)
Further information	
Duration (including class time)	9 weeks
Individual/group	Component 1: Performance — completed in pairs with results awarded individually. Component 2: Multimodal — completed individually
Resources available	Bluetooth speakers Video cameras (if required) Video editing software (if required)

Context

In this unit, you have been exploring popular dance and its use in music video clips from the 1980s to the present day. In a small group, you have already created a dance work in a popular dance style, reflecting the lyrics of a narrative pop song. This dance work will form the basis for this task.

Task

In pairs, plan, create, perform in and evaluate your own dance/music video clip, which communicates a narrative and is based on the popular dance previously created in this unit. The final clip is to be presented to a community audience chosen by your group.

The task includes two components.

- Component 1: Performance
Create a dance/music video clip in which you will perform your group's choreography.
- Component 2: Written
Create your own annotated diary with visuals that evaluates the planning, rehearsal and production of the dance/music video clip for the chosen community audience.

To complete this task, you must:

- make decisions about
 - the application of non-movement components (e.g. setting, props, costuming), including basic film techniques, to convey the narrative of your clip
 - the application of movement components when modifying the choreography for the video clip context
- recall and rehearse the devised choreography
- interpret and demonstrate the technical and expressive skills required for the popular dance style and the theme and intent of the clip
- apply dance concepts and ideas to perform the dance work for filming and to create a dance/music video clip that conveys the narrative to a community audience

- present the dance/music video clip to the chosen community audience
- create an annotated diary (paper-based or digital) with visuals (still and/or moving images) to
 - explain the theme and intent of the dance/music video clip that relates to the chosen community audience
 - explain and analyse one significant decision made to demonstrate how you generated and modified dance concepts and ideas during the creative process, adapting the choreography for the purposes of the video clip context
 - evaluate the overall effectiveness of the dance/music video clip, in conveying the narrative to the chosen community audience through the popular dance genre and style
- use language conventions and features to communicate your ideas.

Checkpoints

- Term [X] Week [X]/[Date]: Discuss video concept and planning with the teacher
- Term [X] Week [X]/[X]: Discuss and view draft rehearsal with the teacher
- Term [X] Week [X]/[X]: Discuss and view draft video clip with the teacher
- Term [X] Week [X]/[X]: Discuss and view draft annotated diary (with visuals) with the teacher
- [Due date]: Present/submit performance and annotated diary

Authentication strategies

Your teacher will use ways to check that the work you are assessed on is your own work.

- When working as part of a group, your individual response is assessed based on your role in the performance.
- Discuss with your teacher or provide documentation of your progress at indicated checkpoints.
- Your teacher will observe you completing work in class.
- Take part in interviews or consultations with your teacher as you develop your response.
- Submit drafts and respond to teacher feedback.
- Acknowledge all sources used.
- Your results may be cross-marked by a teacher from another class.

Instrument-specific standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> accurate and comprehensive recollection of terminology, concepts and ideas associated with dance informed interpretation and skilful demonstration of technical and expressive skills required for genres informed explanation of dance and dance works. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> recollection of relevant terminology, concepts and ideas associated with dance effective interpretation and demonstration of technical and expressive skills required for genres effective explanation of dance and dance works. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> recollection of terminology, concepts and ideas associated with dance interpretation and demonstration of technical and expressive skills required for genres explanation of dance and dance works. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> partial recollection of terminology, concepts and ideas associated with dance variable interpretation and demonstration of technical and expressive skills required for genres simplistic explanation of dance and dance works. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> sporadic recollection of some terminology, concepts and ideas associated with dance superficial interpretation and sporadic demonstration of aspects of technical and expressive skills superficial explanation of some aspects of dance and dance works.
	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> sophisticated and considered application of dance concepts and ideas through performance and production of dance works purposeful and informed analysis of dance concepts and ideas for particular purposes, genres, styles and contexts coherent use of language conventions and features to achieve particular purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> effective application of dance concepts and ideas through performance and production of dance works clear and effective analysis of dance concepts and ideas for particular purposes, genres, styles and contexts effective use of language conventions and features to achieve particular purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> application of dance concepts and ideas through performance and production of dance works analysis of dance concepts and ideas for particular purposes, genres, styles and contexts use of language conventions and features to achieve particular purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> variable and simplistic application of dance concepts and ideas through performance and production of dance works variable and simplistic analysis of dance concepts and ideas for particular purposes, genres, styles and contexts variable use of language conventions and features. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> inconsistent application of dance concepts and ideas inconsistent and superficial analysis of some dance concepts and ideas inconsistent use of language conventions and features impedes meaning.

	Standard A	Standard B	Standard C	Standard D	Standard E
Creating and evaluating	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> • perceptive evaluation of dance works • purposeful generation, planning and modification of creative processes to produce dance works • purposeful creation of communications with perceptive decisions made to convey meaning to audiences. 	<ul style="list-style-type: none"> • thoughtful evaluation of dance works • effective generation, planning and modification of creative processes to produce dance works • effective creation of communications with thoughtful decisions made to convey meaning to audiences. 	<ul style="list-style-type: none"> • evaluation of dance works • generation, planning and modification of creative processes to produce dance works • creation of communications with decisions made to convey meaning to audiences. 	<ul style="list-style-type: none"> • simplistic evaluation of dance works • variable generation, planning and modification of creative processes to produce dance works • creation of communications with variable decisions made to convey some meaning to audiences. 	<ul style="list-style-type: none"> • superficial evaluation of aspects of dance works • inconsistent generation, planning and modification of creative processes • inconsistent creation of communications.