

## Marking summary

Criterion	Marks allocated	Provisional marks
Understanding dance concepts	3	
Applying literacy skills	3	
Analysing and evaluating dance concepts	6	
Creating dance to communicate meaning	13	
Realising meaning through technical and expressive skills	10	
<b>Overall</b>	<b>35</b>	

# Conditions

<b>Technique</b>	Project — dance work
<b>Unit</b>	Unit 4: Moving my way
<b>Topic/s</b>	Area of study: How does dance communicate meaning for me?
<b>Duration</b>	20–25 hours
<b>Mode / length</b>	Choreography: 3–4 minutes; minimum 2 performers Performance: 3–4 minutes; pairs or small groups (maximum of 4 performers) Written — choreographic statement: 300–400 words Multimodal — evaluative response to a choreographic problem/s: Written 600–800 words, including images (maximum 6 still images or 30sec video excerpts)
<b>Individual / group</b>	Pairs or small groups (maximum of four performers)
<b>Other</b>	<b>Submission</b> <ul style="list-style-type: none"><li>• choreographic statement/s and evaluative response — pdf or .pptx</li><li>• choreography and performance — .mov, .mp4, .pptx or .avi for dynamic files.</li></ul>
<b>Resources</b>	-Video Camera to film choreography and performance aspects of this task -Costuming relevant to theme of dance piece -Music and device to play music -Adequate and appropriate space to film assessment

# Context

In this unit, you have explored how a choreographer's movement style and dances reflect their personal contexts, influences and perspectives. You have considered how your own context, personal experiences and dance experiences influence your choreographic style and movement preferences.

As a budding choreographer you have been commissioned by the event co-ordinators of Youth event- "Stomp the Hood", to create a dance piece for the Opening Ceremony. "Stomp the Hood", is a youth engagement festival celebrating and recognising issues related to Youth in the community.

# Task

## Task

- Complete a dance work project comprising of choreography, performance and responding components.
- You will choreograph a dance work that is in response to your research on youth issues in and around your community demonstrating an understanding of elements of dance, structure and production elements.
- This choreography must demonstrate a personal movement style that communicates a viewpoint relevant to your own experience as a young adult.
- You will apply technical skills and realise meaning through expressive skills and perform your own work for your Performance Assessment.
- Within your project you will apply written literacy skills to communicate ideas and evaluate dance by justifying choices made through a choreographic statement.
- You will analyse and interpret the elements of dance and structure within an evaluative response that includes still images or video excerpts to illustrate the problem/s and/or solution/s you have examined.
- Your project should be submitted as a multimodal presentation that comprises your written and audio-visual responses.

## To complete this task, you must:

- Research Youth Issues in and around your community.
- Explore Youth Festivals and initiatives for youth.
- Select a Youth issue and consider how you will communicate your own viewpoint.
- Demonstrate** an understanding of the elements of dance, structure and production elements across the components of the dance work.

-**Organise** and **apply** the dance concepts to **create** a dance that communicates meaning through your chosen viewpoint.  
-Respond to your own dance work whilst **applying** written literacy skills using relevant dance terminology and language conventions through;  
1. A choreographic statement to explain and **evaluate** dance by **justifying** choreographic choices made in terms of elements of dance, structure and production elements used to communicate meaning  
2. An **evaluative** response to **analyse** and **interpret** the elements of dance and structure to examine choreographic problem/s  
-**Apply** technical skills in a personal movement style.  
-**Realise** meaning through expressive skills to communicate your stated viewpoint.

## Stimulus

Students select own stimulus, e.g. images, text, current events, personal experiences, environments, objects, technology or the work of choreographers and other artists.

## Checkpoints

- 2 hours: Stimulus research check
- 8 hours: Choreography discussion and viewing, feedback provided
- 12 hours: Choreography discussion and viewing, feedback provided
- 16 hours: View responding discussion, feedback provided
- 20 hours: Final view choreography and performance, feedback provided
- 23 hours: View multimodal presentation, feedback provided

## Authentication strategies

- You will be provided class time for task completion.
- Your teacher will collect copies of your response and monitor at key junctures.
- Your teacher will collect and annotate a draft.
- You must acknowledge all sources.
- You must submit a declaration of authenticity.
- You will produce summaries during your response preparation.
- Your teacher will conduct interviews or consultations as you develop the response.
- Your teacher will conduct interviews after submission to clarify or explore aspects of your response.
- Your teacher will compare the responses of students who have worked together in groups.

- Your teacher will ensure class cross-marking occurs.
- When working as part of a group, your individual response is assessed by your individual performance in the assessment technique/task.
- You will use the Learning Place plagiarism detection to submit your response.
- You will provide documentation of your progress at 8 hours, 12 Hours, 16 hours, 20 hours and 23 hours
- You will each produce a unique response by selecting a topic with teacher-defined limits.

## Scaffolding

### Choreography:

- explore a range of stimulus focused on issues relevant to young adults in society
- select a stimulus and an issue and determine your personal viewpoint to be communicated through the dance work
- consider the audience for your dance work, reflecting on age-appropriateness, youth issues and concerns
- organise and apply dance concepts to communicate your viewpoint through the choreography of the dance by considering
  - your preferred way of moving to identify key dance genres and styles, and other movement practices - motifs that will support the communication of meaning
  - how and where to use choreographic devices to strengthen the structure, movement and meaning - relevant production elements
  - transitions and links required to support cohesion in your dance
  - feedback to refine the communication of meaning through choreographic choices.

### Responding:

- consider, in your choreographic statement the meaning of the dance in relation to the chosen stimulus (theme, ideas or inspiration) purpose, context and viewpoint
  - choices made in terms of the key elements of dance, structure and production elements used to communicate meaning
- consider, in the evaluative response what problems (maximum of two) have occurred in developing your personal style that impact on communication of meaning in your dance
  - solution/s to the problem/s
  - the success of the proposed solution/s by analysing and evaluating the choreographic problem/s
- illustrate the problem/s and/or solution/s by capturing still images or video excerpts.

Performance:

- consider the meaning to be communicated in the dance work and the structure of the dance
- learn and memorise the dance using safe dance practices to consider movement qualities
  - control and coordination of combinations of complex turns, extensions, floor work and balances
- respond to feedback (teacher, peer and self) to refine and polish technical skills and expressive skills.

## Instrument-specific marking guide (IA3): Project — dance work (35%)

### Criterion: Understanding dance concepts

#### Assessment objectives

1. demonstrate an understanding of elements of dance, structure, and production elements in relation to chosen purpose, context and viewpoint

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>demonstration of an understanding of elements of dance, <u>structure</u>, and <u>production elements</u> using relevant examples to make clear interconnections and <u>relationships</u></li> </ul>	3
<ul style="list-style-type: none"> <li>demonstration of an understanding of elements of dance, structure, and production elements in relation to chosen <u>purpose</u>, context and viewpoint</li> </ul>	2
<ul style="list-style-type: none"> <li>identification of elements of dance, structure, or production elements</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Applying literacy skills

#### Assessment objectives

2. apply written literacy skills using relevant dance terminology and language conventions to communicate ideas and meaning

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>application of written literacy skills through articulated ideas and controlled <u>structure</u> enhanced and informed by relevant dance terminology and language conventions</li> </ul>	3
<ul style="list-style-type: none"> <li>application of written literacy skills using relevant dance terminology and <u>language conventions</u> to communicate ideas and <u>meaning</u></li> </ul>	2
<ul style="list-style-type: none"> <li>use of language to communicate ideas</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Analysing and evaluating dance concepts

#### Assessment objectives

4. analyse and interpret the elements of dance and structure to examine a choreographic problem
8. evaluate 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"> <li>analysis and interpretation offer solutions clearly linked to consideration of viewpoint and <u>personal style</u> /aesthetic</li> <li>evaluation of dance incorporates a well-<u>reasoned</u> justification using examples of <u>meaning</u> in their work and solutions to choreographic problems that reveal the interrelationship between <u>purpose</u>, context and meaning</li> </ul>	5–6
<ul style="list-style-type: none"> <li>analysis and interpretation of <u>elements of dance</u> and <u>structure</u> to examine a choreographic problem</li> <li>evaluation of dance by <u>justifying</u> choices made in terms of elements of dance, structure and <u>production elements</u> used to communicate meaning</li> </ul>	3–4
<ul style="list-style-type: none"> <li>identification of a choreographic problem</li> <li>description of own work and solutions uses examples of elements of dance, structure or production elements</li> </ul>	1–2
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Creating dance to communicate meaning

#### Assessment objectives

3. organise and apply the elements of dance, choreographic devices and production elements for a chosen purpose and context
7. create dance to communicate a personal viewpoint

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>organisation and application makes <u>purpose</u> and context explicit through manipulation of movement and use of <u>production elements</u></li> <li>creation of dance reveals complex and subtle layers of <u>meaning</u> to communicate viewpoint with impact and sensitivity</li> </ul>	12–13

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>organisation and application shows integration of <u>dynamics</u> , and spatial <u>relationships</u> enhance the chosen purpose and context</li> <li>creation of dance is enhanced through cohesion of interconnected dance elements, <u>choreographic devices</u> and production elements</li> </ul>	10–11
<ul style="list-style-type: none"> <li>organisation and application reveals choices in production elements and choreographic devices, including motif/s and <u>form</u> , to support purpose and context</li> <li>creation of dance integrates the elements of dance, choreographic devices and production elements to communicate the viewpoint</li> </ul>	8–9
<ul style="list-style-type: none"> <li>organisation and application of the elements of dance, choreographic devices and production elements for a chosen purpose and context</li> <li>creation of dance to communicate a personal viewpoint</li> </ul>	6–7
<ul style="list-style-type: none"> <li>organisation of movement to develop transitions using elements of dance, choreographic devices or production elements</li> <li>movement <u>sequences</u> use elements of dance, choreographic devices or production elements that link to stated viewpoint</li> </ul>	4–5
<ul style="list-style-type: none"> <li>development of short <u>sequences</u> of movement</li> <li>use of elements of dance, choreographic devices or production elements to shape ideas</li> </ul>	2–3
<ul style="list-style-type: none"> <li>development of <u>isolated</u> movements</li> <li>movements are selected to show ideas</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Realising meaning through technical and expressive skills

#### Assessment objectives

- apply technical skills in a personal movement style
- realise meaning through expressive skills to communicate a personal viewpoint

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>application shows sustained control and synthesis of <u>technical skills</u> to present a cohesive performance</li> <li>realisation shows subtleties of <u>meaning</u> through a synthesis of <u>expressive skills</u> , including <u>relationships</u> between <u>dancers</u> , audience or <u>space</u></li> </ul>	9–10
<ul style="list-style-type: none"> <li>application of technical skills shows accuracy and extension of complex movements through space</li> <li>realisation of meaning through sustained use of focus, projection, facial and body expression, variations in <u>movement qualities</u> and musicality (rhythm, accents, phrasing) to communicate the stated meaning</li> </ul>	7–8
<ul style="list-style-type: none"> <li>application of technical skills in a personal movement <u>style</u></li> <li>realisation of meaning through expressive skills that communicate the stated viewpoint</li> </ul>	5–6
<ul style="list-style-type: none"> <li>coordination of movement, timing and spatial awareness is evident in <u>isolated</u> movement phrases</li> <li>use of focus, projection, facial and/or body expression in isolated phrases of movement</li> </ul>	3–4
<ul style="list-style-type: none"> <li>demonstration of isolated phrases of movement</li> <li>demonstration of intermittent energy</li> </ul>	1–2
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0



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