

# SAMPLE ASSESSMENT TASK FOR DANCE

The sample task provided is used to illustrate the key features of an assessment task. The task content is drawn from the sample composition program (**CURRICULUM SUPPORT** for teaching in Creative Arts 7-12 Vol. 5, No. 1, pp. 12-13)

## DANCE ASSESSMENT TASK

### Preliminary Course 2000

**Task No:** 1

**Date due:** Week 9, Term 1

**Topic:** Core Composition  
Unit 1: The elements  
Unit 2: First steps

Tasks scheduled so that students have had the learning experiences to demonstrate achievement of outcomes

**Marks:** / 20

**Weighting:** 15%

### Outcomes to be assessed

A student:

- P1.2: understands the use of dance terminology relevant to the study of dance as an art form
- P3.1: identifies the elements of dance composition
- P3.2: understands the compositional process
- P3.4: explores the elements of dance relating to dance composition

Good assessment tasks focus on specific outcomes and content and allow students to demonstrate achievement at different levels

### Task

This task consists of a research project focused on the elements of composition. It contains 3 parts:

- a written research project on the dance elements
  - a practical presentation of a manipulated movement sequence
  - submission of a process journal documenting the approach.
1. Students are required to research the elements of dance: space, time and dynamics. The task is to be submitted in written form and should include:
    - a description of each of the elements of space, time and dynamics
    - an explanation of the role of space, time and dynamics in relation to dance composition.
  2. Students are required to vary, by manipulating the elements of space, time and dynamics, a common movement sequence determined by the teacher. Students will explain and demonstrate to the class the movement sequence developed. The practical presentation will include:
    - an explanation of how the elements were used in relation to the original movement material
    - a demonstration of the manipulated movement sequence.
  3. Students are required to submit a journal that:
    - documents the ideas and approaches used and the decisions made
    - describes or outlines the reasons for the selection of the elements of dance
    - explains the process of refining the sequence
    - reflects on the effectiveness of the strategies and techniques used in the refinement of the sequence.

This section communicates to the students the nature of the task in relation to the course content

The task is set to provide a link between outcomes and assessment. Note the relationship between the selected syllabus outcomes and the task requirements.

**Assessment criteria**

You will be assessed on your ability to:

- use appropriate dance vocabulary in your response
- detail the link between the elements and dance composition
- demonstrate strong links between the research and explanation of the manipulation of the elements of dance
- demonstrate how the sequence has been manipulated using the elements of dance
- communicate effectively the compositional process used.

To interrelate course components, the task can be adapted to include assessment of the performance component. For example, the sequence in Part 2 can be performed by the student and assessed in relation to selected performance outcomes.

**Validity and reliability of the task**

Is the task chosen linked to the program?

Is the task chosen appropriate for the outcomes being assessed?

How does it align with the areas of study appropriate to the students' stage of learning?

How does the task cater for the individual needs of students?

Is the stimulus material (research material or movement sequence) appropriate?

How does the task enable all students to demonstrate the extent to which they know, understand and can achieve the outcomes being assessed?

Does the language of the task provide a link with the syllabus?

Have you considered the likely range of student responses?

**Marking guidelines\*****Marks**

The student demonstrates:

- |   |       |
|---|-------|
| <ul style="list-style-type: none"> <li>• Understanding of the relationship of the elements of dance to dance composition</li> <li>• Well structured description of the process used to develop the original movement sequence, clearly supported by practical demonstration</li> <li>• Well documented and coherent evaluation of the task</li> </ul> | 17-20 |
| <ul style="list-style-type: none"> <li>• Understanding of the elements, linked to dance composition</li> <li>• Clear description of the process in creating new movement, supported by practical demonstration</li> <li>• Clearly documented ideas and approaches</li> </ul>  | 13-16 |
| <ul style="list-style-type: none"> <li>• A basic explanation of the elements of dance and their role in dance composition</li> <li>• A variety of methods explored to vary the phrase and demonstrated ability to describe how the new movement sequence was developed</li> <li>• Illustration of ideas provided but not exhaustive</li> </ul>        | 9-12  |
| <ul style="list-style-type: none"> <li>• Limited definition of the elements and their role in dance composition</li> <li>• Limited variation to the original movement sequence. Explanations show basic understanding of the compositional process</li> <li>• Recorded evidence of the approach used</li> </ul>                                       | 5-8   |
| <ul style="list-style-type: none"> <li>• A common usage in defining the elements of dance composition. Descriptions not supported by research</li> <li>• Limited demonstration and little explanation of the process undertaken</li> <li>• Few details of task recorded in journal</li> </ul>   | 1-4   |