Dance Stage 5 (Year 9) – sample assessment task

What moves you?

# Dance Stage 5 (Year 9) – sample assessment task –

# What moves you?

**Outcomes being assessed**

A student:

* **DA5-COM-01** creates a movement vocabulary that communicates an idea and intent in response to different contexts
* **DA5-COM-02** creates movements using the elements of dance and structures movement to communicate a specific idea and intent

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## Task description

### Part A – composition

This group task is an opportunity for you to collaborate and devise new movement using more than one dancer. Your teacher will provide you with stimulus material(s) and a selection of music for your group to choose from. Your composition must:

* be between 1 minute and 1 minute, 30 seconds in length
* have a clear intent that has been developed from the stimulus
* use the elements of dance to generate phrases of movement in a personal style
* develop and manipulate motif(s) to create phrases of movement
* structure phrases to support the communication of the intent.

**Student note:** you will be marked individually on the group composition.

### Part B – process diary

The process diary is your opportunity to individually document and reflect on your process of creating the group composition. Your teacher will guide you to select the best format for your process diary. You will complete reflective responses about how your group:

* explored stimuli to generate your ideas, intent and movement
* used the elements of dance to develop motif(s)
* manipulated your motif(s) using the elements of dance to create and structure phrases of movement
* used creative problem-solving to overcome challenges.

Your process diary can be submitted in one of the following ways:

* in your dance workbook – identify the pages and activities relevant to the process diary task
* in digital format – such as a google doc that may include photos and images or a blog
* verbal discussion – share and discuss your reflective responses from throughout the process. Your teacher may ask questions to clarify your responses.

# Assessment rubrics

Table 1 – Part A – composition – assessment rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | A | B | C | D | E |
| DA5-COM-01  creates a movement vocabulary that communicates an idea and intent in response to different contexts | I can create a consistently personalised movement vocabulary to effectively communicate an idea and intent. | I can create a personalised movement vocabulary to communicate an idea and intent. | I can create a movement vocabulary to communicate an idea and intent. | I can create a limited movement vocabulary to communicate aspects of an idea and/or intent. | I can attempt to create a movement vocabulary. |
| DA5-COM-02  creates movements using the elements of dance and structures movement to communicate a specific idea and intent | I can manipulate space, time and dynamics to create and structure movement that effectively communicates a specific idea and intent. | I can manipulate space, time and dynamics to create and structure movement to communicate an idea and intent. | I can use components of the elements of dance to create and structure movement to communicate ideas. | I can use limited components of the elements of dance to create movement. | I can attempt to create movement using very limited components of the elements of dance. |

Table 2 – Part B – process diary – assessment rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | A | B | C | D | E |
| DA5-COM-01  creates a movement vocabulary that communicates an idea and intent in response to different contexts | I can effectively document and reflect on the process of creating a movement vocabulary to communicate an idea and intent. | I can document and reflect on the process of creating a movement vocabulary to communicate an idea and intent. | I can document and reflect on some parts of the process of creating a movement vocabulary to communicate an idea and intent. | I can document and/or reflect on limited aspects of the process of creating a movement vocabulary to communicate an idea and intent. | I can attempt to document and/or reflect on limited aspects of the process of creating a movement vocabulary to communicate an idea and intent. |
| DA5-COM-02  creates movements using the elements of dance and structures movement to communicate a specific idea and intent | I can comprehensively reflect on and analyse my use of space, time and dynamics to create and structure movement to communicate a specific idea and intent. | I can reflect on and include analysis of my use of space, time and dynamics to create and structure movement to communicate a specific idea and intent. | I can reflect on my use of components of the elements of dance to create and structure movement to communicate ideas and intent. | I can make limited reflections on aspects of the elements of dance and/or movement choices. | I can attempt to make limited reflections on my movement choices. |

# References

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