



Sample assessment task	
Year level	4
Learning area	The Arts
Subject	Dance (Making and Responding)
Title of task	Insects
Task details	
Description of task	Students work in partners to choose an insect and depict the movements of their insect in a dance. Students must show this through a sequence of movements which demonstrates their understanding of how to use the elements of dance and choreographic devices of contrast and repetition in a connected way to express an idea.
Type of assessment	Summative
Purpose of assessment	To assess students' ability to use the four (4) elements of dance (BEST) in a logical and sequential way to communicate meaning and demonstrate an awareness of audience and performance skills.
Assessment strategy	Teacher observations of group performances.
Evidence to be collected	Teacher observation, 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, selection and combination of movements to create dance that expresses an idea or message</p> <p>Skills Integration of the 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, cross-lateral) ▪ body bases (feet, knees, hands, buttocks) • Energy: <ul style="list-style-type: none"> ▪ controlling and combining different movement qualities (sharp to soft, floppy to stiff, smooth to jagged) • Space: <ul style="list-style-type: none"> ▪ levels (medium, low, high, moving between levels) ▪ direction (forward, backward, diagonal, circular) ▪ positive and negative space ▪ 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) ▪ stillness (pausing, freezing, holding a shape then continuing dance sequence) <p>to create dance</p> <p>Use of the choreographic devices of repetition and contrast when organising dance sequences</p> <p>Combinations of fundamental movement skills that develop body awareness, coordination, control, balance and strength</p> <p>Performance</p> <ul style="list-style-type: none"> • Performance skills (using facial expressions) and acknowledging audience when presenting dance <p>Responding</p> <ul style="list-style-type: none"> • Purpose of dance from different cultures • Responses that involve identifying and reflecting on how the elements of dance in their own and others’ dance are used to communicate meaning, using dance terminology
Task preparation	
Prior learning	Students have previously had some experience with creating dances using a narrative structure and using the element of dance (BEST). They have been exposed to dances from other cultures and times and have reflected on their own and others’ performances, using feedback to inform the development of their own dances.
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"> • Bangarra e-Resource Moth: https://www.bangarra.com.au/youth-outreach/education/resources/moth • Bangarra Educational resource: https://bangarra-assets.s3.amazonaws.com/pdf/e-Resources/Moth-3-4-printable-version-FINAL.pdf • Creepy Fantasy Music – Insect Lair: https://www.youtube.com/watch?v=tRaFRip-Kkl • Bela Bartok – String Quartet No. 4: https://www.youtube.com/watch?v=mTnbrLXEGjl • String Quartet Music: Classical Instrumental Music: https://www.youtube.com/watch?v=PV31euCDn_Q • ‘Flight of the Bumblebee’ – Rimsky-Korsakov: https://www.youtube.com/watch?v=aYAJopwEYv8

Instructions for teacher

Lesson 1

1. Show students the YouTube clip of Bangarra Dance Ensemble's 'Moth': <https://www.bangarra.com.au/youth-outreach/education/resources/moth> Share ideas about this. Discuss how the dancers have used the movements of a moth to create their dance. Use the education resource from Bangarra's website to assist the discussion: <https://bangarra-assets.s3.amazonaws.com/pdf/e-Resources/Moth-3-4-printable-version-FINAL.pdf>
2. Spend some time explaining the significance of storytelling in Aboriginal and Torres Strait Islander culture. Use the education resource from Bangarra's website as a guide: <https://bangarra-assets.s3.amazonaws.com/pdf/e-Resources/Moth-3-4-printable-version-FINAL.pdf>
3. Write the elements of dance on the board (BEST). Discuss each element, with reference to the 'Moth' clip. Break down the movements of the dancers into the elements of dance and document them on the whiteboard.
4. Brainstorm ideas for other insects that students could use as a stimulus to create their dance. *Don't use animals. Stay with the insect theme.*
5. Ask students to find a partner (or allocate partners). Each pair will choose an insect. Document ideas about the variety of ways their insect moves.
6. Ask students to brainstorm the elements of dance in relation to their chosen insect. Document ideas for movements that could be used in their dance.
7. In pairs, students find a space in the room to experiment with their ideas. *Put on a general piece of music for students to move to. Suggested ideas:*
 - Creepy Fantasy Music – Insect Lair: <https://www.youtube.com/watch?v=tRaFRip-KkI>
 - Bela Bartok – String Quartet No. 4: <https://www.youtube.com/watch?v=mTnbrLXEGjI>
 - String Quartet Music: Classical Instrumental Music: https://www.youtube.com/watch?v=PV31euCDn_Q
 - 'Flight of the Bumblebee' – Rimsky-Korsakov: <https://www.youtube.com/watch?v=aYAJopwEYv8>
8. Students find a space and explore as many movements as they wish, based on the ideas from partner brainstorming activity. Teacher circulates amongst students, giving advice and guidance where appropriate.
9. Re-group students. Discuss and show some ideas if appropriate.
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. Remind students that they will also be expected to include the choreographic devices of repetition and contrast. Explain that the purpose of including these devices is to create variation and interest in their dance.
3. Ask students to find a space. Play music. Demonstrate repetition and contrast through modelling movements, with students copying.
4. Ask students to work with their partner to develop their own sequence of movements showing repetition and contrast.
5. Showcase a few and discuss as a class.
6. Allow students time to continue to develop their dance maps, ensuring they have included BEST and the choreographic devices of repetition and contrast.
7. After an appropriate amount of time, instruct students to spend the rest of the lesson developing their dance.
8. Re-group students. Discuss students' experiences/ideas that worked or didn't work and why. Discuss how students incorporated the elements of dance and the choreographic devices of repetition and contrast into their dance.

Lesson 3

1. Remind students of previous lesson. Revise task.
2. Play the chosen music played in last session. Allow students time to sit with their partner and evaluate their dance map.
3. Allow students the rest of the lesson to practise dance.
4. Re-group students. Reflect on students' experiences/ideas that worked or didn't work and why.

Lesson 4

1. Briefly revise last lesson.
2. Allow students time to complete a final practise of dance.
3. Explain expectations for audience behaviour.
4. Watch students' performances.
5. Complete peer and self-reflections (worksheet). As part of this, students will reflect on the '*Moth*' and the cultural significance this kind of dance represents.

Reflections

Name: _____

Our dance was based around the insect: _____.

I think the movements we chose to reflect our insect were (*circle one*) effective/not effective.

This is because:

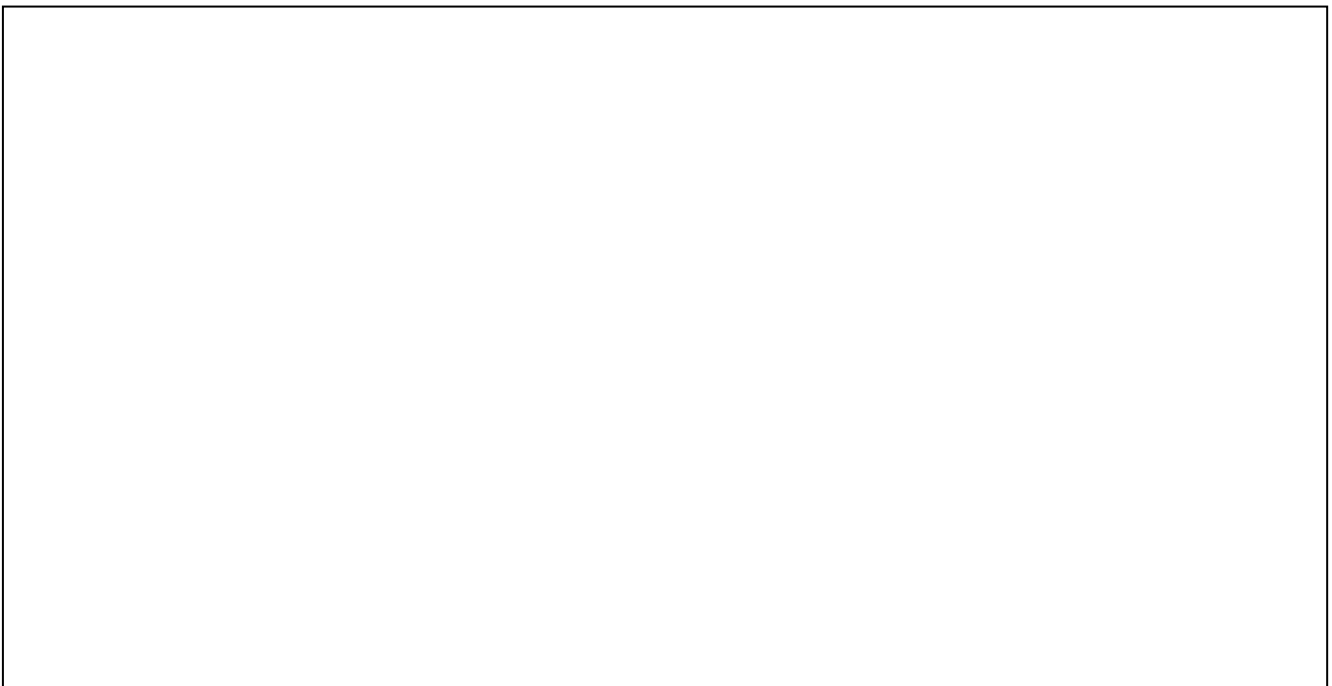
The specific elements of dance (BEST) we used included:

Listed below are the specific elements of dance and the insect movement they showed:

E.g. Element of dance - Space (pathways). *'We inched along on our tummies, using zig zag movements across the floor to show the intention of our caterpillar as it travelled to a leaf.'*



How did the YouTube clip *'Moth'* help with the way you created your own dance? Did your dance tell a story? If so, explain your story.



What is the purpose of this type of dance to the Aboriginal and Torres Strait Islander culture?

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	
Dance maps for planning	
Independently creates a detailed and clear dance map, which shows how space is used and the direction and type of movement.	3
With minimal assistance creates a clear dance map, which shows how space is used and the direction and type of movement.	2
With much assistance creates a dance map.	1
Subtotal	3
Description	Marks
Making	
Use of choreographic devices	
Uses repetition and contrast with purpose and effect to create variation when organising their dance.	3
Uses some repetition and contrast to create variation when organising their dance.	2
Combines some repetitive and/or contrasting movements.	1
Subtotal	3
Description	Marks
Making	
Elements of dance (BEST)	
Selects and integrates, with purpose, a range of the elements of dance to create an effective dance based on the idea of an insect.	3
Selects and integrates some elements of dance to create a dance based on the idea of an insect.	2
Selects and integrates minimal elements of dance to create a dance based on the idea of an insect.	1
Subtotal	3
Description	Marks
Performance	
Performance skills – Insect dances	
Demonstrates a consistent awareness of audience, through body placement and facial expressions appropriate to the type of insect and the ideas they are expressing through dance.	3
Demonstrates an awareness of audience most of the time, through body placement and facial expressions appropriate to the type of insect and the ideas they are expressing through dance.	2
Demonstrates little awareness of audience.	1
Subtotal	3

Description	
Responding	
Response to dance from another culture	
Identifies and offers an accurate statement about the importance and purpose of this type of dance to the Aboriginal and Torres Strait Islander culture.	3
Identifies the importance of this type of dance to the Aboriginal and Torres Strait Islander culture.	2
Comments in a limited way about the importance of this type of dance to the Aboriginal and Torres Strait Islander culture.	1
Subtotal	3
Description	
Responding	
Response to own dance	
Describes in detail how the use of the elements of dance and choreographic devices have been used to express the idea of an insect.	3
Describes how the use of the elements of dance and choreographic devices have been used to express the idea of an insect.	2
Provides a limited description of the movements of their chosen insect in their reflection.	1
Subtotal	3
Description	
Responding	
Response to own and others' dance	
Offers considered reflections about their performance, including suggestions as to how they may have improved their dance; and provides specific comments on other performances.	3
Offers reflections about their performance; and provides some reflective comments on one other performance.	2
Offers minimal suggestions for improvement about their performance.	1
Subtotal	3
Total	21