Sample Assessment Tasks

Dance

ATAR Year 11

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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 | *Group mark* |
| 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) | *Group mark* |
| 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) | *Individual mark* |
| 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) | *Individual mark* |
| 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) | *Individual mark* |
| 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** | *Individual mark* |
| 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) | *Individual mark* |
| 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

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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.

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| --- | --- |
| **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** |