



SAMPLE ASSESSMENT TASKS

DANCE
ATAR YEAR 11

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Copyright

© School Curriculum and Standards Authority, 2022

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample assessment task

Dance – ATAR Year 11

Task 3

Assessment type	Performance/production
Conditions	Time allowed for the task: approximately 10 periods Practical assessment through performance in Semester 1, Week 15
Task weighting	15% of the school mark for this pair of units

Group choreography (30 marks)

Plan, choreograph and present a group dance in the genre of your choice that draws inspiration from Popular Dance. Your choreographic work will be assessed at *[insert details of scheduled performance]*.

Task description

Working in a pair or a group of no more than four, plan, create, rehearse and perform a dance of 1–2 minutes with an idea/theme/intent related to popular dance.

- Discuss and plan ideas for your dance with your group.
- Create a time plan for your choreography.
- Create and develop your dance.
- Discuss design concepts.
- Prepare choreography for performance.
- Perform the choreography for assessment in Semester 1, Week 15.

Assessment criteria

You will be given a group mark and an individual mark.

For the **group mark**, the assessment will be on:

- creativity of choreography – generating movement as it relates to the concept/intent (4 marks)
- skill of choreography – BDST/devices/structure/sequence/transitions (6 marks)

For the **individual mark**, the assessment will be on:

- musicality (rhythmic accuracy, use of musical contrasts, embodiment of choreography) (3 marks)
- demonstration of performance qualities (artistic interpretation, commitment, confidence, engagement, expression, focus, projection) (6 marks)
- accuracy of performance (lack of significant omissions/changes in choreography) (4 marks)
- application of safe dance and alignment (4 marks)
- contribution to group (attending rehearsals, choreographic input, effective group work, problem-solving) (3 marks)

Marking key for sample assessment Task 3

Group choreography

(30 marks)

Description	Marks
Creativity of choreography – generating movement as it relates to the concept/intent	<i>Group mark</i>
Creates choreography that reflects creative engagement with the stated choreographic idea	4
Creates choreography that displays a clear connection to the stated choreographic idea	3
Creates choreography that displays intermittent connection to the stated choreographic idea	2
Creates choreography that has minimal relevance to the stated idea	1
Subtotal	/4
Skill of choreography – sequencing, transitions, repetition, variation and contrast, unity manipulation of the elements of dance (BDST)	<i>Group mark</i>
Demonstrates a unity of structure through skilled sequencing of movement in the choreography. Uses a skilled selection and manipulation of the elements of dance (use of BDST) throughout most of the dance	6
Demonstrates a unity of structure through movement in the choreography. Sequencing of movement and use of space may sometimes be predictable. Demonstrates proficient manipulation of the elements of dance (use of BDST)	5
Demonstrates some unity of structure in the choreography. Sequencing of movement and use of space may be predictable. Demonstrates competent manipulation of the elements of dance (use of BDST)	4
Demonstrates simple and predictable sequencing of movements in the choreography. Demonstrates adequate and/or predictable manipulation of the elements of dance (use of BDST)	3
Demonstrates simple and predictable sequencing of movements in the choreography. Movement choices are mostly from a known source, demonstrating limited and/or ineffective manipulation of the elements of dance (use of BDST)	2
Demonstrates a basic structure in the choreography with ineffective use of BDST	1
Subtotal	/6
Musicality (rhythmic accuracy, use of musical contrasts, embodiment of choreography)	<i>Individual mark</i>
Displays a strong sense of rhythmic accuracy and clearly and consistently embodies the music through the choreography. Sustains accurate timing	3
Displays some rhythmic accuracy and/or embodies the music through the choreography. Shows minor inconsistencies with timing of specific movements within the dance	2
Displays minimal rhythmic accuracy, limited musicality and incorrect timing of movements within the dance	1
Subtotal	/3

Demonstration of performance qualities (artistic interpretation, commitment, confidence, engagement, expression, focus, projection)	<i>Individual mark</i>
Demonstrates an artistic interpretation of the theme and is consistently confident, committed, focussed and projected. Performance engages the viewer	6
Demonstrates some artistic interpretation of the theme and is confident, committed, focussed and projected. Performance engages the viewer	5
Demonstrates an interpretation of the theme and is mostly confident, committed, focussed and projected. Performance mostly engages the viewer	4
Demonstrates an inconsistent link to the theme and is inconsistent in confidence, commitment, focus and projection. Viewer engagement is intermittent	3
Presents a performance that sometimes lacks confidence, commitment, focus and projection	2
Presents a performance that lacks confidence. Limited commitment and focus throughout dance. Movements are largely marked rather than fully performed	1
Subtotal	/6
Accuracy of performance (lack of significant omissions/changes in choreography)	<i>Individual mark</i>
Performs the choreography with no errors	4
Performs the choreography with minor errors	3
Performs the choreography with several errors	2
Performs the choreography with significant errors	1
Subtotal	/4
Application of safe dance and alignment	<i>Individual mark</i>
Applies safe dance practices and alignment principles consistently	4
Applies safe dance and practices and alignment principles most of the time	3
Applies safe dance practices and alignment principles inconsistently	2
Demonstrates limited application of safe dance practices and alignment principles	1
Subtotal	/4
Contribution to group (attending rehearsals, choreographic input, effective group work, problem solving)	<i>Individual mark</i>
Contributes to group choreography and performance consistently and effectively	3
Contributes to group choreography and performance consistently	2
Demonstrates inconsistent contribution to group choreography and performance	1
Subtotal	/3
Total	/30

Sample assessment task

Dance – ATAR Year 11

Task 5

Assessment type	Response
Conditions	Time allowed for the task: 1 period of approximately 50 minutes In-class timed response: Semester 1, Week 8
Task weighting	12.5% of the school mark for this pair of units

Case study – popular dance

(24 marks)

You are to complete an in-class timed response after a series of lessons addressing the functions and contexts of dance within popular dance. The question will relate to how a popular dance/dance company/choreographer/dancer reflects popular dance.

Task description

As a class, we will research:

- how popular dance has evolved over time
- key figures of popular dance
- iconic movements in popular dance.

You will continue to research a popular dance/dance company/choreographer/dancer and respective examples of works.

You must consider:

- background information
 - who?
 - what?
 - why?
 - where?
 - when?
 - how?
- choreographic intent
- elements of dance
- choreographic devices
- choreographic structures
- design concepts.

Organise your research notes in preparation for the in-class assessment.

You will be given a proforma to add notes to that you can use in the assessment.

Assessment criteria

You will be assessed on the:

- accuracy of the overview of popular dance/dance company/choreographer/dancer (4 marks)
- relevance of the description of choreographic intent (4 marks)
- quality of explanation of how the choreography supports the choreographic intent. (5 marks)
- quality of explanation of how the design concepts convey meaning and effect (5 marks)
- quality of discussion on how popular dance is reflected in the work. (6 marks)

Task 5: Case study – popular dance

Unseen question for in-class response:

Explain how a popular dance/dance company/choreographer/dancer utilises popular dance in a work.

- Provide an overview of the popular dance/dance company/choreography/dancer. (4 marks)
- Outline the choreographic intent of a work. (4 marks)
- Explain, using specific examples from a work, how the choreography supports the choreographic intent of the work. (5 marks)
- Explain, using specific examples from the work, how design concepts convey meaning and effect. (5 marks)
- Discuss, using specific examples from the work, how popular dance is reflected in the work. (6 marks)

Marking key for sample assessment Task 5

Case study – popular dance

(24 marks)

Provide an overview of the popular dance/dance company/choreography/dancer.

Description	Marks
Accuracy of overview	
Provides a clear and accurate overview of the popular dance/dance company/choreographer/dancer	4
Provides a clear and mostly accurate overview of the popular dance/dance company/choreographer/dancer	3
Provides some relevant comments about the popular dance/dance company/choreographer/dancer	2
Makes superficial comment/s about the popular dance/dance company/choreographer/dancer	1
Subtotal	/4

Outline the choreographic intent of a work.

Description	Marks
Relevance of outline	
Outlines the choreographic intent of the dance work	4
Makes some relevant comments about the choreographic intent of the dance work	3
Makes general comments about the choreographic intent of the dance work	2
Makes superficial comment/s about the choreographic intent of the dance work	1
Subtotal	/4

Explain, using specific examples from a work, how the choreography supports the choreographic intent of the work.

Description	Marks
Quality of explanation	
Explains how the choreography supports the choreographic intent of the dance work Provides specific supporting examples Uses dance terminology effectively	5
Provides some detail about how the choreography supports the choreographic intent of the dance work Provides some supporting examples Uses appropriate dance terminology	4
Makes some relevant comments about how the choreography supports the choreographic intent of the dance work Provides some relevant examples Uses some appropriate dance terminology	3
Makes general comments about how the choreography supports the choreographic intent of the dance work Uses some dance terminology	2

Makes superficial comment/s related to the choreography and the choreographic intent of the dance work Uses minimal or no dance terminology	1
Subtotal	/5

Explain, using specific examples from the work, how design concepts convey meaning and effect.

Description	Marks
Quality of explanation	
Explains how the design concepts in the dance work convey meaning and effect. Provides specific supporting examples. Uses dance terminology effectively	5
Provides some detail about how the design concepts in the dance work convey meaning and effect. Provides some supporting examples. Uses appropriate dance terminology	4
Makes some relevant comments about how the design concepts in the dance work convey meaning and effect. Provides some relevant examples. Uses some appropriate dance terminology	3
Makes general comments about design concepts in the dance work and meaning and effect. Uses some dance terminology	2
Makes superficial comment/s related to the design concept/s in the dance work and meaning and/or effect. Uses minimal or no dance terminology	1
Subtotal	/5

Discuss, using specific examples from the work, how popular dance is reflected in the work.

Description	Marks
Quality of discussion	
Provides a detailed discussion on how popular dance is reflected in the work. Provides specific, supporting examples. Uses dance terminology and language effectively	6
Describes, in some detail, how popular dance is reflected in the work. Provides supporting examples. Uses appropriate dance terminology and language	5
Outlines broadly how popular dance is reflected in the work. Provides some supporting examples. Uses some appropriate dance terminology and language.	4
Provides some relevant points about how popular dance is reflected in the work. May provide examples. Uses some dance terminology	3
Makes general comments about how popular dance is reflected in the work	2
Makes superficial comment/s about how popular dance is reflected in the work	1
Subtotal	/6
Total	/24