**Stage 2 Dance**

**External Assessment – Assessment Type 3: Dance Literacy (30%)**

**Technique and Performance Focus**

**Purpose**

Students complete a dance skills portfolio, which explores their development as a dance artist. The portfolio should enable students to demonstrate evidence of their dance literacy skills, communicate their ideas and use appropriate dance terminology. The dance portfolio should enable students to demonstrate evidence of their 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**

Students will document their technical skill development and the impact this has on their performance skills.

Documentation and analysis of the following should be included:

* technical skill development including safe dance practices
* possible strategies for extension as a dancer
* genre specific characterisation (e.g. founding principles of classical ballet, isolation in Jazz, groove in Hip Hop etc.)
* analysis of the impact technical improvements have on your performance skills
* self, peer and teacher feedback about skill development in technique and performance
* before and after photos/recordings

**Conditions of Assessment**

The portfolio should be approximately 2000 words or 12 minutes multi-modal equivalent.

The portfolio must include some recorded or photographic evidence of their development as a dance artist.

**Audience**

Teacher and SACE Marker/s

| **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 in choreography and performance (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. Evaluate their own creative works as an artist and that of others as an audience (Responding to dance) 5. Research and analyse dance in global contexts (Responding to dance). | **Understanding Dance**    UD1 Knowledge and understanding of the use of the 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 practice and techniques in presenting and/or creating dance works.  CD2 Communication of innovative choreographic intent to an audience through composition or performance.  CD3 Analysis and synthesis of research findings to choreograph a dance creation.  **Responding to Dance**    RD1 Critique and evaluation of dance performance and choreography  RD2 Analysis of dance in global contexts. |

Performance Standards for Stage 2 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 skills and techniques in performing and/or creating dance works.  Coherent and sustained communication of original and innovative choreographic intention to an audience in composition or performance.  Insightful synthesis of research findings to create a dance work. | Perceptive critique and evaluation of dance performance or choreography.  Insightful analysis of dance in global contexts. |
| 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 skills and techniques in performing and/or creating dance works.  Clear communication of the original choreographic intention to an audience with some innovation in composition or performance.  Considered synthesis of research findings to create a dance work. | Highly competent critique and evaluation of dance performance or choreography.  Mostly insightful analysis of dance in global contexts. |
| 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 skills and techniques in performing and/or creating dance works.  Competent communication of an original choreographic intention to an audience with elements of innovation in composition or performance.  Synthesis of research findings to create a dance work. | Competent critique and evaluation of dance performance or choreography.  Considered analysis of dance in global contexts. |
| 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 skills and techniques in performing and/or creating dance works.  Some communication of choreographic intention to an audience in composition or performance.  Some synthesis of research findings to create a dance work. | Basic critique and evaluation of dance performance or choreography.  Limited analysis of dance in global contexts. |
| 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 skills and techniques in performing and/or creating dance works.  Attempted communication of an aspect of choreographic intention to an audience in composition or performance.  Basic synthesis of research findings to create a dance work. | Attempted critique and evaluation of dance performance or choreography.  Attempted analysis of dance in global contexts. |