# Dance Stage 6 – Preliminary composition sample assessment task

**Topic:** Composition

**Assessment:** Task 2 – rationale and practical demonstration

**Weightings:** Composition (30%)

**Outcomes:**

* **P3.4** – explores the elements of dance relating to dance composition
* **P3.6** – structures movement devised in response to specific concept/intent

[Dance Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/dance-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

## Task description

This task contains 2 parts, the rationale and the practical demonstration.

### Part A – rationale

Students are to submit a 300-word rationale, which supports the interpretation of the composition. The rationale should outline the concept/intent and the process students have used to develop their composition. Students need to be selective about the information in their rationale and include key information regarding each area of study. Students may use the [Rationale guide](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/stage-6/dance#:~:text=DOCX%2064%20KB)-,Rationale%20guide,-The%20rationale%20guide), found on the Creative arts curriculum page of the Department of Education website, to structure their response. The rationale is to be submitted before the practical demonstration commences.

#### Assessment criteria

Students will be assessed on their ability to:

* provide a summation of their composition and choreographic process, using dance language, which does not exceed 300 words
* outline how the elements of dance relate to dance composition
* demonstrate an understanding of how to structure movement devised in response to specific concept/intent.

#### Marking criteria

Table 1 – marking criteria for Part A – rationale

|  |  |
| --- | --- |
| Mark | Criteria |
| 9–10 | * Provides a succinct and direct summation of the composition and choreographic process, using dance language, which does not exceed 300 words
* Effectively outlines how the elements of dance relate to the dance composition
* Demonstrates a highly developed understanding of how to structure movement devised in response to specific concept/intent
 |
| 7–8 | * Provides a clear and direct summation of the composition and choreographic process, using dance language, which does not exceed 300 words
* Clearly outlines how the elements of dance relate to the dance composition
* Demonstrates a well-developed understanding of how to structure movement devised in response to specific concept/intent
 |
| 5–6 | * Provides an adequate summation of relevant composition and choreographic processes, using dance language, and is approximately 300 words
* Outlines how relevant elements of dance relate to the dance composition
* Demonstrates a sound understanding of how to structure movement devised in response to specific concept/intent
 |
| 3–4 | * Makes an attempt to summarise relevant composition and choreographic processes, which may or may not use dance language, and is approximately 300 words
* Outlines how the elements of dance were used in the composition
* Demonstrates a basic understanding of how to structure movement devised in response to specific concept/intent
 |
| 1–2 | * Recounts the choreographic process and provides some description of the concept/intent, which may or may not use dance language or meet the word limit
* Recounts how the elements of dance were used in the composition
* Demonstrates an elementary understanding of how to structure movement devised in response to specific concept/intent
 |

### Part B – practical demonstration

Students perform their composition, demonstrating exploration of the elements of dance, generating movement, organising movement and organising the dance.

#### Assessment criteria

Students will be assessed on their ability to:

* explore the elements of dance relating to the composition when generating movement
* structure the composition to organise the movement in response to specific concept/intent
* structure the composition to organise the dance in response to specific concept/intent.

#### Marking criteria

Table 2 – marking criteria for Part B – practical demonstration

|  |  |
| --- | --- |
| Mark | Criteria |
| 17–20 | * Extensively explores the elements of dance relating to the composition when generating movement
* Demonstrates highly developed skills in structuring the composition to organise the movement in response to specific concept/intent
* Demonstrates highly developed skills in structuring the composition to organise the dance in response to specific concept/intent
 |
| 13–16 | * Effectively explores the elements of dance relating to the composition when generating movement
* Demonstrates well-developed skills in structuring the composition to organise the movement in response to specific concept/intent
* Demonstrates well-developed skills in structuring the composition to organise the dance in response to specific concept/intent
 |
| 9–12 | * Explores relevant elements of dance relating to the composition when generating movement
* Demonstrates sound skills in structuring the composition to organise the movement in response to specific concept/intent
* Demonstrates sound skills in structuring the composition to organise the dance in response to specific concept/intent
 |
| 5–8 | * Uses the elements of dance when generating movement
* Demonstrates basic skills in structuring the composition which may or may not be devised in response to specific concept/intent
 |
| 1–4 | * Attempts to use the elements of dance when generating movement.
* Demonstrates elementary skills in structuring the composition
 |

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