



Sample assessment task

Year level	2
Learning area	The Arts
Subject	Dance (Making and Responding)
Title of task	Leaf journeys

Task details

Description of task	Students will explore the elements of dance (body, space and time), to create a dance which demonstrates a beginning, a middle and an end. This task provides students with the opportunity to explore improvised movement through the context of the journey of a leaf.
Type of assessment	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 in a logical and sequential way to create a dance sequence.
Assessment strategy	Teacher observations
Evidence to be collected	Teacher observation, short response by students and peer assessment of dance sequence
Suggested time	3 x 1 hour lessons

Content description

Content from the Western Australian Curriculum	<p>Making</p> <p>Ideas Exploration, improvisation and organisation of movement ideas to create a dance, demonstrating a beginning and ending</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, high) ▪ direction (forward, backward) ▪ personal space and general space ▪ dimensions (big, small) ▪ shape (straight, curved, angular, twisted, closed, circular, symmetry to asymmetry) • Time: <ul style="list-style-type: none"> ▪ tempo (fast, slow, slowing down, speeding up) <p>to create dance</p> <p>Locomotor (walking, skipping, running) and non-locomotor (twisting, bending, turning, swaying) movements to develop control, posture, strength, balance and coordination</p>
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	<p>Performance</p> <ul style="list-style-type: none"> • Performance of dance to an audience that communicates an idea demonstrating a beginning and ending • Performance skills (holding starting and ending positions) and acknowledging the audience when presenting dance • Audience behaviour (being attentive, responding appropriately) when students view different dance styles <p>Responding</p> <ul style="list-style-type: none"> • Personal responses to the elements of body, space and time in dances they view and make
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 Children express ideas and make meaning using a range of media</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 connecting short dance sequences. 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 and in responding to their own and others’ dance sequences, especially focusing on how they made them feel.</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	This assessment is a whole class experience, however, the class can be divided into smaller groups if necessary.
Resources	<ul style="list-style-type: none"> • Leaf shape stimulus videos: <ul style="list-style-type: none"> ▪ Falling leaves: https://www.youtube.com/watch?annotation_id=annotation_3465614947&feature=iv&src_vid=V_6hy3SCNt0&v=GnQaOe4qwNc ▪ Slow motion autumn leaves falling: https://www.youtube.com/watch?v=3SyDauhtU4 ▪ Falling autumn leaves: https://www.youtube.com/watch?v=m4KeRFw4cU8 ▪ Slow motion leaves #2: https://www.youtube.com/watch?v=E56YcMbnCO4 ▪ Leaves blowing in the wind: https://www.youtube.com/watch?v=cw18VjRL1N0 ▪ Wind blowing leaves across snow: https://www.youtube.com/watch?v=druqW2laCxE ▪ Heavy blowing gale: https://www.youtube.com/watch?v=HBjpO6zJ2y8 • Suggested music for leaf journey dance: <ul style="list-style-type: none"> ▪ Autumn Leaves: https://www.youtube.com/watch?v=FnDVxArSLfk ▪ Handel – ‘The Arrival of the Queen of Sheba’: https://www.youtube.com/watch?v=-TGKJ9MgCOQ&list=PL42406BABC6D65EB8 ▪ Strauss – ‘Tritsch-Tratsch Polka’: https://www.youtube.com/watch?v=DJLhNg6RcWw&list=PLtYhrUoeOK4cMP7ZV52ThZ8X0Ynz0n5Dg

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"> • Discuss leaves. Brainstorm different types of leaves. • Brainstorm the way leaves move/fall/blow. Write students' ideas on the board.
Show	<ul style="list-style-type: none"> • Show leaf videos (<i>see resources</i>). • Discuss the different ways the leaves moved. • Introduce the dance element of body. Teacher demonstrates different ways to move. Ask students to find their own space around room. • Play one or more of the following selection of music (<i>or source own</i>); <ul style="list-style-type: none"> ▪ Autumn Leaves: https://www.youtube.com/watch?v=FnDVxArSLfk ▪ Handel – 'The Arrival of the Queen of Sheba': https://www.youtube.com/watch?v=-TGKJ9MgCOQ&list=PL42406BABC6D65EB8 ▪ Strauss – 'Tritsch-Tratsch Polka': https://www.youtube.com/watch?v=DJLhNg6RcWw&list=PLtYhrUoeOK4cMP7ZV52ThZ8X0Ynz0n5Dg • Ask students to move to the music and coach them through body bases and body zones, suggesting different alternatives to the way they move. • Introduce the element of space. Teacher demonstrates different ways to use the space. Coach students through experimenting with different ways of moving to the music in their space. <i>Encourage students to use all of the elements of space by making suggestions as they are moving.</i>
Tell	<ul style="list-style-type: none"> • Tell students they will be using the music to move as a leaf. • Brainstorm ideas for the way the leaf could move. Remind students of the leaves in the videos they watched earlier. • Remind students to be aware of where their body is in space and to be respectful of others using the space.
Apply	<ul style="list-style-type: none"> • Pose the question: <i>How will your leaf move?</i> • Using a think-pair-share strategy, students discuss how their leaf will move with a partner. • Tell students their leaf is on a journey. Where will the leaf begin? What happens to it in the middle? What happens at the end – where does the leaf end up? How will they show this through their dance? • Play music. • Ask students to move around as a leaf on a journey. Tell students they need to show different ways to move their body and different ways to use the space. • Give verbal encouragement and feedback to students whilst moving amongst them, using the language represented in the elements of dance, in relation to their movements as appropriate. • Allow students time to experiment with the elements of dance and play different tempo music selections as they are experimenting. • <i>Remind students that their dance should contain a sequence of movements that connect and demonstrates the three elements of dance (body, space and time).</i>
Reflect	<ul style="list-style-type: none"> • Ask the students to review the lesson, focusing on the movements that were successful and reflecting on why they worked well.

Strategy	Lesson 2
Inspire/Inform	<ul style="list-style-type: none"> • Revisit last lesson. Remind students of the leaf videos and play excerpts of the music again. • Discuss thoughts and ideas from students.
Show	<ul style="list-style-type: none"> • Ask some volunteers to model some of the movements they practiced last lesson.
Tell	<ul style="list-style-type: none"> • Inside/outside circle: ask three or four students to use descriptive language to describe the movement of their leaf. • Explain that students will be creating a 'dance map' to plan their movements and their journey of their leaf. Show students an example on the board.
Apply	<ul style="list-style-type: none"> • Allow students time to experiment with their movements again. • Allow students time to practice their movements. Wander around space, providing encouragement to students (the same as previous lesson). • When students have had a good amount of time to consolidate some of their movements, stop the class and tell students they will be creating their 'dance map'. • Hand out a blank piece of A3 paper to all students and allow them to choose their own writing material. • Allow time for students to develop their 'dance map'. Tell students they must have a clear beginning, middle and end to their dance. • When students are finished, they must practice their dance, according to what they have shown on their 'dance map'. • Play music and allow time for students to workshop their dance. Circulate and give feedback.
Reflect	<ul style="list-style-type: none"> • Circle. Allow students the opportunity to discuss and respond to each other's work and reflect on the progress of their own dance thus far. • Collect 'dance maps'.

Strategy	Lesson 3
Inspire/Inform	<ul style="list-style-type: none"> • Revisit last lesson. Distribute 'dance maps' and allow time for students to reflect on these. • Discuss thoughts and ideas from students.
Show	<ul style="list-style-type: none"> • Ask some volunteers to model some of their dance, based on the 'dance map' they developed last lesson.
Tell	<ul style="list-style-type: none"> • Explain that students will be practicing their dance, according to the movements they outlined in their 'dance map'.
Apply	<ul style="list-style-type: none"> • Allow students time to practice their dance. <i>Do this without music.</i> Wander around space, providing encouragement to students (the same as previous lesson). • Play music and allow time for students to workshop their dance. Circulate and give feedback. • Stop students and explain that they will be performing their dance in small groups. Divide students into small groups. • Watch each group perform their dance. Remind students who are in the audience how an audience must behave. Rotate groups until all students have had an opportunity to perform.
Reflect	<ul style="list-style-type: none"> • Circle. Allow students the opportunity to discuss and respond to each other's work and reflect on their own dance. • Interview students as to how they feel they performed, whilst the rest of the class is completing a drawing/painting of their performance.

Dance Map Tips

The 'dance map' task is fairly open-ended. This is to encourage individual student creativity. Give students guidance where necessary and circulate to ensure students are clear about what is required of them in this activity.

Work with students to develop their 'dance maps'. Instruct students to show how they will represent their movements, e.g. zig-zag lines = direction of body moving through space; straight line = direct movement from one place to another; X = start and finish.

Tell students they must clearly show the meaning of the symbols on their 'dance map'. *They may write words, draw pictures or ask the teacher to scribe if necessary.*

Sample marking key

Description	Record
Making	
Type of movements (elements of dance)	
Creates an effective dance sequence based on the journey of a leaf, combining movements that use a variety of body parts, shapes, levels and direction.	
Creates a dance sequence based on the journey of a leaf, combining some movements that use different body parts, shapes, levels and direction.	
Creates a dance sequence based on the journey of a leaf, combining movement.	
Description	Record
Making	
Structure of dance	
Structures dance with a clear beginning, middle and end.	
Structures dance with a beginning, middle and end.	
Structure contains a beginning and middle.	
Description	Record
Making	
Dance maps	
Creates a detailed and clear dance map, with no assistance, which shows how space is used and the direction and type of movement.	
Creates a clear dance map, with some assistance, which shows how space is used and the direction and type of movement.	
Creates a dance map with much assistance.	
Description	Record
Responding	
Personal response	
Verbally and without assistance, provides a response to their leaf journey dance, clearly explaining the connection between their dance map and their performance.	
Verbally, with some assistance, provides a response to their leaf journey dance, explaining the connection between their dance map and their performance.	
Verbally and with much assistance, provides a response to their leaf journey dance.	