2021 Dance Subject Assessment Advice

Overview

Dance 2021 was the first year of the new subject outline. Teachers and students in this subject showed a clear understanding of the requirements of the course. Assessment Type 1, the Performance Portfolio, was attended to, on the whole, with clear filming and identification of students. Performance standards were obviously understood and applied appropriately by the majority. Assessment Type 2, Dance Contexts, resulted in a wide range of contexts and themes explored through choreographic works, whilst the choreographic analyses were presented in a variety of formats. Student responses for Assessment Type 3, Skills Development Portfolio, also demonstrated a variety of approaches and topics, that showed a thorough understanding of the requirements of this part of the course.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the operational information for operational matters and key dates.

School Assessment

Assessment Type 1: Performance Portfolio

Students present a performance portfolio of one or more recorded full-length performance or production works for a live audience totalling a maximum of 10 minutes. Performances may be solo or as part of a duo, trio, small or larger group.

The more successful responses commonly:

* presented portfolios that were well labelled and filmed according to the guidelines to help moderators locate the dance
* used lighting that was sufficient to see the dancers well and the numbers on the candidates were large enough for easy viewing
* demonstrated a strong understanding of the specific features of the dance genres performed, were technically adept, and showed a strong understanding of the nuances of the technique
* applied an in-depth knowledge and understanding of the genre being performed, with clear and obvious use of safe dance practice
* demonstrated the ability to adapt to various moods and themes, clearly presenting the choreographic intention of the work
* showed clear communication with their audience and collaborated effectively with their fellow performers
* showed a clear understanding of the musicality required with highly proficient use of dynamic variation in performing the movement
* included solo or duo sections that assisted in highlighting the particular individuals
* included movement material in the choreography that was of a challenging level and demonstrated with accuracy and ease
* demonstrated a commitment to their performance
* made strong connections with the audience.

The less successful responses commonly:

* demonstrated limited communication to their audience and adaption to the mood and genre of the work
* demonstrated limited movement memory
* demonstrated limited knowledge and application of correct body alignment and safe dance practice
* were able to perform the movement of the choreography but did not always add the detail or clarity required
* made inconsistent connections with their audience or fellow dancers
* lacked confidence and surety in their presentation of movement
* demonstrated limited knowledge and understanding of the genre in which they were performing with minimal attention to detail
* did not fully show an understanding of the nuances of the chosen genre.

General comments or observations

* Ensure choreography and costuming is age appropriate.
* Students should be numbered for all performances.
* Ensure footage is not pixelated.

Assessment Type 2: Dance Contexts

The more successful responses commonly:

* demonstrated a clear process of selection and refinement of ideas, experimenting with innovative movement and not relying on known steps
* demonstrated choreographic intention that was specific and innovative
* had sophisticated concepts and innovative choreography combined to create a cohesive piece
* had evidence of in-depth research
* showed exemplary understanding and critical review of choreographic processes
* used consistent and accurate dance terminology
* clearly communicated how research informed choreographic choices
* demonstrated a strong understanding of the elements of dance, choreographic device, and structure
* clearly showed experimentation and refinement in movement choices
* explored a clearly defined theme within their choreography
* clearly explained and justified how and why the theme was researched, and how the research impacted the choreographic choices and structure
* set out in a logical format, used highly developed language in either written or multimodal form, with detailed explanations.

The less successful responses commonly:

* did not use a specific context to create the choreography
* relied on known movement or simple movement choices with only some unique qualities
* did not always explain the ideas that drove the choreography or give detailed explanations of the process
* relied on minimal experimentation or refinement of choreographic material
* provided little evidence of research
* did not explore choreographic processes, devices, or elements
* used limited choreographic terminology
* relied on the lyrics of the chosen song to convey the choreographic intention
* recounted the choreographic process rather than explaining how research informed choreographic and/or production choice.

General comments or observations

Research is particularly important in this part of the course, demonstrating how the research has informed the choreographic choices made.

External Assessment

Assessment Type 3: Skills Development Portfolio

The more successful responses commonly:

* focused on a clear goal of achievement with an articulated plan of how to achieve the goal
* took a structured approach, referring to detailed and reliable research, as opposed to merely unsubstantiated information
* clearly articulated the research involved in developing an improvement program
* demonstrated a strong understanding of the biomechanics of the skill being analysed
* explored an approach in detail allowing the student to gain a greater understanding of the skill they were investigating, and how to improve it
* demonstrated insightful self-analysis and reflection of skill progress and development
* discussed the impact development had on practical skill demonstration in class and/or on stage
* demonstrated a very good use of appropriate language and terminology with an obvious and clear reflection and evaluation of the process
* explored topics specifically tailored for the individual, rather than a generic topic that had been provided by the teacher that most students in the class completed.

The less successful responses commonly:

* did not draw on reliable resources, and failed to present the findings in a logical structured format
* lacked an understanding of the terminology relevant to their topic and the evaluations were somewhat superficial
* recounted events rather than analysed and reflected
* had more than two skills of focus
* did not explain the research involved in developing any improvement programs.

General Comments

* Work was presented in a variety of formats, with multi-modal being quite popular.
* The multimodal approach gave students the opportunity to support their findings with relevant video material and gave the dancer opportunity to clearly compare their work to check for improvement.
* Video was successfully used to provide evidence in a range of topics.
* Use of Google Drive for media files was problematic. Students should embed images and media files in their presentations.