**Dance Assessment Type 3 Performance – Summary of Video Conference**

There has been a recognition that as the Performance season traditionally extends from early June to late September, teachers capacity to capture evidence of the performance will vary greatly, therefore any response or amendment will need to be as flexible as possible to accommodate all schools

In addition, class sizes can vary from 2 to 20 so the ability to enforce social distancing for rehearsals varies greatly between schools so once again evidence will vary greatly.

* Student safety was a major theme – not in regard to C-19, but in relation to practising, or filming themselves in potentially unsafe locations. This is a requirement of PA1- safe dance practices; therefore student safety is of the utmost importance.
* The Dance community was very supportive and understanding of each others’ circumstances and proactive worked to discuss solutions. Any approaches would prioritise maintaining quality teaching and learning for their students, and not advantage or disadvantage any student.
* Some unique concerns in some sites regarding access to technology and to film; and safe places to dance when not in a studio
* High trust of teacher professional judgement was another major theme
* Concerns were raised that some schools will have little evidence of AT3: Performance (in particular, ensemble performance). Others concerned that they have nearly finished AT3 and any possible solution would require flexibility to support all schools
* A dance film was offered as a viable option.

In regard to AT3:

* There is still the option of a choreography or an off-stage role YES. There is also a high request for producing film
* We could ask schools to provide video evidence and be flexible about quality and length
* Reinforce that costumes, high quality recording/studio equipment are a distractor – that the focus is on dance (choreography, technique and performance)
* We could be flexible on the time limit – provide a recording of “up to 15 mins” (could be 3 minutes or 15) (this will accommodate schools who have already finished – there will be no advantage or disadvantage to the length of time of the evidence).
* Record individual student routines and remove the requirement to assess their performance in a group. Ths is possible but need to amend wording to independent and/or collaborative”
* Can still assess KU1, PA1 and PC1; and we can amend PA4 to read “independent and/or collaborative”
* The suggestion for a context statement could work – from the school, explain how they have approached their solution to addressing AT3: Performance
* There was a suggestion that students could use formative evidence of AT1 for AT3.
* Some teachers also talked about the relationship between choreography in AT1 and Performance AT3 If students perform in their own choreography this could also be assessed as performance but many get others to perform their choreography.
* There was some concerns about the requirements to demonstrate a variety of appropriate skills to communicate and engage an audience (PC1). It was felt that evidence of this could still be developed and captured on video.