



Sample assessment task	
<b>Year level</b>	7
<b>Learning area</b>	The Arts
<b>Subject</b>	Dance
<b>Title of task</b>	Dance composition based on visual stimuli
Task details	
<b>Description of task</b>	In groups of 4–6, students plan, rehearse and present a short dance (1½–2 minutes) that is based on both images on the next page and includes movement sequences from a teacher-directed dance sequence. Students, in consultation with teacher, choose appropriate music to accompany the dance. One or more tracks may be selected. Students reflect upon their work in a structured interview. Questions will be provided to the student five minutes before the interview, allowing time to write brief notes.
<b>Type of assessment</b>	Formative and summative
<b>Purpose of assessment</b>	<ul style="list-style-type: none"> <li>To inform progression in learning cycle</li> <li>To assess students' knowledge at the end of learning</li> </ul>
<b>Assessment strategy</b>	Movement skills Choreographic skills Reflective practice
<b>Evidence to be collected</b>	Live group performances (formal and informal) Video documentation of task-based activities and performances Reflective journals Dance planning worksheets for composition Interview planning sheet Class discussion Teacher observation notes
<b>Suggested time</b>	6–8 hours
Content description	
<b>Content from the Western Australian Curriculum</b>	Improvisation skills to explore new movement ideas Different elements of dance: body, energy, space, time (BEST) explored and combined to develop choreographic intent Choreographic devices (unison, canon, repetition) and choreographic structure (narrative) to create dance that communicates meaning Group work practices (sharing ideas, problem-solving, giving feedback, listening skills) in dance Dance skills that develop technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, balance and coordination Safe dance practice of style-specific techniques Performance skills (expression, projection, focus) demonstrated to an audience and appropriate to the dance genre/style Reflective processes, using dance terminology, on own and others' work and the use in dance works of the elements of dance and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging)

Task preparation	
<b>Prior learning</b>	<p>Students have previously choreographed dances to communicate mood and character, exploring the elements of dance: body, energy, space, time (BEST) and the choreographic devices of repetition, contrast, unison and canon.</p> <p>Students have learned about the meaning of key dance terminology, including the elements of dance (BEST), choreographic devices and design concepts.</p> <p>They have practised combinations of increasingly complex fundamental movement skills incorporating spatial changes that develop body awareness, control, balance, strength, coordination, accuracy and alignment.</p>
<b>Assessment differentiation</b>	<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.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
<b>Assessment conditions</b>	<p>Students plan, rehearse and present in class a short dance (1½–2 minutes) that is based on the provided visual stimuli and includes movement sequences from a teacher-directed dance sequence. The task requires students to work individually and collaboratively throughout this process.</p> <p>Students have five minutes to make notes on the interview questions. The interview will be audio recorded for each individual student. Students have a maximum of five minutes for all interview questions. Teachers may interrupt student responses to allow time for all questions to be answered. Questions may be repeated, but not paraphrased for students.</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Copies of visual stimulus</li> <li>• Copies of student booklet for Dance Year 7 Task</li> <li>• Suitable music</li> <li>• Any visual recording device, e.g. iPad, video camera, phone</li> <li>• Copy of interview questions</li> <li>• Digital audio recorder (optional)</li> </ul>

### Instructions to students

In groups, plan, rehearse and present a short dance (1½–2 minutes) that is based on both images on the next page and movement sequences from a teacher-directed dance sequence. You will have 6–8 hours to plan, rehearse and present your dance. This includes participating in a dance warm-up where you will learn a short teacher-directed dance sequence that you must include in your final dance and workshops exploring improvisational skills and choreographic skills relevant to the task.

### Making: Dance composition

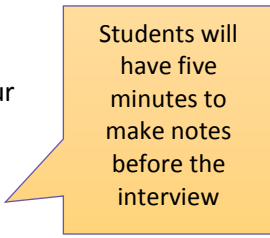
Complete the following activities in your groups:

- As part of your preparation, first complete the activities in your student booklet individually, then share your responses with the members of your group.
- Use improvisation skills to explore new movement ideas.
- Combine different elements of dance: body, energy, space and time (BEST) to develop your choreographic intent.
- Use choreographic devices of unison, canon and repetition, and choreographic structure of narrative to create your dance.
- Select, combine and/or edit music (with or without teacher assistance).
- Demonstrate safely dance skills that develop technical competence in relation to body control, accuracy, posture/alignment, strength, balance and coordination.
- Demonstrate retention of movement.
- Demonstrate performance skills, including expression, projection and focus to an audience.

### Responding: Interview

In reflecting on your group's informal performance, tell me about:

- one movement you enjoyed performing in your improvisation process
- one movement you discovered in your improvisation process that related to your choreographic intent
- one example of your use of BODY to develop your choreographic intent
- one example of your use of ENERGY to develop your choreographic intent
- one example of your use of SPACE to develop your choreographic intent
- one example of your use of TIME to develop your choreographic intent
- how you would use one design concept (lighting, music/sound, multimedia, costume, props, sets or staging) to support the choreographic intent of your dance.



Students will have five minutes to make notes before the interview

## Stimuli

Image 1



[From: Sergeev, A. (2012). *Spider web in fog in Washington-on-the-Brazos state historic site. Washington, Texas, November 3, 2012*. Retrieved August, 2014, from [www.asergeev.com/pictures/archives/compress/2012/1115/20.htm](http://www.asergeev.com/pictures/archives/compress/2012/1115/20.htm)]

Image 2

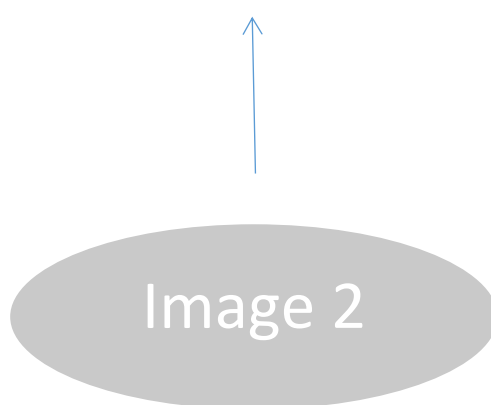
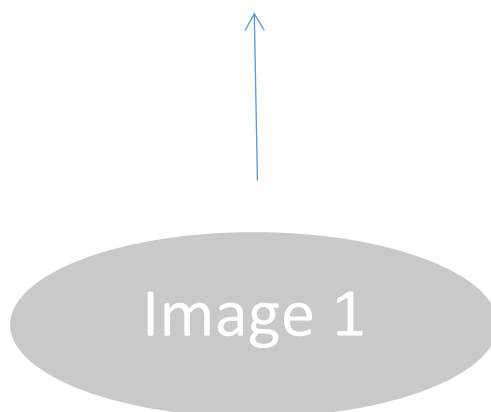


[From: Department of Education and Training. (2009). Stimulus ideas for dance composition. In Department of Education and Communities, *Laptops in the dance classroom*. Retrieved August, 2014, from [www.curriculumsupport.education.nsw.gov.au/digital\\_rev/creative/dance/index.htm](http://www.curriculumsupport.education.nsw.gov.au/digital_rev/creative/dance/index.htm)]

## Student Booklet – Planning of dance based on visual stimuli

Name:

In each box, write descriptive words and phrases to describe the image.



Write three words from page 5 and show how you could develop the ideas from the image into dance movements. Draw and/or write your ideas in the spaces provided.

**IMAGE 1**

**Idea 1**

**Idea 2**

**Idea 3**

**IMAGE 2**

**Idea 1**

**Idea 2**

**Idea 3**

## Group planning – Visual stimulus into dance

What ideas will the group take into the dance from Image 1?  
Draw and/or write your answer.

**Idea 1**

**Idea 2**

**Idea 3**

**Idea 4**



## Student Booklet – Interview planning sheet

You will have five minutes to read these questions and jot down notes in preparation for the interview. The interview will take no more than five minutes so make your responses direct, and use dance terminology and specific examples to support your answers. If you cannot answer a question, your teacher will move onto the next question. Your teacher may repeat a question for you, but will not paraphrase a question if you don't know what the question means.

<b>One movement you enjoyed performing in your improvisation process</b>
<b>One movement you discovered in your improvisation process that related to your choreographic intent</b>
<b>One example of your use of BODY to develop your choreographic intent</b>
<b>One example of your use of ENERGY to develop your choreographic intent</b>
<b>One example of your use of SPACE to develop your choreographic intent</b>
<b>One example of your use of TIME to develop your choreographic intent</b>
<b>How you would use one design concept (lighting, music/sound, multimedia, costume, props, sets or staging) to support the choreographic intent of your dance?</b>

<b>Sample marking key</b>	
<b>Making</b>	
<b>Dance composition</b>	
Description	Marks
Elements of dance	
Demonstrates consistently an effective use of BEST with varied and controlled body shapes, levels, pathways, time and movement qualities.	4
Demonstrates, with some effectiveness, the use of BEST with some varied and controlled body shapes, levels, pathways, time and movement qualities.	3
Demonstrates the use of BEST with some inconsistencies in varied and controlled body shapes, levels, pathways, time and movement qualities.	2
Demonstrates limited use of BEST with minimal varied and controlled body shapes, levels, pathways, time and movement qualities.	1
<b>Subtotal</b>	<b>4</b>
Description	Marks
Use of choreographic devices in dance	
Uses effectively choreographic devices; unison, canon, repetition and a clear choreographic structure (binary) in the dance.	4
Uses, with some effect, choreographic devices unison, canon, repetition and a clear choreographic structure (binary) in the dance.	3
Uses some choreographic devices and, with some clarity, a choreographic structure (binary) in the dance.	2
Demonstrates limited use of choreographic devices and choreographic structure (binary) in the dance.	1
<b>Subtotal</b>	<b>4</b>
<b>Skills and technique</b>	
Description	Marks
Body alignment	
Demonstrates proficient control of body alignment and placement in the execution of a range of movements in the dance; consistently applies safe dance practices.	4
Demonstrates control of body alignment and placement through the execution of most of the movements in the dance; applies safe dance practices.	3
Demonstrates some control of body alignment and placement through the execution of movements in the dance, though some inconsistencies are evident; applies some safe dance practices.	2
Demonstrates limited control of body alignment and placement; and limited safe dance practices.	1
<b>Subtotal</b>	<b>4</b>
Description	Marks
Body control, coordination and balance	
Maintains consistently a high level of body control, coordinates a range of movements smoothly and without apparent conscious effort throughout the dance.	4
Maintains competent body control, demonstrates coordination and balance throughout most of the dance.	3
Maintains some body control, some coordination and balance of movements in the dance.	2
Demonstrates limited body control, movements attempted appear awkward, uncoordinated and lacking in balance.	1
<b>Subtotal</b>	<b>4</b>

<b>Description</b>	<b>Marks</b>
<b>Retention of movement</b>	
Demonstrates consistently and accurately retention and clarity of movement throughout the choreography of the dance.	4
Demonstrates mostly accurate movement retention with attention to clarity of the movement throughout most of the choreography of the dance.	3
Demonstrates some accuracy in retention and some attention to clarity of movement throughout the choreography of the dance.	2
Demonstrates minimal retention of movement; relies on copying others and/or does not know most of the choreography of the dance.	1
<b>Subtotal</b>	<b>4</b>
<b>Description</b>	<b>Marks</b>
<b>Rehearsal skills and contribution to group work practices</b>	
Contributes consistently in rehearsal processes through choreographic input and participates effectively in group work processes.	4
Contributes in most rehearsal processes through choreographic input and participates in most group work processes.	3
Contributes in some rehearsal processes through choreographic input and participates in some group work processes.	2
Contributes, on occasion, to rehearsal processes through choreographic input and participates, on occasion, in group work processes.	1
<b>Subtotal</b>	<b>4</b>
<b>Description</b>	<b>Marks</b>
<b>Performance skills</b>	
Performs dance with sustained projection and focus where there is a clear sense of commitment to the movement.	4
Performs dance with projection and focus where there is generally commitment to the movement.	3
Performs dance with some projection and focus where there is some commitment to the movement.	2
Performs dance with inconsistent projection and focus where there is little commitment to the movement.	1
<b>Subtotal</b>	<b>4</b>
<b>Making total</b>	<b>28</b>

<b>Responding</b>	
<b>Description</b>	<b>Marks</b>
Describes in some detail characteristics and personal qualities of own dance and dance processes relevant to the questions.	4
Describes characteristics and personal qualities of own dance and dance processes relevant to the questions.	3
Outlines in a general way own dance or processes.	2
Talks very briefly about own dance.	1
<b>Subtotal</b>	<b>4</b>
<b>Description</b>	<b>Marks</b>
<b>Dance terminology</b>	
Uses effectively and accurately appropriate dance terminology in responses.	4
Uses, with some accuracy, appropriate dance terminology in responses.	3
Uses some specific dance terminology in responses.	2
Uses dance terminology in a limited way in responses.	1
<b>Subtotal</b>	<b>4</b>
<b>Responding total</b>	<b>8</b>
<b>Total</b>	<b>36</b>