2020 Dance Subject Assessment Advice

Overview

Subject assessment advice, based on the 2020 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

School Assessment

Assessment Type 1: Skills Development

Assessment Type 1 consists of: Choreography, Folio and Technique. These are all evenly weighted.

Choreography

Students are required to create up to 4 minutes of choreographic material. This may be one piece or a combination of pieces that make up 4 minutes. The student does not have to appear in their work.

The more successful responses commonly:

* demonstrated a clear process of selection and refinement of ideas, experimenting with innovative movement and not relying on known steps
* demonstrated choreographic intention that was specific and innovative
* showed some experimentation with musical choice in choreographic work (using spoken word/silence/sound effect) to communicate their intent
* had sophisticated concepts and innovative choreography combined to create a cohesive piece.

The less successful students commonly:

* relied on simple movement choices
* did not sufficiently explore the performance space (limited their work to a linear floor pattern)
* were unable to work with the musicality of the chosen music
* had limited understanding of the aesthetics of the chosen genre
* relied on special effects that tended to disguise unimaginative and unoriginal movement
* did not show any experimentation or refinement of choreographic material.

Folios

The students have a choice of either technique or choreographic folio. The work is a maximum of 1500 words or equivalent in multimodal form.

The more successful responses commonly:

* had evidence of in-depth research with sophisticated use of language and explicit examples
* viewed and referred to a range of professional works
* showed exemplary understanding and critical review of choreographic processes
* used consistent and accurate dance terminology
* technique folio: referred to safe dance practice, muscular skeletal system, clearly identified and showed (through video and photography) personal development, referred to other dance artists to support their learning of a particular dance style using dance specific language and terminology.

The less successful students commonly:

* provided a simple recount with little evidence of research
* did not explore choreographic processes, devices or elements
* used limited choreographic terminology
* often made superficial references to creating their work
* technique folio: lacked in-depth research into appropriate genre specific analysis of movement, with a tendency to include irrelevant material that did not support the area of research.

Technique

Students present a class of prepared exercises in a genre chosen by their school from the SACE guidelines. This is filmed in their classroom in small groups.

The more successful students commonly:

* demonstrated high proficiency of a diverse range of movement choices
* presented longer exercises that allowed them to show their strength and stamina
* incorporated a breadth of dynamics and musicality within their presentation of technical work
* maintained the clarity of their body’s alignment, poise and control throughout every exercise.

The less successful students commonly:

* were unable to maintain accurate alignment, balance and control
* presented short, simple, repetitive exercises
* did not fully show an understanding of the nuances of the chosen genre
* demonstrated unsafe dance practices (misalignment through the lower leg, landing inappropriately, lack of control moving in and out of the floor).

Clear identification of students allows moderators to confirm the teacher’s grade. Wearing a number that is clearly visible, as well as an alphabetical list of the class using their SACE registration number against the number they are wearing in the video assists with this process.

Clarity of video material assists with confirming the student’s number and the teacher’s grade. Check during the filming process to ensure the quality of material to be presented.

Assessment Type 2: Response

Students may present two 1000 word essays (or equivalent multimodal format) from Historical Perspectives or Contemporary Issues, or one 2000 word essay (or equivalent multimodal format) from either Historical Perspectives or Contemporary Issues, or both.

The more successful responses commonly:

* used sophisticated language with a clear understanding of research material
* described movement/choreography consistently using highly developed terminology
* gave clear evidence of analysis — student interpretations, ideas and opinions supported with evidence from research/performances/choreography
* described, analysed and evaluated 1 or 2 works in depth.

The less successful responses commonly:

* tended to take a biographical approach, providing a recount of research material rather than analyse their findings
* used simple language with little dance terminology included
* demonstrated insufficient depth of research.

External Assessment

Assessment Type 3: Performance (30%)

Students were assessed on one of the following: a dance performance; a choreographic work; a presentation of one or more off-stage roles chosen from the list in the area of study.

Dance performers are usually assessed in a live group production, with approximately 10–15 minutes of time on stage. Students may also be assessed in choreography or one or more off-stage roles conducting a presentation of between 10 and 15 minutes.

These assessment conditions were altered for COVID19 considerations, which included dance film being permitted for submission for assessment in this assessment type. Onsite marking was replaced with recorded evidence of student learning of up to 15 minutes in length. The description of the assessment type (AT3 –Performance) was amended to “Dance performers are assessed in a solo or group production, with up to 15 minutes of time on stage. All performers must be seen in a solo, duo or trio capacity for at least 1 minute consecutively. This may occur within group choreography.”

Specific feature PA4 was amended to “Application of independent and/or collaborative performance or production skills.”

The more successful candidates commonly:

* applied an in-depth knowledge and understanding of the genre being performed, with clear and obvious use of safe dance practice
* presented their work with consistent energy, showing the nuances of the technique within a specific mood
* demonstrated the ability to adapt to various moods and themes, clearly presenting the choreographic intention of the work
* showed a clear understanding of the musicality required with highly proficient use of dynamic variation in performing the movement
* interacted with meaning and integrity with other members of the ensemble
* showed a high degree of confidence and clarity when performing independently and in collaboration with others
* presented a cohesive and well-structured presentation of an offstage role using specific examples to reference problem-solving situations that needed to be addressed.

The less successful candidates commonly:

* lacked confidence and surety in their presentation of movement and when engaging with fellow performers
* demonstrated limited knowledge and understanding of the genre in which they were performing with minimal attention to detail
* presented a superficial explanation of the processes involved in working in an offstage role, with very little reference made to specific examples.