



SAMPLE ASSESSMENT TASKS

DANCE
GENERAL YEAR 12

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Sample assessment task

Dance – General Year 12

Task 4 – Unit 4

Assessment type: Performance/production

Conditions

Period allowed for completion of the task: 14 weeks

Weeks 1–4: composition workshops

Weeks 5–12: plan and choreograph dance

Week 13: technical and dress rehearsal

Week 14: performance and reflection

Task weighting

20% of the school mark for this pair of units

This task requires you to work in a group to plan, choreograph and present a contemporary dance of 3–5 minutes which features an Australian cultural context as your underlying theme or idea. You could look at Australian cultural activities, Australian icons, or any aspect of the Australian lifestyle.

(46 marks)

Preparation

In creating ideas for your performance, you will:

- explore the idea of being Australian. What makes the Australian identity? Explore aspects of Australian culture, brainstorm customs and traditions that make us typically Australian
- participate in a number of improvisation and choreographic workshops solving movement tasks and exploring these ideas. Reflect on these in your dance journal so you can remember them and employ these different strategies and tools to make your choreography interesting
- use the choreographic planner to make sure you cover all the essential choreographic elements (e.g. BEST) and processes in your dance. Plan timelines to incorporate the development of ideas, rehearsals and performance
- develop and refine your dance using goal setting and effective group work skills, e.g. delegation of duties to realise your performance, deciding who will contribute towards choreography, organising the music, including editing if required, costumes and props.

Explore and develop design ideas/concepts for your performance, including:

- costume design: What is needed? Type of fabric? Consider colour, texture, comfort, ease of movement for the dancer and appropriateness. The shape of the dancer's body needs to be seen in order for the audience to appreciate the dance movement. Also the design needs to reflect the theme or concept of the dance. Prepare a draft of some costume designs, attach some fabric swatches to indicate materials that can be used, then justify your choices relating to the choreography
- make-up: This is the finishing touch to the costuming. Consider the reasons why we wear stage make-up. Use the template to design your make-up and justify your choices
- other design ideas such as the use of multimedia, props such as symbolic use of fabric, torches or chairs

- different lighting effects for dance and which effects would suit your dance. Colours are used in lighting as an important element in creating the mood for the dance; as a complement to the colours of the costume, they should draw the audience's attention to the dancers.

Present an oral report relating the concept of your dance to the design for the performance space, music/sound, costumes, make-up, lighting, multimedia and props, and outline the implications these designs may have for your dance.

Use your journal to document the process of reflecting on, and evaluating, the decisions you made for choreography, design concepts and production.

Performance

In the preparation for your performance, consider your performance qualities, maintaining focus and appropriate theatre etiquette. Enjoy performing your dance.

Reflection

Ensure that you supply a DVD for your copy of the dance.

Reflect on, and evaluate, your performance according to the performance criteria sheet.

What needs to be submitted for assessment	Due dates
<input type="checkbox"/> Dance journal: lesson planning and goal setting, reflection on choreographic tools, choreographic planner, reflection and evaluation of the dance production	
<input type="checkbox"/> Presentation of choreographed dance	
<input type="checkbox"/> Oral report on design concepts	

Marking key for sample assessment Task 4 – Unit 4

Description	Marks
Dance composition	
Communication of ideas in dance: Australian cultural context	
<ul style="list-style-type: none"> consistently and clearly demonstrates the essential ideas of the dance with a clear connection to Australian context 	7–8
<ul style="list-style-type: none"> communicates some of the ideas within the dance but there are inconsistencies in the clarity of the ideas relating to Australian context 	5–6
<ul style="list-style-type: none"> demonstrates limited meaning and/or communication of the ideas within the dance in attempting to connect with Australian context 	3–4
<ul style="list-style-type: none"> attempts to communicate ideas within the dance but with no clarity about the essential idea and no genuine connection to Australian context 	1–2
Subtotal	/8
Choreographic skills in dance	
<ul style="list-style-type: none"> consistently demonstrates a strong use of BEST with varied and controlled body shape, levels, pathways, time and movement qualities; effectively uses a range of choreographic devices 	7–8
<ul style="list-style-type: none"> demonstrates a sound use of BEST with some inconsistencies in the control of body shape, levels, pathways, time and movement qualities; uses a range of choreographic devices 	5–6
<ul style="list-style-type: none"> demonstrates simple use of BEST with a limited range of body shape, levels, pathways, time and movement qualities; adequately uses choreographic devices though not always with desired effect 	3–4
<ul style="list-style-type: none"> attempts to use BEST with little evidence of varied and controlled body shape, levels, pathways, time and movement qualities; simple attempt at using choreographic devices 	1–2
Subtotal	/8
Rehearsal skills, team work and contribution to the choreographic processes	
<ul style="list-style-type: none"> consistent evidence of well-planned team effort, e.g. displays maturity and consistent commitment to the choreographic process, demonstrates command of group participation and leadership skills 	4
<ul style="list-style-type: none"> evidence of effective and consistent teamwork and contribution throughout the rehearsal process 	3
<ul style="list-style-type: none"> some evidence of teamwork and/or contribution to the rehearsal process, e.g. attendance at rehearsals is inconsistent, occasionally forgets choreography 	2
<ul style="list-style-type: none"> little to no evidence of teamwork or contribution to the rehearsal process, e.g. has missed the majority of rehearsals, minimal contribution to the choreographic process 	1
Subtotal	/4
Performance skills	
<ul style="list-style-type: none"> confidently presents dance with sustained performance quality throughout, clear sense of commitment to the movement, focus and engagement throughout 	7–8
<ul style="list-style-type: none"> presents a dance where the performance quality is not sustained, some inconsistencies in interpretation, occasional lapses in concentration 	5–6
<ul style="list-style-type: none"> presents a dance with some awareness of performance qualities but has limited skills to sustain role in the dance 	3–4
<ul style="list-style-type: none"> presents a dance with little or no awareness of performance qualities (marks movement or the movement looks pedestrian) 	1–2
Subtotal	/8
Overall composition score	/28

Description	Marks
Oral report on design elements	
<ul style="list-style-type: none"> presents a detailed oral report that thoroughly addresses all the design concepts listed in task; justifies choices made clearly and in detail 	7–8
<ul style="list-style-type: none"> presents an oral report that addresses all design concepts listed in task; includes clear justification on choices made 	5–6
<ul style="list-style-type: none"> presents an oral report that addresses some of the design concepts; may or may not include some superficial justification about the choices made 	3–4
<ul style="list-style-type: none"> oral report includes limited details about some or all of the design concepts; information presented is minimal and/or largely not related to the task 	1–2
Subtotal	/8
Total	/36
Choreographic planner: documents choreographic process, ideas, observations, sketches, brainstorming, etc. and feedback, plus reflections and evaluations about the rehearsals/process	
Documentation of dance process in choreographic planner	
<ul style="list-style-type: none"> makes detailed and regular entries in the choreographic planner that comprehensively document the process 	3
<ul style="list-style-type: none"> makes regular entries in the choreographic planner that clearly document the process 	2
<ul style="list-style-type: none"> makes the occasional entry in the choreographic planner documenting the process 	1
Critical reflections about group collaboration processes	
<ul style="list-style-type: none"> reflects on strengths and limitations of group collaboration, makes relevant suggestions to improve the dance and listens to others' point of view 	4
<ul style="list-style-type: none"> identifies some strengths and limitations of group collaboration and offers some relevant ways they can shape the dance during rehearsals 	3
<ul style="list-style-type: none"> entries occasionally identify ways to improve group collaboration; comments may address strengths and/or limitations and/or ways to improve the dance but in simplistic and not always relevant ways 	2
<ul style="list-style-type: none"> has difficulty identifying strengths and/or limitations of group collaboration and/or a way to improve the dance 	1
Provides an evaluation of the final performance	
<ul style="list-style-type: none"> gives a clear, considered evaluation of final performance 	3
<ul style="list-style-type: none"> provides a simple evaluation of final performance 	2
<ul style="list-style-type: none"> makes a limited attempt at evaluating final performance; comments are unsupported or mostly irrelevant 	1
Subtotal	/10
Overall total	/46
Task weighting: Convert to 20% of overall unit mark	/20%

Sample assessment task

Dance – General Year 12

Task 6 – Unit 4

Assessment type: Response

Conditions

Period allowed for completion of the task: five weeks

Task weighting

10% of the school mark for this pair of units

In-class timed response

(30 marks)

Case study – Research the following about Bangarra Dance Theatre:

- historical background information
- related and relevant dance works: significance of the dance works, choreographic intent, choreographic devices, choreographic structures, movement choices and design concepts
- historical, cultural and social context in terms of time and place

After conducting the case study, you will complete an in-class timed response.

The question will relate to the ways cultural identity can be represented through dance.

Task description

Watch *Ochres*. Take notes in your journal during the viewing, noting each of the four parts that appear. Choose an excerpt from the dance, describe the excerpt and explain why you chose it. Complete the worksheets in the booklet answering the given questions.

Use the internet site www.bangarra.com.au to research information about Bangarra Dance Theatre Company addressing the following questions in order to prepare for the in-class timed response:

1. When did the company form? Where is it based? Provide an overview of significant dance works performed.
2. Give the number of members in the company (the number of dancers, administrative and artistic staff). Give a brief description of their particular duties/roles.
3. Discuss how Bangarra Dance Theatre blends traditional Aboriginal dance with contemporary technique to produce a fusion of both which results in an individual style. Include substantial reference to how cultural identity can be represented through movement choices, choreographic structure and devices and the use of design concepts.
4. Why were these works successful? Name the theatre's most recent works and discuss how they were received.
5. Discuss other areas in which the company operates, e.g. classes for the general public, educational tours. Discuss the benefits these may have for the company and the community.
6. Describe the contribution Bangarra Dance Theatre has made to contemporary dance in Australia, and the future direction of the company.

You may spend time refining and organising your notes and ideas to create a skeleton structure prior to the in-class extended response. This may be used to support the clarity and coherence of your response. The question will be scaffolded in such a way as to allow you to shape your response addressing the dot points provided with the unseen question.

UNSEEN QUESTION

Aboriginal dance has been represented in the dance works of professional Australian dance companies. **(30 marks)**

Discuss this statement with reference to one dance work from an Australian dance company you have investigated.

- Provide an overview of the dance work. (4 marks)
- Describe **three (3)** features of Aboriginal dance evident in the dance work. (6 marks)
- Discuss, using examples, how Aboriginal cultural identity is explored in the dance work. (10 marks)
- Comment on the significance of this dance work for the dance company. (6 marks)
- Write your extended answer in a well-organised and clear manner, using appropriate dance terminology and language. (4 marks)

Marking key for sample assessment Task 6 – Unit 4

Description	Marks
Provide an overview of the dance work	
<ul style="list-style-type: none"> provides a clear and detailed overview of the dance work and uses relevant, factual information 	4
<ul style="list-style-type: none"> provides a clear overview with some details about the dance work and uses relevant information 	3
<ul style="list-style-type: none"> provides a general overview of the dance work; uses relevant information, although some obvious facts are overlooked/incorrect 	2
<ul style="list-style-type: none"> provides a superficial, disjointed overview and includes obvious/basic information only 	1
Subtotal	/4
Describe three features of Aboriginal dance evident in the dance work	
For each feature:	
<ul style="list-style-type: none"> provides detail about the feature of Aboriginal dance evident in the dance work 	2
<ul style="list-style-type: none"> identifies feature of Aboriginal dance in the dance work 	1
Subtotal	/6
Discuss, using examples, how Aboriginal cultural identity is explored in the dance work	
<ul style="list-style-type: none"> discusses in detail, through selected relevant examples, how Aboriginal cultural identity is explored in the dance work 	9–10
<ul style="list-style-type: none"> discusses in some detail, through relevant examples, how Aboriginal cultural identity is explored in the dance work 	7–8
<ul style="list-style-type: none"> describes generally, using some examples, how Aboriginal cultural identity is explored in the dance work 	5–6
<ul style="list-style-type: none"> makes general comments about Aboriginal cultural identity and/or the dance work 	3–4
<ul style="list-style-type: none"> makes superficial comments about Aboriginal culture and/or the dance work 	1–2
Subtotal	/10
Comment on the significance of this dance work for the dance company	
<ul style="list-style-type: none"> provides a comprehensive response about the significance of this dance work for the dance company; presents significant factual information 	6
<ul style="list-style-type: none"> provides a detailed response about the significance of this dance work for the dance company; presents relevant information 	5
<ul style="list-style-type: none"> provides a response with some details as to the significance of this dance work for the dance company; presents mostly relevant information 	4
<ul style="list-style-type: none"> provides general comments about the importance of the dance work for the dance company; presents some relevant information 	3
<ul style="list-style-type: none"> provides some relevant information about the dance work and the dance company 	2
<ul style="list-style-type: none"> provides a superficial comment on the dance work and/or the dance company 	1
Subtotal	/6
Write your extended answer in a well-organised and clear manner, using appropriate dance terminology and language	
<ul style="list-style-type: none"> writes coherently and uses a targeted range of appropriate dance terminology and language 	4
<ul style="list-style-type: none"> writes in a well-organised manner and uses appropriate dance terminology and language 	3
<ul style="list-style-type: none"> writes adequately, expresses ideas and uses some dance terminology and language 	2
<ul style="list-style-type: none"> writes superficially and/or awkwardly, ideas are disjointed; limited use of dance terminology and language 	1
Subtotal	/4
Overall total	/30
Task weighting: Convert to 10% of overall unit mark	/10%