Sample Assessment Outline

Dance

General 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, 2023

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](https://creativecommons.org/licenses/by/4.0/).

**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 outline

Dance – General Year 11

Unit 1 and Unit 2

| **Assessment type (from syllabus)** | **Assessment type weighting (from syllabus)** | **Assessment** **task** **weighting** | **When** | **Assessment task** |
| --- | --- | --- | --- | --- |
| Performance/production | 70% | 20% | Semester 1Week 13 | Task 1: Demonstration of genre/style specific technique – exercises and extended sequences that develop technical dance skills in floor work, standing work, centre work, turning, travelling and elevation, and safe dance practice* exercises and sequences that require a competent level of the components of fitness: strength, flexibility, coordination, muscular endurance, cardio-vascular endurance
* importance of warm-up
 |
| 20% | Semester 2Week 18 | Task 2: Demonstration of musical theatre jazz technique – exercises and extended sequences that develop technical dance skills in floor work, standing work, centre work, turning, travelling and elevation, and safe dance practice * technique specific to the dance genre
* ways to engage with the audience: facial expression, gesture, accurate reproduction of movement
 |
| 15% | Semester 1Week 15 | Task 3: Group choreography – performance of a historical/ancestral dance, including evidence of choreographic processes, design concepts and technologies, performance skills in a group dance work* ways to use and manipulate the elements of dance: body, energy, space, time (BEST)
* ways to use effective rehearsal time
 |
| 15% | Semester 2Week 13 | Task 4: Plan, choreograph and present a dance scene in the musical theatre genre * exploring movement that reflects mood/emotion
* adapting available design concepts and technologies appropriate to genre, style and concept: lighting, music/sound, multimedia, costume, props, sets, staging
 |
| Response | 30% | 10% | Semester 1Week 10 | **Task 5**: Dance History Report in response toinvestigating the purpose and value of dance in different cultures and the ways people from different cultures engage in dance* broad overview of the purpose and value of dance in different cultures
* use of dance terminology to identify, respond to, and reflect on components and contexts of dance using given frameworks
 |
| 10% | Semester 2Week 16 | Task 6: In-class timed critical review of a scene from a musical theatre performance* use of dance terminology to describe particular movements and styles
* dance as part of entertainment
 |
| 10% | Semester 2Week 7 | Task 7: In-class timed response on how a dance from a particular time is influenced by the historical andsociocultural context in which it exists* changes in the functions of dance
* use of dance terminology to respond to, reflect on and evaluate dance
 |
| **Total** | **100%** | **100%** |  |  |