



SAMPLE ASSESSMENT TASKS

DANCE
GENERAL YEAR 11

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Sample assessment task

Dance – General Year 11

Task 4 – Unit 2

Assessment type: Performance/production

Conditions

Period allowed for completion of the task: 5 weeks

Presentation of choreographed dance scene week 10 Term 3

Task weighting: 15% of the school mark for this pair of units

Choreographed dance scene (Music Theatre Genre)

(24 marks)

In groups of at least four, choose a scene from a movie and plan, choreograph and present a dance which advances the plot, develops character, creates a mood or atmosphere or embodies dramatic themes.

Task description

Working in groups of 4–6, you will take a scene from a movie and turn it into a piece of musical theatre. You will plan, choreograph and present a dance scene of between 2–4 minutes. The dance can be in any style of your choice. It is not necessary for you to sing.

Preparation

1. Watch examples of dances in the style of musical theatre, such as *Sweet Charity*, *Singing in the Rain* and *Newsies*. What is the dance's function? Is it to advance the plot, develop character, create a mood or atmosphere, or does it embody dramatic themes?
2. Choose a scene from any movie of your choice which is not a musical or does not have dance scenes; for example, *Braveheart*, *Pirates of the Caribbean*, *Titanic*, *Avengers*, *The Hunger Games*. This will allow your work to be original. Identify the function of this scene in the movie. Is it to advance the plot, develop character, create a mood or atmosphere, or does it embody dramatic themes? Will this be the function of your dance scene?
3. Listen to music options. Select your music.
4. Use movement acquired from contemporary and jazz class to explore choreographic devices – canon, unison, motif and contrast. Manipulate these to include in your dance. Divide music into sections and plot. As a group, make choreographic notes, such as a mind map or pictogram.
5. Rehearse and develop choreography for Music Theatre. Each group member is to take turns as rehearsal director – correct mistakes, ensure correct use of space, encourage facial expressions.
6. Do you want to use costumes? If you do, how can you create costumes from everyday clothes or costumes already in the costume cupboard? Are there any props that could be used to enhance dance scene? Have you considered using levels? Where will your performance take place?
7. Other Considerations. Record your rehearsal on a device and reflect on your work. Modify as required, making considerations as to how your dance will appear from an audience perspective. Remember, you are creating a dance for entertainment not competition.

Performance

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

What needs to be submitted for assessment	Due dates
<input type="checkbox"/> Presentation of choreographed dance scenes to an audience	
<input type="checkbox"/> Group choreography notes	

Marking key for sample assessment task 4 – Unit 2

Dance composition	
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 in relation to chosen dance genre 	4
<ul style="list-style-type: none"> Demonstrates an effective use of BEST with minor inconsistencies of varied and controlled body shape, levels, pathways, time and movement qualities in relation to chosen dance genre 	3
<ul style="list-style-type: none"> Demonstrates a simple and predictable use of BEST with inconsistencies of varied and controlled body shape, levels, pathways, time and movement qualities in relation to chosen dance genre 	2
<ul style="list-style-type: none"> Demonstrates limited use of BEST with minimal varied and controlled body shape, levels, pathways, time and movement qualities in relation to chosen dance genre 	1
	/4
Communication of ideas including choreographic notes	
	(Group Mark)
<ul style="list-style-type: none"> Consistently and clearly demonstrates the essential ideas of the dance. Successfully creates a musical theatre dance scene that achieves one of the following: advances the plot, develops character, creates a mood or atmosphere, or embodies dramatic themes 	7–8
<ul style="list-style-type: none"> Communicates some ideas but there are inconsistencies in the clarity of the communication; attempts to achieve one of the following: advances the plot, develops character, creates a mood or atmosphere, or embodies dramatic themes 	5–6
<ul style="list-style-type: none"> Demonstrates little development of creation of mood; does not effectively convey a theme in the scene 	3–4
<ul style="list-style-type: none"> Does not feature any characteristics of the musical theatre genre in the scene 	1–2
	/8
Rehearsal skills and contribution to teamwork	
<ul style="list-style-type: none"> Provides consistent evidence of well-planned, dedicated team effort, e.g. attending rehearsals, effective contribution as rehearsal manager, choreographic input and effective group work and problem solving 	4
<ul style="list-style-type: none"> Provides evidence of collaborative teamwork and positive contribution throughout the process 	3
<ul style="list-style-type: none"> Shows some evidence of teamwork or contribution to the dance, e.g. attended most rehearsals, some choreographic input, makes some attempt at being rehearsal manager 	2
<ul style="list-style-type: none"> Shows limited to no evidence of teamwork or contribution to the dance, e.g. poor attendance at rehearsals, does not know choreography without following others, makes a poor attempt at being rehearsal manager 	1
	/4
Performance skills	
<ul style="list-style-type: none"> Presents a dance scene with sustained performance quality where there is a clear sense of commitment to the movement relevant to the musical theatre genre; gives a strong performance 	7–8
<ul style="list-style-type: none"> Presents a dance scene where the performance quality is mostly sustained, with some inconsistencies in interpretation of the musical theatre genre 	5–6
<ul style="list-style-type: none"> Presents a dance scene with some awareness of performance qualities but intermittently sustains role in the dance, e.g. hot and cold, looks down, makes mistakes, touches costume 	3–4
<ul style="list-style-type: none"> Presents a dance scene with little or no awareness of performance qualities, e.g. marks movement or the movement looks pedestrian 	1–2
	/8
	Total task mark
	/24
	Task weighting: 15% of overall unit mark
	/15

Sample assessment task

Dance – General Year 11

Task 6 – Unit 2

Assessment type: Response

Conditions

Period allowed for completion of the task: 1 period

Scheduled for Week 3 Term 4

Task weighting: 10% of the school mark for this pair of units

In-class critical YouTuber review

(13 marks)

After a series of lessons addressing critical review for dance, you are to present (in pairs) a review of a selected dance sequence/routine. Your review will be a live presentation in the style appropriate for YouTube. Your planning notes will also be assessed.

Task description

Critical Review Overview

Discuss what a critical review is. Look at different examples of a critical review written and AV.

Selecting the dance sequence/routine – check your choice with the teacher

Watch through several times, making notes on the concept or idea supporting the choreography and components of the dance sequence.

Consider and discuss

- What styles of dance did you see being used?
- How did the dance entertain you?
- What choreographic elements could you see in the dance? How well were they used?
- What design concepts were used to enhance the intent or idea (costumes/props/lighting sound/staging)?

Plan your YouTuber presentation

Make planning notes.

Use your understanding of dance to describe, analyse, interpret and evaluate the dance sequence/routine, including the design elements. Be sure to use appropriate dance terminology in your presentation. Use examples to support your statements.

Practise your presentation, including the showing of your selected dance sequence/routine to the class before commencing your review.

What needs to be submitted for assessment	Due dates
<input type="checkbox"/> Planning notes	
<input type="checkbox"/> In-class review presentation	

Marking key for sample assessment task 6 – Unit 2

Planning notes	
• Makes detailed planning notes which show clear evidence of analysing the selected dance	3
• Makes adequate notes highlighting features of the dance	2
• Makes a limited attempt at completing planning notes	1
	/3
Critical review	
Discussion of concept or idea choreographer explored in the work	
• Offers a detailed, logical, descriptive interpretation of the overall concept of the dance and of the ideas which are explored by the choreographer	4
• Gives a detailed description of the overall concept of the dance and of the ideas which are explored by the choreographer	3
• Provides an outline of the concept of the dance scene and describes some of the ideas by the choreographer	2
• Offers a limited description of ideas	1
	/4
Critically analyses the components of the dance: <i>Staging/design concepts, music, movement choices, choreographic elements and devices as they relate to the intent of the dance scene</i>	
• Provides a clear analysis, justifying opinions and ideas using a range of relevant examples	4
• Describes all the components of dance, and opinions and ideas through some relevant examples	3
• Recounts the most obvious features of the components of dance, and uses some simple examples	2
• Retells the dance scene with little understanding of the purpose or intention	1
	/4
Dance terminology	
• Makes relevant use of a range of dance terminology	2
• Uses some dance terminology	1
	/2
Total task marks	/13
Task weighting: Convert to 10% of overall unit mark	/10