**Stage 1 Dance**

**Assessment Type 1: Dance Literacy (Professional Choreography Focus)**

**Purpose**

This task enables students to:

* demonstrate their dance literacy skills, communicate their ideas and use appropriate dance terminology
* develop students’ ability to make informed judgements about their development as a dancer or choreographer through research and reflection on their own creative work.

**Description of Assessment**

Having viewed Pilobolus’ *Shadowland* (2009), students are to reflect on the success of the following in conveying choreography intention:

* use of body and dance elements
* structural devices utilised
* production elements.

Students are then to consider how aspects of the production may influence their own choreographic work.

**Conditions of Assessment**

The dance literacy task should be up to a maximum of 800 words if written or a maximum of

5 minutes if oral and/or multimodal form.

**Audience**

Teacher

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| **Learning Requirements** | **Assessment Design Criteria** |
| 1. Develop knowledge and understanding of the body, dance skills, dance elements, structural devices, production elements, and safe dance practice (Understanding dance). 2. Apply technical and expressive dance skills in performance (Creating Dance). 3. Communicate choreographic intent to an audience through composition and performance (Creating dance). 4. Reflect on their own creative works as an artist and that of others as an audience (Responding to dance). 5. Investigate dance in global contexts (Responding to dance). | **Understanding Dance**  UD1 Knowledge and understanding of the use of body, dance skills, dance elements, structural devices, production elements and/or safe dance practices.  UD2 Knowledge and understanding of appropriate language and terminology relevant to the dance context.  **Creating Dance**  CD1 Application of skills using safe dance practices and techniques in presenting and/or creating dance works.  CD2 Communication of choreographic intent to an audience through composition or performance.  **Responding to Dance**  RD1 Reflection on personal development as a dance practitioner.  RD2 Investigation into different cultures, historical periods or dance traditions. |

Performance Standards for Stage 1 Dance

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|  | Understanding | Creating | Responding |
| A | In-depth knowledge and understanding of dance practices.  In-depth knowledge and understanding of appropriate language and terminology relevant to the dance context. | Highly proficient and sustained application of dance skills using safe dance practices and techniques in presenting and/or creating dance works.  Coherent and sustained communication of original and innovative choreographic intention to an audience in composition or performance. | Sophisticated reflection on personal development as a dance practitioner.  Thorough investigation into dance from different cultures, historical periods or dance traditions. |
| B | Detailed knowledge and understanding of dance practices.  Detailed knowledge and understanding of appropriate language and terminology relevant to the dance context. | Proficient application of dance skills using safe dance practices and techniques in presenting and/or creating dance works.  Clear communication of the original choreographic intention to an audience with some innovation in composition or performance. | Detailed reflection on personal development as a dance practitioner.  Comprehensive investigation into dance from different cultures, historical periods or dance traditions. |
| C | Appropriate knowledge and understanding of dance practices.  Appropriate knowledge and understanding of appropriate language and terminology relevant to the dance context. | Generally competent application of dance skills using safe dance practices and techniques in presenting and/or creating dance works.  Competent communication of an original choreographic intention to an audience with elements of innovation in composition or performance. | Competent reflection on personal development as a dance practitioner.  Competent investigation into dance from different cultures, historical periods or dance traditions. |
| D | Some knowledge and understanding of dance practices.  Some knowledge and understanding of appropriate language and terminology relevant to the dance context. | Basic application of dance skills using safe dance practices and techniques in presenting and/or creating dance works.  Some communication of choreographic intention to an audience in composition or performance. | Basic reflection on personal development as a dance practitioner.  Limited investigation into dance from different cultures, historical periods or dance traditions. |
| E | Awareness of some basic knowledge and understanding of dance practices.  Awareness of some basic knowledge and understanding of appropriate language and terminology relevant to the dance context. | Emerging application of dance skills using safe dance practices and techniques in presenting and/or creating dance works.  Attempted communication of an aspect of choreographic intention to an audience in composition or performance. | Superficial reflection on personal development as a dance practitioner.  Attempted investigation into dance from different cultures, historical periods or dance traditions. |