



Sample assessment task	
Year level	3
Learning area	The Arts
Subject	Dance (Making and Responding)
Title of task	All the fun of the fair
Task details	
Description of task	Using the stimuli of the 'fair', students combine movements to create a dance that expresses an idea to an audience. After creating their dance, students view their own dances and reflect on how the dance elements were used.
Type of assessment	Summative
Purpose of assessment	To assess students' ability to demonstrate the four elements of dance in a dance sequence; and how to connect both repetitive and contrasting movements in a logical and sequential way to communicate meaning in a dance sequence. Students will also demonstrate an awareness of audience and performance skills.
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 selection of movement ideas to create a dance that has a narrative structure</p> <p>Skills Exploration of, and experimentation with, four (4) elements of dance (BEST)</p> <ul style="list-style-type: none"> • Body: <ul style="list-style-type: none"> ▪ body parts (gestures) ▪ body zones (front, back, sideways) ▪ body bases (feet, knees, hands) • Energy: <ul style="list-style-type: none"> ▪ controlling and combining different movement qualities (sharp to soft, floppy to stiff) • Space: <ul style="list-style-type: none"> ▪ levels (medium, low, high) ▪ direction (forward, backward, diagonal) ▪ personal space and general space ▪ dimensions (big, small, narrow, wide) ▪ shape (straight, curved, angular, twisted, closed, circular, symmetry to asymmetry, angular to curved) ▪ pathways (in the air with the arms, under, over, on the floor)

	<ul style="list-style-type: none"> • Time: <ul style="list-style-type: none"> ▪ tempo (fast, slow, slowing down, speeding up) ▪ rhythm (regular, irregular) <p>to create dance</p> <p>Combinations of fundamental movement skills that develop body awareness, coordination, control and balance</p> <p>Safe dance practices, including following warming-up and cooling down procedures</p> <p>Performance</p> <ul style="list-style-type: none"> • Rehearsal processes (including practising) to improve dance performance • Performance skills (entering and leaving the performance space on cue) and acknowledging the audience when presenting dance
Task preparation	
Prior learning	Students have previously had some experience with using locomotor and non-locomotor movements and are familiar with the dance elements of body, energy, space and time.
Assessment differentiation	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.
Assessment task	
Assessment conditions	Group performances and individual self/peer reflections
Resources	<ul style="list-style-type: none"> • Images of fairs (<i>as sourced by teacher</i>) • Fairground music: <ul style="list-style-type: none"> ▪ Old Fairground Music Mix 1982: https://www.youtube.com/watch?v=ZtA7sshtQZk ▪ The Classic Circus Music – Entry of the Gladiators: https://www.youtube.com/watch?v=6HV1B2CpAaQ ▪ King Arthur’s Carousel: https://www.youtube.com/watch?v=peZCIKhgtvA&list=PLak8Uxwksiy4UcnqScp5d02PlupXlpcGX

Instructions for teacher

Lesson 1

1. Provide a selection of music, fairground images and other stimuli to engage students. Share ideas and experiences about fairs, e.g. Royal Show/school fetes.
2. Brainstorm different activities related to a fair, such as a merry-go round, animals, the laughing clowns. Teacher writes down ideas and displays these.
3. Brainstorm ideas for movement that relate to the ideas from previous activity, e.g. a spinning Ferris wheel, a laughing clown with only the head moving, the horses going up and down on the Carousel. Teacher displays these ideas so students can see them.
4. Ask students to find a space in the room to allow them to explore some of the previous movement ideas. Play fairground music. Possible music options may include:
 - Old Fairground Music Mix 1982: <https://www.youtube.com/watch?v=ZtA7sshtQZk>
 - The Classic Circus Music – Entry of the Gladiators: <https://www.youtube.com/watch?v=6HV1B2CpAaQ>
 - King Arthur’s Carousel:
<https://www.youtube.com/watch?v=peZCIKhgtvA&list=PLak8Uxwksiy4UcnqScp5d02PlupXIpcGX>
5. Students find a space and explore as many movements as they wish, based on the ideas from brainstorming activity. Teacher circulates amongst students.
6. Re-group students. Explain the elements of dance (BEST) to students. Discuss.
7. *Complete this activity without music.* Ask students to find a space. Explain that they will be asked to explore the elements of dance as they are called out:
 - Leading with body parts (e.g. knees/fingers)
 - Body zones (moving front/back/sideways)
 - Experimenting with body bases (e.g. anchoring feet to floor/knees to floor)
 - Energy – sharp to soft/floppy to stiff)
 - Space – levels/direction/dimensions/shape/pathways.
8. Explain that they will now be asked to explore some movements and they will be told which type of movement they must demonstrate. *Complete this activity without music.* Teacher calls out the following types of movements and students must respond accordingly;
 - Move – a movement that travels around the room (locomotor movement)
 - Stop – stop. A movement on the spot (non-locomotor movement)
 - Freeze – a movement suspended in time
 - Collapse – a movement that goes from high to low
 - Knees – a movement that starts on your knees
 - Hands – a movement with hands on the floor
 - Jagged – a jerky movement
 - Floating – a soft movement
 - Backwards – movement travelling backwards
 - Change direction – movement going in a different direction
 - Slow – slow movement
 - Fast – fast movement
9. Students partner up. Explain to students that they will be creating a dance that uses a variety of movements based around the theme of 'the fair'. Students should consider the types of movements completed in previous activity and try to use these in their dance. Discuss ideas as a class.

10. Discuss 'Dance Maps'. Demonstrate on board. Explain that students will be creating a 'plan' of their dance, which is called a 'dance map'. They will have the rest of this lesson and some of the next to create their plan. They must include the elements of dance (BEST) in their plan.
11. Play music (see selection of fairground music above). Allow students the rest of the lesson to explore ideas for dance plan and movements with their partner. *Teacher must circulate and provide advice or assistance where required. Students should be started on their plan by the end of the lesson.*

Dance Map Tips

The 'dance map' component 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 must write words and use symbols to show their dance.*

Lesson 2

1. Remind students of previous lesson. Revise task.
2. Play music. Allow students time to sit with their partner and evaluate their dance map.
3. Remind students that they must show the elements of dance (BEST) in their dances.
4. Allow students the rest of the lesson to practise dance.
5. Re-group students. Discuss students' experiences/ideas that worked or didn't work and why. Discuss how students incorporated BEST into their dances.

Lesson 3

1. Briefly revise last lesson, especially BEST.
2. Allow students time to complete a final rehearsal of dance.
3. Explain expectations for audience behaviour.
4. Watch students' performances.
5. Complete peer and self-reflections.

Reflections

Name: _____

I think our dance was:

Our dance was about:

One part of our dance I really liked was:

I really liked this part because:

Something we could have done differently with our dance was:

Another dance I really liked was _____.

The reasons for this are:

Sample marking key	
Description	Marks
Making	
Elements of dance (BEST)	
Demonstrates a range of the elements of dance (BEST), effectively and purposefully combining them, using imagination to show the theme of the 'fair'.	3
Demonstrates different elements of dance (BEST), effectively combining them to show the theme of the 'fair'.	2
Demonstrates minimal elements of dance (BEST).	1
Subtotal	3
Description	Marks
Making	
Structure of dance	
Effectively combines a range of repetitive and contrasting movements to tell a story with a clear beginning, middle and end.	3
Effectively combines some repetitive and contrasting movements to tell a story showing a beginning, middle and end.	2
Combines some repetitive and/or contrasting movements.	1
Subtotal	3
Description	Marks
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.	3
Creates a clear dance map, with some assistance, which shows how space is used and the direction and type of movement.	2
Creates a dance map with much assistance.	1
Subtotal	3
Description	Marks
Responding	
Personal response	
Responds to their own dance, using much detail to clearly explain their feelings; and offers suggestions for improvement about their performance. Provides a specific comment on one other performance.	3
Response to their own dance, explaining their feelings and offering some suggestions for improvement about their performance. Provides a comment on one other performance.	2
Responds in a limited way to their own dance; and offers minimal suggestions for improvement about their performance. Provides a general comment on one other performance.	1
Subtotal	3
Total	12