

Marking summary

Criterion	Marks allocated	Provisional marks
Evaluating dance concepts	5	
Applying dance concepts	6	
Communicating meaning	9	
Overall	20	

Conditions

Technique	Choreography
Unit	Unit 3: Moving statements
Topic/s	Area of study: How is dance used to communicate viewpoints?
Duration	10–15 hours
Mode / length	Choreography: 2–4 minutes or equivalent section of a larger work Written choreographic statement: Written 300–400 words; or filmed oral or audio explanation, 2–3 minutes
Individual / group	Individually, in pairs or in small groups
Other	Students may choreograph an equivalent section of a larger work but their individual choreography must be able to be authenticated. The recording of the dance sequence should be continuous with no pausing or editing except if required to change environment. Submission <ul style="list-style-type: none">● choreographic statement — pdf, .mov, .mp4, .pptx or .avi for dynamic files● choreography — .mov, .mp4, .pptx or .avi for dynamic files.
Resources	* Laptops available at the library. * Internet access available at the college. * Audio visual resources available within the classroom environment.

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 live contemporary dance work to communicate a viewpoint in a social, political or cultural context to an audience for The Dance Awards. The purpose of your dance is to challenge and provoke the audience. The target audience consists of choreographers and live performance artists from the dance industry.

Task

Choreograph a contemporary dance using a narrative structure to communicate a social, political or cultural viewpoint using a topic from the list below as stimulus.

Topics:

- * equality (race, gender, sexuality)
- * euthanasia
- * body image
- * how one's actions affect another person
- * freedom of speech
- * power of the media
- * disposition or displacement of peoples
- * effect of technology on social behaviour

Choreography must include:

- * the use of choreographic devices
- * at least two production elements.

You:

- * may choreograph your own complete work or a section of a larger work
- * must complete a choreographic statement
- * will be assessed individually
- * will be filmed to substantiate the teacher judgments of your choreography.

You must:

- * investigate the chosen topic within a historical, social or political context to identify a viewpoint that links to the purpose of challenging and provoking an audience
- * **demonstrate** the use of the dance concepts (elements of dance, structure and production elements) to **organise**, **apply** and **create** a contemporary dance to communicate your viewpoint
- * **apply** literacy skills using relevant dance terminology and language conventions that communicate ideas about the dance concepts within a historical, social or political context.
- * **evaluate** the dance by justifying choices made in terms of elements of dance, structure and production elements used to communicate meaning (within a choreographic statement).

Stimulus

Student's own research of a topic of historical, social or political significance.

Checkpoints

- 2 hours - Stimulus research check
- 10 hours - Choreography discussion and viewing, feedback provided
- 13 hours - Final choreography discussion and viewing, feedback provided

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- You must acknowledge all sources.
- You must submit a declaration of authenticity.
- Your teacher will conduct interviews or consultations as you develop the response.

Scaffolding

- * Research the chosen topic of historical, social or political significance.
- * Reflect on:
 - a significant aspect of the chosen topic and its impact on humanity. Consider how you wish to explore this through movement.
 - the structure of the narrative by identifying beginning, middle, climax and end.

- * Consider what production elements are appropriate to support and enhance the communication of your narrative.
- * Create motifs that communicate your chosen viewpoint and the motivation for each section of the narrative. Consider
 - use of choreographic devices
 - use of chosen production elements.
- * Reflect on how you will synthesise your movement material into a cohesive narrative form. Consider transitions and links.
- * Refine your work by responding to feedback (peer, teacher) to ensure smooth transitions between sections.
- * Document the purpose, context and viewpoint of your dance using the choreographic statement template provided by your teacher. Consider choices in
 - stimulus
 - elements of dance, structure and production elements.

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

Criterion: Evaluating dance concepts

Assessment objectives

1. demonstrate an understanding of elements of dance, structure , and production elements in relation to chosen purpose , context and viewpoint
2. apply literacy skills using relevant dance terminology and language conventions that communicate ideas about the dance concepts within the chosen purpose, context and text
8. evaluate the dance by justifying choices made in terms of elements of dance, structure and production elements used to communicate meaning .

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

Criterion: Applying dance concepts

Assessment objectives

3. organise and apply the elements of dance, choreographic devices and production elements for a chosen purpose and context

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • organisation and application makes <u>purpose</u> and context explicit through manipulation of movement and use of <u>production elements</u> 	6
<ul style="list-style-type: none"> • organisation and application shows integration of <u>dynamics</u> and spatial <u>relationships</u> , enhancing the chosen purpose and context 	5
<ul style="list-style-type: none"> • organisation and application reveals choices in production elements and <u>choreographic devices</u> , including motif/s, to support purpose and context 	4
<ul style="list-style-type: none"> • organisation and application of the elements of dance, choreographic devices and production elements for a chosen purpose and context 	3
<ul style="list-style-type: none"> • organisation of movement to develop transitions using the elements of dance, choreographic devices or production elements 	2

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> development of <u>isolated sequences</u> of movement 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Communicating meaning

Assessment objectives

7. create a contemporary dance to communicate a social, political or cultural viewpoint

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> creation of dance reveals complex and subtle layers of <u>meaning</u> to communicate viewpoint with impact and sensitivity 	9
<ul style="list-style-type: none"> creation of dance integrates dance concepts into a cohesive form to communicate stated viewpoint 	7–8
<ul style="list-style-type: none"> creation of dance shows <u>purposeful</u> selection of <u>production elements</u> to communicate meaning 	6
<ul style="list-style-type: none"> creation of <u>contemporary dance</u> to communicate a social, political or cultural viewpoint 	5
<ul style="list-style-type: none"> movement <u>sequences</u> use <u>elements of dance</u> or <u>structure</u> that link to meaning 	3–4
<ul style="list-style-type: none"> movements are selected to show ideas 	1–2
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

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