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| Dance in Practice 2024 v1.0  Choose one assessment technique. Delete the technique not required.  [#]2: Performance/Choreography — [topic] Workshop sample assessment template 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 Applied subject, based on the learning and assessment described in the syllabus.  To use this template, teachers should:   * + customise the school information section and subject details, delete the QCAA logo, and replace ‘Queensland Curriculum and Assessment Authority’ with the school name in all footers   + complete the unit and module section using information from the syllabus   + consider the conditions prescribed in the syllabus when completing the conditions section   + construct assessment items in the provided fields. Refer to the guidance provided in yellow in the template. This guidance refers to content to be entered   + include stimulus items within the template or attached separately, as appropriate   + refer to the Assessment techniques section of the syllabus for further information about subject-specific specifications, e.g. whether all objectives need to be assessed   + remove the text in blue from the assessment instrument when it is completed. The text in blue provides formatting tips and instructions to writers.  |  |  | | --- | --- | | **Student name** |  | | **Student number** |  | | **Teacher** |  | | **Issued** |  | | **Due date** |  |   **Overall result**   | Result | | | | | Comment | | --- | --- | --- | --- | --- | --- | | **A** | **B** | **C** | **D** | **E** |  | |

## Conditions

Copy and paste the technique, unit, duration and response requirements directly from the syllabus. Identify if it will be a group or individual task. Add other resource information as needed or delete these fields as needed.

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| --- | --- |
| **Technique** | [Insert collection of work, investigation, performance, practical demonstration, product, project] |
| **Unit** | [Insert the unit number and name, i.e. Unit 2: Domestic building] |
| **Response requirements** | [Specify whether the response is written, spoken and/or multimodal and/or the number of words, minutes, pages and/or slides.] |
| **Individual/group** | [Specify whether individual or group work is required.] |
| **Other** | [Identify here if there is stimulus to be used, access to technology, use of notes, audience, genre, word length etc. Add a row for each instruction.] |
| **Resources** | [Specify access to resources.] |

## Context

Suggested items to include are:

* + purpose of the task
  + information about the audience
  + relevance of the instrument to the unit of work
  + description of the problem or scenario that students will address when completing the task
  + delete if the context is not needed in your subject.

## Task

Add task, i.e. copy and paste the task information from the relevant unit and then contextualise it to align to your school and student needs.

## Specifications

Copy and paste the specifications directly from the syllabus. You can then contextualise this further to align to the specific task you have developed.

This task requires students to:

## Stimulus

Add further stimulus information here as required. Use appropriate titles and sub-titles as necessary.

If it is impractical to include the actual stimulus material, describe what stimulus or type of stimulus is required to complete this task.

## Checkpoints

Insert or delete due dates and sign-off as required. Insert a maximum of five checkpoints.

[Term [X] Week [x]/Date]: Identify checkpoint action.]

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## Authentication strategies

Select at least one strategy from the following list. Delete strategies not required.

* The teacher will provide class time for task completion.
* Students will produce sections of the final response under supervised conditions.
* Students will each produce a unique response by … [Identify how this is achieved, e.g. selecting a unique topic or a topic with teacher-defined limits to how many students may select that particular topic, using individualised datasets, collecting data as a group but producing individual reports … ]
* Students will provide documentation of their progress [at indicated checkpoints, if checkpoints are provided].
* The teacher will collect copies of the student response and monitor at key junctures.
* The teacher will collect and annotate drafts.
* The teacher will conduct interviews or consultations with each student as they develop the response.
* Students will use plagiarism-detection software at submission of the response.
* Students must acknowledge all sources.
* Students must submit a declaration of authenticity.
* Students will produce summaries during the response preparation.
* The teacher will conduct interviews after submission to clarify or explore aspects of the response.
* The teacher will compare the responses of students who have worked together in groups.
* The teacher will ensure class cross-marking occurs.

## Scaffolding

* + Delete this heading and section if no scaffolding will be used.

[Scaffolding should describe specific processes that must be used, or expectations for the presentation of the student response, e.g. information about the report format to be used, expected referencing or citation conventions, or the inquiry or problem-solving model that must be used.]

## Instrument-specific standards (A2): Performance — Celebration

| Use dance practices | Communicate ideas | Grade |
| --- | --- | --- |
| The student work has the following characteristics: | | |
| * use of technical skills that displays accuracy and consistency | * communication of ideas that displays sustained use of focus, projection, and facial and body expression to present a cohesive performance | A |
| * use of technical skills that shows clear links and transitions between sections of the dance | * communication of ideas that displays variations in movement qualities and musicality | B |
| * technical skills in the chosen genre/style for a dance for a celebration event | * communication of ideas by applying expressive skills in a dance for a celebration event | C |
| * recall of sections of the performance showing inconsistencies | * use of focus, projection, facial and/or body expression in isolated phrases of movement | D |
| * evidence of isolated movements. | * communication of an idea. | E |

## Instrument-specific standards (B2): Performance — Industry

| Use dance practices | Communicate ideas | Grade |
| --- | --- | --- |
| The student work has the following characteristics: | | |
| * use of technical skills that displays accuracy and consistency | * communication of ideas that displays sustained use of focus, projection, and facial and body expression to present a cohesive performance | A |
| * use of technical skills that shows clear links and transitions between sections of the dance | * communication of ideas that displays variations in movement qualities and musicality | B |
| * use of technical skills for a dance work for a selected sector of the dance industry | * communication of ideas by applying expressive skills in a dance work for a selected sector of the dance industry | C |
| * recall of sections of the performance showing inconsistencies | * use of focus, projection, facial and/or body expression in isolated phrases of movement | D |
| * evidence of isolated movements. | * communication of an idea. | E |

## Instrument-specific standards (C2): Choreography — Health

| Use dance practices | Communicate ideas | Grade |
| --- | --- | --- |
| The student work has the following characteristics: | | |
| * use of dance concepts that reveals complexity of choreographic choices | * communication of ideas that displays impact and sensitivity in a cohesive dance work | A |
| * use of dance concepts that shows intentional selection and organisation | * communication of ideas that is enhanced by choices of movement material | B |
| * use of dance concepts in the chosen genre and/or style for an identified group | * communication of ideas for an identified group | C |
| * use of movements linked at times to chosen purpose or context | * use of elements of dance, choreographic devices or production elements to shape ideas | D |
| * evidence of movements. | * expression of ideas through isolated movements. | E |

## Instrument-specific standards (D2): Performance — Technology

| Use dance practices | Communicate ideas | Grade |
| --- | --- | --- |
| The student work has the following characteristics: | | |
| * use of technical skills that displays accuracy and consistency | * communication of ideas that displays sustained use of focus, projection, and facial and body expression to present a cohesive performance | A |
| * use of technical skills that shows clear links and transitions between sections of the dance | * communication of ideas that displays variations in movement qualities and musicality | B |
| * use of technical skills in a selected genre and/or style for a dance video | * communication of ideas by interpreting expressive skills for a dance video | C |
| * recall of sections of the performance showing inconsistencies | * use of focus, projection, facial and/or body expression in isolated phrases of movement | D |
| * evidence of isolated movements. | * communication of an idea. | E |

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