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| Dance in Practice 2024 v1.0Choose one assessment technique. Delete the technique not required.[#]1: Choreographic project/Performance project — [topic] Workshop sample assessment templateThis 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** |  |

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## 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.

|  |  |
| --- | --- |
| **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.]

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

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

## 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 (A1): Choreographic project — Celebration

| Use dance practices | Plan dance works | Communicate ideas | Evaluate dance works | Grade |
| --- | --- | --- | --- | --- |
| The student work has the following characteristics: |
| * use of dance concepts that reveals complexity of choreographic choices
 | * planning that shows strategic consideration of the impact of purpose and context on choreography
 | * communication of ideas that displays impact and sensitivity in a cohesive dance work
 | * evaluation that uses well-reasoned justification using examples that reveal the interrelationship between purpose and context
 | A |
| * use of dance concepts that shows intentional selection and organisation of dance concepts
 | * planning that reveals clear and consistent choreographic choices
 | * communication of ideas that is enhanced by choices of movement material
 | * evaluation that shows justification of purposeful choices in terms of the key elements of dance, structure and production elements
 | B |
| * use of dance concepts when choreographing in the chosen genre/style for a dance for a celebration event
 | * planning for a dance for a celebration event for a specific purpose and context
 | * communication of ideas in a dance for a celebration event
 | * evaluation of choreographic choices in a dance for a celebration event using appropriate language conventions and terminology
 | C |
| * use of elements of dance, choreographic devices or production elements
 | * documentation of plans for a dance has made links to purpose or context
 | * use of elements of dance, choreographic devices or production elements to communicate ideas
 | * statements of opinion about the dance using examples of elements of dance, structure or production elements
 | D |
| * evidence of movements.
 | * description of idea/s for a dance.
 | * selection of isolated movements.
 | * description of an example of an element of dance, choreographic device or production element.
 | E |

## Instrument-specific standards (B1): Choreographic project — Industry

| Use dance practices | Plan dance works | Communicate ideas | Evaluate works | Grade |
| --- | --- | --- | --- | --- |
| The student work has the following characteristics: |
| * use of dance concepts that reveals complexity of choreographic choices
 | * planning that shows strategic consideration of the impact of purpose and context on choreography
 | * communication of ideas that displays impact and sensitivity in a cohesive dance work
 | * evaluation that uses well-reasoned justification using examples that reveal the interrelationship between purpose and context
 | A |
| * use of dance concepts that shows intentional selection and organisation of dance concepts
 | * planning that reveals clear and consistent choreographic choices
 | * communication of ideas that is enhanced by choices of movement material
 | * evaluation that shows justification of purposeful choices in terms of the key elements of dance, structure and production elements
 | B |
| * use of dance concepts when choreographing in a dance work for a selected sector of the dance industry
 | * planning of a dance work for a selected sector of the dance industry
 | * communication of ideas in a dance work for a selected sector of the dance industry
 | * evaluation of choreographic choices in a dance work for a selected sector of the dance industry using appropriate language conventions and terminology
 | C |
| * use of elements of dance, choreographic devices or production elements
 | * documentation of plans for a dance has made links to purpose or context
 | * use of elements of dance, choreographic devices or production elements to shape ideas
 | * statements of opinion about the dance using examples of elements of dance, structure or production elements
 | D |
| * evidence of movements.
 | * description of idea/s for a dance.
 | * selection of isolated ideas.
 | * description of an example of an element of dance, choreographic device or production element.
 | E |

## Instrument-specific standards (C1): Performance project — Health

| Use dance practices | Plan dance works | Communicate ideas | Evaluate dance works | Grade |
| --- | --- | --- | --- | --- |
| The student work has the following characteristics: |
| * use of technical skills that displays accuracy and consistency
 | * planning that shows strategic consideration of the impact of purpose and context on choreography
 | * communication of ideas that displays sustained use of focus, projection, and facial and body expression to present a cohesive performance
 | * evaluation that uses well-reasoned justification using examples that reveal the interrelationship between purpose and context
 | A |
| * use of technical skills that shows clear links and transitions between sections of the dance
 | * planning that reveals clear and consistent choreographic choices
 | * communication of ideas that displays variations in movement qualities and musicality
 | * evaluation that shows justification of purposeful choices in terms of the key elements of dance, structure and production elements
 | B |
| * use of technical skills in an identified genre and/or style for an identified group
 | * planning of an adaption of teacher- or guest-devised dance to consider health for an identified group
 | * communication of ideas by applying expressive skills in a dance for an identified group
 | * evaluation of choreographic choices for an identified group, using appropriate language conventions and terminology
 | C |
| * recall of sections of the performance showing inconsistencies
 | * documentation of plans for a dance has made links to purpose or context
 | * use of focus, projection, facial and/or body expression in isolated phrases of movement
 | * statements of opinion about the dance using examples of elements of dance, structure or production elements
 | D |
| * evidence of isolated movements.
 | * description of idea/s for a dance.
 | * communication of an idea.
 | * description of an example of an element of dance, choreographic device or production element.
 | E |

## Instrument-specific standards (D1): Choreographic project — Technology

| Use dance practices | Plan dance works | Communicate ideas | Evaluate dance works | Grade |
| --- | --- | --- | --- | --- |
| The student work has the following characteristics: |
| * use of dance concepts that reveals complexity of choreographic choices
 | * planning that shows strategic consideration of the impact of purpose and context on choreography
 | * communication of ideas that displays impact and sensitivity in a cohesive dance work
 | * evaluation that uses well-reasoned justification using examples that reveal the interrelationship between purpose and context
 | A |
| * use of dance concepts that shows intentional selection and organisation of dance concepts
 | * planning that reveals clear and consistent choreographic choices
 | * communication of ideas that is enhanced by choices of movement material
 | * evaluation that shows justification of purposeful choices in terms of the key elements of dance, structure and production elements
 | B |
| * use of dance concepts in a selected genre and/or style for a selected artist or audience
 | * planning of a dance video for a selected artist or audience
 | * communication of ideas in a dance video for a selected artist or audience
 | * evaluation of choreographic choices in a dance video, using appropriate language conventions and terminology
 | C |
| * use of elements of dance, choreographic devices or production elements
 | * documentation of plans for a dance has made links to purpose or context
 | * use of elements of dance, choreographic devices or production elements to communicate ideas
 | * statements of opinion about the dance using examples of elements of dance, structure or production elements
 | D |
| * evidence of movements.
 | * description of idea/s for a dance.
 | * selection of isolated movements.
 | * description of an example of an element of dance, choreographic devices or production element.
 | E |

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