# Dance – Stage 5 (Year 10) – dance and technology assessment task

**Topic:** Dance and technology

**Assessment:** Task 3 – Dance film and process diary submission

**Weighting:** Composition (15%) and appreciation (5%)

**Outcomes:**

**5.2.1** – explores the elements of dance as the basis of the communication of ideas

**5.2.2** – composes and structures dance movement that communicates an idea

**5.3.1** – describes and analyses dance as the communication of ideas within a context

**5.3.2** - identifies and analyses the link between their performances and compositions and dance works of art

**5.3.3** – applies understandings and experiences drawn from their own work and dance works of art

[Dance 7-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/dance-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

## Task description

The unit for study in Stage 5 (Year 10) dance is Dance and technology. Students explore dance film and its potential to create meaning beyond that which can be communicated in a stage performance. Students develop knowledge, understanding and skill throughout the unit to support them in producing a dance film in small groups and document their process individually in the process diary. This task contains 2 parts, the dance film and the process diary.

### Part A – Dance film

In groups of 3, you will compose, film and edit a dance film communicating a selected concept/intent. This dance film will be at least 2 minutes in duration. Your dance film must include:

* a clear concept/intent
* relevant location/site/setting, costume and musical accompaniment for the concept/intent
* motifs and movement phrases created through the process of generating movement to communicate the concept/intent
* relevant elements of dance to communicate the concept/intent
* a range of [camera angles, shots and film techniques](https://capture.emagined.com.au/pre-production/cinematography) that support the concept/intent
* appropriate use of [editing techniques](https://capture.emagined.com.au/post-production/film-editing) to organise the overall film and support the communication of the concept/intent.

#### Assessment criteria

Students will be assessed on their ability to:

* use the elements of dance as the basis of the communication of ideas throughout the dance film
* compose and structure dance movement that communicates an idea using composition and filmmaking techniques.

#### Marking criteria

Table 1 – marking criteria for dance film

|  |  |
| --- | --- |
| Grade | Criteria |
| A | * Communication of the concept/intent is extensively supported by the location/site/setting, costume and musical accompaniment. * Extensive exploration, selection and manipulation of the elements of dance to purposefully communicate ideas and feelings. * Selects and refines movement at a very high level to create motif(s) to communicate an idea. * Demonstrates very high-level skills in using the camera to clearly communicate ideas and assist the compositional process. * Effective use of editing techniques appropriate to support the clear communication of ideas. * Effectively communicates and works as a consistently productive member of the film project team. |
| B | * Communication of a concept/intent is thoroughly supported with minor inconsistencies in the choice of location/site/setting, costume and musical accompaniment. * Thorough exploration, selection and manipulation of the elements of dance at a high level to communicate ideas and feelings. * Selects and refines movement at a high level to create motif(s) to communicate an idea. * Demonstrates high level skills in using the camera to communicate ideas and assist the compositional process, with minor inconsistencies. * Thorough use of editing techniques to support the communication of ideas, with minor inconsistencies. * Communicates and works as a productive member of the film project team to a high level. |
| C | * A sound communication of a concept/intent with inconsistencies in the choice of location/site/setting, costume and musical accompaniment. * Sound exploration, selection and manipulation of the elements of dance to communicate ideas and feelings, with inconsistencies. * Selects and refines movement to create adequate motif(s) with inconsistent relevance to the concept/intent. * Demonstrates adequate use of the camera to communicate ideas in an attempt to assist the compositional process, with inconsistencies. * Sound use of editing techniques to support the communication of ideas, with inconsistencies. * Satisfactorily communicates and works as a member of the film project team. |
| D | * A basic communication of a concept/intent is supported with some basic choices of location/site/setting and/or costume and/or musical accompaniment. * Basic exploration, selection and manipulation of the elements of dance with many inconsistencies. * A limited exploration of movement. * A limited use of the camera to capture the movement. * Limited editing techniques used. * Makes a basic contribution to the film project team. |
| E | * Elementary communication of a concept/intent through location/site/setting and/or costume and/or musical accompaniment. * Elementary use of the elements of dance to create movement. * Very limited use of the camera and editing techniques. * Very limited contribution to the film project team. |

### Part B – Process diary

You will also submit a process diary, detailing your individual process of creating the dance film. Your process diary must include information on planning, pre-production, production and post-production. This may include, but is not limited to:

* stimulus material
* links between the elements of dance and the concept/intent
* the process of creating the motif(s) relevant to concept/intent
* the process of generating movement phrases and sequences
* a storyboard of shots, camera movement and film techniques used to capture the motif(s) relevant to the concept/intent
* information on the selected editing techniques used and how they enhance the concept/intent
* records of how the work was refined based on feedback and self-reflection.

#### Assessment criteria

Students will be assessed on their ability to:

* understand the roles of groups and individuals to contribute effectively throughout the filmmaking process
* describe and analyse the dance film as the communication of ideas within a context, using dance language and filmmaking terminology
* identify and analyse the link between composition and the dance filmmaking process
* apply understanding and experiences drawn from their own experiences to apply knowledge and skills to new situations.

#### Marking criteria

Table 2 – marking criteria for process diary

|  |  |
| --- | --- |
| Grade | Criteria |
| A | * Demonstrates extensive knowledge and understanding of individual and group roles in the compositional and filmmaking process through written documentation. * Demonstrates an extensive ability to describe and analyse the dance film as the communication of ideas within a context, using dance language and filmmaking terminology. * Evidences a very high level of competence in applying the processes and skills of composition and filmmaking through detailed documentation of individual and group progress. * Demonstrates an extensive ability to apply knowledge and skills to new situations, through reflection, planning and implementing the next steps in learning. |
| B | * Demonstrates thorough knowledge and understanding of individual and group roles in the compositional and filmmaking process through written documentation. * Demonstrates a thorough ability to describe and analyse the dance film as the communication of ideas within a context, using dance language and filmmaking terminology. * Evidences a high level of competence in applying the processes and skills of composition and filmmaking through documentation of individual and group progress. * Demonstrates a thorough ability to apply knowledge and skills to new situations, through reflection, planning and implementing the next steps in learning. |
| C | * Demonstrates sound knowledge and understanding of individual and group roles in the compositional and/or filmmaking process through written documentation. * Demonstrates a sound ability to describe and analyse the dance film as the communication of ideas within a context, using dance language and filmmaking terminology. * Evidences an adequate level of competence in applying the processes and skills of composition and/or filmmaking through documentation of individual and group progress. * Demonstrates a sound ability to apply knowledge and understanding to some situations, through reflection, planning and implementing the next steps in learning. |
| D | * Demonstrates basic knowledge and understanding of individual and group roles in the compositional and/or filmmaking process through written documentation. * Demonstrates a basic ability to describe and/or analyse the dance, with inconsistent use of dance language and/or filmmaking terminology. * Evidences a limited level of competence in applying the processes and skills of composition and/or filmmaking through documentation of individual and/or group progress. * Demonstrates a basic ability to apply knowledge and understanding to situations, and may reflect, plan or implement the next steps in learning in limited ways. |
| E | * Demonstrates elementary knowledge and understanding of individual and group roles in the compositional and filmmaking process. * Demonstrates a very limited ability to describe and/or analyse the dance film. * Evidence of limited competence in the processes and skills of composition and filmmaking. * Demonstrates an elementary ability to apply knowledge and understanding to situations. |

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