

Marking summary

Criterion	Marks allocated	Provisional marks
Understanding of 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?
Duration	10–15 hours (rehearsal and presentation)
Mode / length	Performance: 3–4 minutes
Individual / group	Individually, in pairs or in small groups (maximum of four performers). Performance will be assessed individually.
Other	<p>Teacher will provide:</p> <ul style="list-style-type: none">● an audiovisual recording of the devised contemporary dance performance● a choreographer's statement that:<ul style="list-style-type: none">– explains the stimulus, theme, ideas or inspiration in relation to their chosen purpose, context and viewpoint– explains the structure of the dance including technical and expressive skills requirements
	Submission <ul style="list-style-type: none">● performance — .mov, .mp4, .pptx or .avi for dynamic files● teacher choreographic statement — pdf or .pptx.
Resources	<ul style="list-style-type: none">● Music● Open uncluttered space● Teacher's choreographic statement

Context

In this unit, you have investigated how choreographers use dance concepts and skills to communicate a viewpoint in a social, political or cultural context to an audience. You have also investigated how technical and expressive skills in performance are used to communicate meaning.

The Brisbane Powerhouse has accepted your performance submission, as an emerging student artist, for their upcoming exhibition titled *Letters I Never Sent*. The exhibition centres on the complexities of identity and asks the questions, "Who am I? And what if I don't know?"

Task

Perform a teacher-devised contemporary dance work titled *Growing Pains*. To complete this task, you must:

- **Demonstrate** an understanding of contemporary dance
- **Apply** technical skills in the contemporary dance style showing:
 - alignment of contemporary movements performed in parallel and turn out
 - spatial awareness of the relationship to the desk
 - flexibility and strength of movement
 - timing (in accordance with lyrics and stylistic elements of the music)
 - extension of movement as required.
- **Realise** meaning through expressive skills to communicate social issues in teens that create emotional ups and downs by showing:
 - musicality
 - changes in focus, facial and body expression to project emotional ups and downs
 - variations in movement qualities (including collapsing, sustained, suspended and percussive movements) to suit intent.

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

Stimulus

Teacher's choreographic statement.

Checkpoints

- 4 weeks before due date: rehearsal, discussion and viewing. Feedback provided.
- 2 weeks before due date: draft - viewing and discussion. Feedback provided.

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will conduct interviews to explore aspects of the response.

Scaffolding

- Understand and interpret the meaning to be communicated by:
 - reading the choreographic statement
 - working physically through sections of the dance work guided by the teacher.
- Understand and explore the structure of the dance work - ABCDC1.
- Learn and memorise the dance work using safe dance practices, considering control and coordination when moving into and out of the floor, and performing choreography incorporating the desk.
- Refine and polish technical skills through rehearsal and responding to feedback (teacher, peer and self) to support your interpretation of the contemporary dance.
- Refine and rehearse to realise meaning by developing appropriate expressive skills to show the changes in dynamics, eyeline and projection in relation to the sections and emotions.

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

Criterion: Understanding of style-specific movements

Assessment objectives

1. demonstrate an understanding of style -specific movements

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

Criterion: Applying technical skills

Assessment objectives

5. apply technical skills in the contemporary dance style

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">application shows synthesis of <u>technical skills</u> to present a cohesive performance	8
<ul style="list-style-type: none">application of technical skills displays sustained control of complex movements in <u>style</u> -specific technique	7
<ul style="list-style-type: none">application of technical skills shows accuracy and extension of movement through <u>space</u>	5–6
<ul style="list-style-type: none">application of technical skills in the <u>contemporary dance</u> style	4
<ul style="list-style-type: none">application of technical skills is evident through timing and spatial awareness in <u>isolated</u> movement phrases	3
<ul style="list-style-type: none">application of technical skills through coordination and linking of movement phrases	2
<ul style="list-style-type: none">demonstration of isolated phrases of movement	1
<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

Criterion: Realising meaning through expressive skills

Assessment objectives

6. realise meaning through expressive skills that communicate a social, political or cultural viewpoint for a stated purpose .

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

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