**Stage 1 Dance**

**Assessment Type 1: Skills Development (Individual Performance Focus)**

**Purpose**

This task enables students to:

* communicate their ideas and use appropriate dance terminology
* develop 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 are to reflect on the technical and expressive skills they demonstrated in a live performance. Students should consider:

* safe dance practice
* dance skills
* communication of choreographic intention.

Students then research and plan a conditioning program to improve their performance skills.

**Conditions of Assessment**

The skills development task should be up to a maximum of 800 words if written or a maximum of

5 minutes if oral and/or multimodal form. Students are encouraged to use the multimodal form using annotated recording footage as supporting evidence.

**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 practices. 2. Apply technical and expressive dance skills in performance. 3. Communicate choreographic intent to an audience through composition and performance. 4. Reflect on their own creative works as an artist and that of others as an audience member. 5. Investigate dance in global contexts. | **Understanding Dance**  UD1 Knowledge and understanding of dance practices such as 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 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 innovative choreographic intent 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 choreographic intent 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.  Adequate 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 choreographic intent 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 intent 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 intent 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. |