



SAMPLE ASSESSMENT OUTLINE

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.

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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 outline

Dance – ATAR Year 11

Unit 1 and Unit 2

Assessment component	Assessment type (from syllabus)	Assessment type weighting (from syllabus)	Assessment task weighting	Week due	Assessment task
Practical	Performance/ Production	50%	10%	Semester 1 Week 13	Task 1: Demonstration of technique for Unit 1 – complex exercises and extended sequences in genre-specific technique, safe dance practice, experiential anatomy: <ul style="list-style-type: none"> exercises and sequences that require a competent level of the components of fitness: strength, flexibility, coordination, muscular endurance, cardiovascular endurance neutral alignment to facilitate ease of movement.
			10%	Semester 2 Week 9	Task 2: Demonstration of technique for Unit 2 – complex exercises and extended sequences in genre-specific technique, safe dance practice, experiential anatomy: <ul style="list-style-type: none"> development of dance skills in: floor work, standing work, centre work, turning, travelling, elevation biomechanical principles of movement: centre of gravity, base of support, balance, motion, transfer of weight.
			20%	Semester 1 Week 20	Task 3: Group choreography presentation – evidence of choreographic processes, design concepts and technologies; performance skills in a group dance work: <ul style="list-style-type: none"> exploration of different cultural contexts past and present to provide inspiration for design concepts related to: lighting, music/sound, multimedia, costume, props, sets, staging theatre etiquette, such as responsible backstage behaviour, care of costumes, props and set.
			10%	Semester 2 Week 10	Task 4: Original solo presentation – plan, create, rehearse and perform an original solo that manipulates the elements of dance and uses choreographic devices and structure to reflect choreographic intent: <ul style="list-style-type: none"> movement exploration through improvisation performance for particular audiences and performance spaces.
	Practical performance examination	10%	5%	Semester 1 Examination week	Task 5: Semester 1 practical examination under examination conditions, modified to include solo performance, structured improvisation task and interview.

Assessment component	Assessment type (from syllabus)	Assessment type weighting (from syllabus)	Assessment task weighting	Week due	Assessment task
			5%	Semester 2 Examination week	Task 6: Semester 2 practical examination modified to include set solo and/or original solo composition, structured improvisation task and interview under examination conditions.
Written	Response	30%	10%	Semester 1 Week 10	Task 7: In-class response to the investigation of dance in popular culture and how this leads to a wider understanding of the diverse contexts and functions of dance in society: <ul style="list-style-type: none"> • application of dance terminology and language to compare past and popular genres • choices of design concepts to reflect concept and convey meaning and effect: lighting, music/sound, multimedia, costume, and props, sets, staging.
			10%	Semester 2 Week 5	Task 8: Report – broad overview of the development of dance in Australia from the twentieth century to present: <ul style="list-style-type: none"> • application of dance terminology to respond to and reflect on the development of ideas and concepts and to examine how dance in Australia is unique • Aboriginal dance and its influence.
			5%	Semester 2 Week 9	Task 9: In-class timed response based on case study one that draws on investigations of a range of contextual factors, including historical, cultural and social context in terms of time and place, and explores the ways cultural identity can be represented through dance: <ul style="list-style-type: none"> • describe, analyse, interpret and evaluate dance using given frameworks • dance genres/styles reflecting changes in moral, social and cultural attitudes.
			5%	Semester 2 Week 14	Task 10: In-class timed response based on case study two, discussing how the elements of dance, choreographic devices and structure have been used to communicate the choreographic intent of a dance work: <ul style="list-style-type: none"> • design concepts and technologies in planning and creating dance • respond to, reflect on and evaluate dance using given frameworks.
	Written examination	10%	5%	Semester 1 Examination week	Task 11: Semester 1 written examination – a representative sample of the syllabus content from Semester 1, using a modified examination design brief from the Year 12 syllabus.
			5%	Semester 2 Examination week	Task 12: Semester 2 written examination – a representative sample of the syllabus content from Unit 1 and Unit 2, using a modified examination design brief from the Year 12 syllabus.
	Total		100%	100%	