

Stage 6 Dance

Sequencing Preliminary and HSC course assessment

The Stage 6 Preliminary and HSC courses in dance have the same core components of performance, composition and appreciation. However the outcomes for each course are expressed quite differently. This means that assessment tasks and marking guidelines will need to be differentiated, to address the specific requirements of each course.

This article takes two assessment tasks, one from the Preliminary course and one from the HSC course, both of which address the outcomes of core performance. The assessment tasks and marking guidelines demonstrate the different requirements for each course.

The assessment tasks were devised by Kerri Harrigan for students at Wollongong High School of the Performing Arts.

What is the difference between Preliminary and HSC course assessment tasks?

When planning tasks, teachers should take the following into account:

- Preliminary course outcomes are specific; HSC course outcomes build on, and subsume, Preliminary course outcomes.
- Preliminary course areas of study build knowledge, skills and understandings which are then applied in HSC works (Performance and Composition) and to the study of specific choreographers and works (Appreciation).
- Preliminary and HSC course assessment tasks will have different demands in relation to content, marking criteria and marking guidelines.
- Assessment tasks for the Preliminary course should provide feedback to students about their achievement in relation to Preliminary course outcomes, **not** in relation to the HSC examination or the performance bands.

Note: Performance band descriptors are a tool for reporting achievement at the end of the HSC course – they should not be used for assessment and reporting in the Preliminary year.

Preliminary course task: Core performance

Task type, component and weighting

<p>Task requirements</p> <p>(a) Written report (b) Performance (c) Video self-analysis (d) Viva voce and journal</p> <p>Component: Core Performance (Preliminary)</p>	<p>Due date</p> <p>(a) Written report: Term 1, Week 10 (b) Performance : Term 2, Week 3 (c) Video self-analysis: Term 2, Week 5/6 (d) Viva voce and journal: Term 2, Week 5/6</p> <p>% of total assessment: 20%</p>
<p><i>N.B. This is a model of a task that is multi-faceted and where the parts of the task are staggered over time. Some or all tasks in the Preliminary course will need to be multi-faceted to assess all course outcomes.</i></p>	
<p>Outcomes to be assessed</p> <p>P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form. P1.2 understands the use of dance terminology relevant to the study of dance as an art form. P2.3 recognises the importance of the application of safe dance practice. P2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and co-ordination. P2.5 performs combinations, phases and sequences with due consideration of safe dance practices.</p>	
<p>Task description</p> <ol style="list-style-type: none"> 1. Perform a movement sequence derived from class work and video the performance. 2. Submit a written evaluation of self in performance from the video that: <ul style="list-style-type: none"> • identifies two body skills within the video performance and outlines the correct alignment for the safe performance of these skills • outlines the safe dance considerations you have made in the performance of these two skills from the video. 	



3. Submit a 500-word written report that:
 - defines safe dance practice
 - outlines the importance of warm-up and safe methods of stretching.
4. Submit your journal containing weekly entries that:
 - document safe dance and alignment considerations
 - reflect on body limitations and strategies to improve technique.
5. Answer a viva voce question (two parts):
 - (i) *Discuss the importance of warm-up and the technique class.*
 - (ii) *Demonstrate one stretch and one technique exercise and discuss their importance in preparation for performance.*

Rubric (i.e. assessment criteria)

You will be assessed on your ability to:

- demonstrate the application of safe dance practice to dance technique in performance
- demonstrate an understanding of safe dance practice in written and oral reports.
- develop a dance vocabulary.

Marking guidelines

Marks	Criteria
16-20	<ul style="list-style-type: none"> • Sustains a skilled performance, demonstrating alignment, strength, articulation, flexibility, agility and coordination and consistent application of safe dance practice. • Demonstrates a clear understanding of safe dance practice through written evaluations, reports, journal reflection and viva voce. • Structures written and oral responses, with accurate details and appropriate terminology.
11-15	<ul style="list-style-type: none"> • Demonstrates some inconsistencies in alignment, strength, articulation, flexibility, agility and coordination and the application of safe dance practice in the performance of the dance. • Addresses most aspects of written and oral tasks • Attempts to structure written and oral responses. Descriptions and explanations are sometimes inconsistent in their accuracy and use of terminology.
6-10	<ul style="list-style-type: none"> • Presents a dance with limited dance technique, a lack of control of alignment, strength, articulation and coordination and major inconsistencies in the application of safe dance practice. • Superficial and limited response to written and oral tasks e.g. lists some aspects of safe dance practice without a definition, demonstrates a warm-up without linking to performance. • Basic information listed in written and oral responses, with limited use of terminology.
1-5	<ul style="list-style-type: none"> • Moves with minimal awareness of alignment, strength and articulation and/or major inconsistencies in the application of safe dance practice. • Provides little or no response to written and oral tasks. • Inaccurate information in written and oral responses.

N.B. These marking guidelines require an "on-balance" judgement of student achievement across the various components of the assessment task.

HSC course task: Core performance

Task type, component and weighting

<p>Task requirements</p> <p>(a) Perform a 2-minute Core Performance dance</p> <p>(b) Submit a written report on nutrition</p> <p>(c) Answer viva voce question</p>	<p>Component: Core Performance (HSC)</p> <p>Due date: Term 1, Week 10</p> <p>% of total assessment: 10%</p>
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N.B. This is a model of a task that is multi-faceted. Some or all tasks in the HSC course will need to be multi-faceted to assess all course outcomes.

Outcomes to be assessed

- H 1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H 2.1 understands performance quality, interpretation and style relating to dance performance



H 2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and due consideration of safe dance practices

Task description

This task focuses on nutrition as an aspect of safe dance practice in the maintenance of the body and the prevention and treatment of injury. This focus is seen in the context of the student's performance of the dance.

1. Perform a solo dance of 2 minutes
2. Submit a written report that:
 - outlines the importance of correct nutrition in the prevention and healing of dance injuries. References: Arnheim, 1991; Fitt, 1988; Howse and Hancock, 1992
 - includes a plan for a balanced diet that would suit your bodily needs for one week. Take into account your own body type and the demands placed on your body.
 - discusses the nutritional benefits of each meal.
3. Answer a viva voce question (two parts):
 - (i) *Outline the importance of diet and nutrition in a dancer's schedule.*
 - (ii) *Explain and demonstrate how you have applied your knowledge of nutrition in the preparation and performance of your dance.*

Rubric (i.e. assessment criteria)

You will be assessed on your ability to:

- Demonstrate sound dance technique and performance quality, incorporating safe dance practice
- Demonstrate an understanding of the application of aspects of safe dance practice to dance performance in a viva voce
- Synthesise information from research into a written report.

Marking guidelines

Marks	Criteria
8-10	<ul style="list-style-type: none"> • Sustains a skilled performance of the dance, demonstrating sound technique and consistent performance quality with due consideration of safe dance practice. • Selects appropriate information and explanations and demonstrations to show a clear understanding of the importance of nutrition as an aspect of safe dance practice. • Analyses and synthesises information about nutrition in a well-structured and coherent written report.
5-7	<ul style="list-style-type: none"> • Demonstrates dance technique and performance quality, with some inconsistencies in alignment, control and safe dance practice. • Selects information and demonstrations to address aspects of the viva voce question, but is unable to clearly articulate the link between nutrition and performance. • Presents a report on nutrition that attempts to link research to own needs for dance performance.
3-4	<ul style="list-style-type: none"> • Presents movement with limited demonstration of dance technique and performance quality and major inconsistencies in safe dance practice. • Talks generally about some aspects of the viva voce question. • Presents general information about nutrition but is unable to link the information to safe dance practice.
1-2	<ul style="list-style-type: none"> • Moves with minimal awareness of alignment, line and projection, and little strength or endurance. • Talks about nutrition with few accurate details and little or no demonstration. • Provides some information about nutrition in written form.