



Sample assessment task

Year level	1
Learning area	The Arts
Subject	Dance (Making and Responding)
Title of task	Monsters.org

Task details

Description of task	Students will explore movement ideas using the elements of dance (body, space and time) and the changing tempo of a piece of music. This task provides students with the opportunity to explore improvised movement through the context of monsters to create a simple dance sequence. They will respond to their own dance using dance language.
Type of assessment	Formative or Summative
Purpose of assessment	To inform progression in a learning cycle. To assess students' ability to be aware of the elements of dance and how to connect movements to create a dance sequence.
Assessment strategy	Class discussions, short responses and teacher observations.
Evidence to be collected	Teacher observation, short response by students and peer assessment of dance sequence.
Suggested time	2 x 1 hour lessons

Content description

Content from the Western Australian Curriculum	<p>Making</p> <p>Ideas Exploration and improvisation of movement ideas to create simple dance sequences.</p> <p>Skills Exploration of, and experimentation with, three (3) elements of dance</p> <ul style="list-style-type: none"> • Body: <ul style="list-style-type: none"> ▪ body awareness (awareness of body in space in relation to objects) ▪ body zones (whole body movements, moving different parts of the body) ▪ body bases (feet, knees) • Space: <ul style="list-style-type: none"> ▪ levels (medium, low) ▪ direction (forward, backward) ▪ personal space and general space ▪ dimensions (big, small) ▪ shape (straight, curved, angular) • Time: <ul style="list-style-type: none"> ▪ tempo (fast, slow) <p>to create dance sequences</p> <p>Responding Personal responses, expressing ideas and feelings about dances they view and make.</p>
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Early Years Learning Framework	<p>Outcome 4: Children are confident and involved learners Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p> <p>Outcome 5: Children are effective communicators Children interact verbally and non-verbally with others for a range of purposes</p>
National Quality Standards	<p>National Quality Standard Quality Area 1 Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child’s learning and development. Element 1.1.5 Every child is supported to participate in the program.</p> <p>National Quality Standard Quality Area 5 Standard 5.1 Respectful and equitable relationships are developed and maintained with each child. Element 5.1.3 Each child is supported to feel secure, confident and included. Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults. Element 5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities. Element 5.2.2 Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p>
Task preparation	
Prior learning	<p>Students are aware of personal space. Students have had experience with culturally different stories, songs and dances. Students have an understanding of vocabulary such as tempo (fast, slow) and space (medium, low). Students have had experience in viewing a variety of dances in different tempos.</p>
Assessment differentiation	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment task.</p>
Assessment task	
Assessment conditions	<p>This assessment is a whole class experience, however, the class can be divided into smaller groups if necessary.</p>
Resources	<ul style="list-style-type: none"> • A variety of music with different tempos. Some useful pieces of classical music are: <ul style="list-style-type: none"> ▪ Saint-Saens’ <i>‘Carnival of the Animals’</i>: https://www.youtube.com/watch?v=k2RPKMJmSp0 Note: the different movements in this piece have different titles and different tempos (e.g. <i>‘The Aquarium’</i>, <i>‘Royal March of the Lions’</i>, <i>‘Tortoise’</i>, <i>‘The Bird’</i>, <i>‘The Elephant’</i>, <i>‘The Kangaroo’</i>. Use the indicated breaks in the Youtube clip to find the appropriate movement for your needs. ▪ Nikolai Rimsky-Korsakov <i>‘Flight of the Bumblebee’</i>: https://www.youtube.com/watch?v=aYAJopwEYv8 • Large paper, thick felt-tip markers, permanent marker for scribing responses.

Instructions for teacher

[Based on 'iSTAR - A model for connected practice with classrooms'. Western Australian Primary Principals' Association.]

Strategy	Lesson 1
Inspire/ Inform	<ul style="list-style-type: none"> • Explore ideas to make a simple dance sequence. Imagine you are a monster. • Brainstorm ideas about monsters: <i>What do they look like? What would they feel like? What size are they? How do they move? How do they make you feel?</i> • Introduce the element of tempo (fast, slow). Experiment by moving around the room (remind students about space). • Pose the question: <i>How will your monster move?</i> • Using a think-pair-share strategy, discuss how monsters move with a partner.
Show	<ul style="list-style-type: none"> • Explore the actions suggested by moving around the room as monsters. <i>Consider the movements and personalities of monster and do this without music at the moment.</i> • Give verbal encouragement and feedback to students whilst moving amongst them.
Tell	<ul style="list-style-type: none"> • Remind students to be aware of where their body is in space and to be respectful of others using the space. • Use language represented in the elements of dance, such as low, medium, high (space); straight, curved, angular(space); body zones and moving different parts of the body (body); and fast or slow (tempo), in relation to movements as appropriate. • Allow students time to experiment with the elements of dance and play different tempo music selections as they are experimenting. • Discuss how students could communicate emotion to an audience (facial expressions and gestures). • Remind students that their dance should contain a sequence of movements that connect and demonstrates the three elements of dance (body, space and time).
Apply	<ul style="list-style-type: none"> • Allow time for students to explore their own monster movement/dance ideas. Play music. <i>Teacher may choose one or a few pieces of music from the 'Resources' section of this task. If using more than one piece, ensure 'change-over' times are clearly communicated to students before music is changed.</i> • After a number of minutes, pause and ask students to partner up and show their monster dance idea to another student. • Students reflect and respond to dance and then swap for the other partner's turn. • Ask for volunteers to perform their sequence for the whole class. • All students involved in a whole-class showing.
Reflect	<ul style="list-style-type: none"> • Ask the students to review the lesson, focusing on the movements that were successful and also referring to the emotions being represented by the monsters.

Strategy	Lesson 2
Inspire/Inform	<ul style="list-style-type: none"> • Revisit the dances of last lesson. Ask for a couple of volunteers to inspire the class by re-performing their dance. Remind the students that they must also show the personality and emotions of their monster through their body. • Play music. • Discuss dance ideas from students.
Show	<ul style="list-style-type: none"> • Model how to use language to describe a monster. • Ask students to visualise their monster in their head and then ask all students to describe their monster using descriptive language (big, small, fat, thin, fluffy, bald, pink, blue, happy, angry etc.).
Tell	<ul style="list-style-type: none"> • Inside/outside circle: ask three or four students to describe their monster to the whole class.
Apply	<ul style="list-style-type: none"> • Students apply what they know about their monster by creating a drawing of their monster using permanent markers on a large piece of paper. • Remind students to draw what they see in their imagination and decorate or colour with crayons. Wash over with coloured dye. • Allow students time to practice their dance. Wander around space, providing encouragement to students (the same as previous lesson). • Students perform their monster dance sequence.
Reflect	<ul style="list-style-type: none"> • Students discuss and respond to each other's work and reflect on their own performance. • Compare and reflect – interview students (this can be done in small groups or individually). Could students see others' monsters in their dance? Can they see the personality and emotions of their own monster in their drawing? <i>Continue questioning as required.</i>

Sample marking Key	
Description	Record
Making	
Combination of movements to create a dance sequence	
Creates an effective dance sequence, based on the idea of a monster, combining a range of movements using different body parts, levels and directional changes.	
Creates a dance sequence, based on the idea of a monster, combining movement, using some body parts, levels and directional changes.	
Creates a simple sequence of movements, using one or two body parts, one or two levels and minimal directional changes.	
Description	Record
Making	
Movement response to music	
Adapts movements effectively in response to the changing tempo of the music.	
Adapts movements in response to the changing tempo.	
Demonstrates a minimal response to the changing tempo of the music.	
Description	Record
Responding	
Personal response – monster image	
Clearly explains the connection between the drawing and their portrayal of the monster in their dance, with no assistance.	
Explains a connection between the drawing and their portrayal of the monster in their dance, with some assistance.	
Provides a response to their monster drawing, with much assistance.	

Making connections across learning environments

National Quality Standard Quality Area 1

Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

Element 1.1.5 Every child is supported to participate in the program.

National Quality Standard Quality Area 5

Standard 5.1 Respectful and equitable relationships are developed and maintained with each child.

Element 5.1.3 Each child is supported to feel secure, confident and included.

Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

Element 5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.

Element 5.2.2 Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

	Provocation	Resources
Inside spaces/environments	Treasure Tray: provide opportunities for play and exploration in a 'small world' environment. Students can retell the story but also have the opportunity to create their own games with the characters and props.	Tray or large space with a defined area, fabrics, materials, toy lions and mice or materials which can represent animals, trees, sand, and so on to suit this play
	Truth is Stranger Than Fiction: students research lions and mice and compare and contrast 'voices', body coverings and movements; and habitats. Students present findings orally or then a Venn diagram, or on a chart or poster. Ensure students look at photographs.	Fiction and non-fiction books
	Mouse House and Lion Den: create a sound booth. Students practice their roars and squeaks and when ready, enter the booth to record the sounds on the digital device. Review the sounds which have been recorded later in the day. Can you identify who made the sounds?	Large cardboard box with the front cut out, digital device to record
Outside spaces/environments	Upstage: students create a stage space for retelling the fable as part of their imaginative play time.	Sheets, frames, boxes
	Draw a Roar: students explore the possible shape of a 'roar' or a 'squeak' and try to represent the sound on paper. Colour can be added.	Large paper and drawing materials such as permanent markers, felt-tip pens, paints or crayons
	Art Attack: Students view pictures of lions and mice and create their own version of these animals with paint.	Easel, paints, brushes, large paper
	Other ideas: Supply masks, dress ups, puppets, materials for construction and other items to be used for inside and	

	outside play which includes most areas of play.	
Ambience/Aesthetics	' <i>Monsters Inc.</i> ' soundtrack Posters of monsters.	Device to play music