# Dance Stage 6 – HSC core appreciation and core composition sample assessment task

**Topic:** Core appreciation and core composition

**Assessment:** Task 3 – written essay, practical demonstration and process diary

**Weightings:** Appreciation (20%) and composition (10%)

**Outcomes:**

* **H3.1** – identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent
* **H4.2** – recognises, analyses and evaluates the distinguishing features of major dance works
* **H4.4** – demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance

[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 3 parts, the written essay, the practical demonstration of the core composition and the submission of a process diary.

### Part A – written essay

Students submit a written essay, of approximately 400 words, in response to the question below:

**Explain how Mats Ek has used movement to communicate the thematic intention of *Juliet and Romeo*.**

Part A – written essay is to be submitted before the practical demonstration part of this assessment task commences.

#### Assessment criteria

Students will be assessed on their ability to:

* recognise, analyse and evaluate the distinguishing movement choices to communicate the thematic intention of *Juliet and Romeo*
* analyse and synthesise information when making judgments about the communication of the thematic intention of *Juliet and Romeo*.

#### Marking criteria

Table 1 – marking criteria for Part A – written essay

|  |  |
| --- | --- |
| Mark | Criteria |
| 9–10 | * Effectively analyses and evaluates the distinguishing movement choices to communicate the thematic intention of *Juliet and Romeo* * Demonstrates a highly developed ability to analyse and synthesise information when making judgments about the communication of the thematic intention of *Juliet and Romeo* |
| 7–8 | * Clearly analyses and evaluates the distinguishing movement choices to communicate the thematic intention of *Juliet and Romeo* * Demonstrates a well-developed ability to analyse and synthesise information when making judgments about the communication of the thematic intention of *Juliet and Romeo* |
| 5–6 | * Provides a relevant analysis and evaluation of the distinguishing movement choices to communicate the thematic intention of *Juliet and Romeo* * Demonstrates a sound ability to use information to make judgments about the thematic intention of *Juliet and Romeo* |
| 3–4 | * Communicates limited movement choices which may be related to the thematic intention of *Juliet and Romeo* * Uses limited information which may relate to the thematic intention of *Juliet and Romeo* |
| 1–2 | * Recounts basic movement and themes presented in *Juliet and Romeo* * May include basic information from *Juliet and Romeo* |

### Part B – practical demonstration of the core composition

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

Students will receive a schedule detailing the time they are to present Part B – practical demonstration of the core composition. Part A – written essay is to be submitted before the practical demonstration of the core composition commences.

#### Assessment criteria

Students will be assessed on their ability to:

* identify and select elements of dance in response to a specific concept/intent
* organise the movement in response to a specific concept/intent
* structure the organisation of the dance in response to a specific concept/intent.

#### Marking criteria

Table 2 – marking criteria for Part B – practical demonstration of the core composition

|  |  |
| --- | --- |
| Mark | Criteria |
| 13–15 | * Demonstrates highly developed skills in selecting elements of dance in response to a specific concept/intent * Demonstrates highly developed skills in appropriately organising the movement in response to a specific concept/intent * Demonstrates highly developed skills in structuring appropriate organisation of the dance in response to a specific concept/intent |
| 10–12 | * Demonstrates well-developed skills in selecting elements of dance in response to a specific concept/intent * Demonstrates well-developed skills in appropriately organising the movement in response to a specific concept/intent * Demonstrates well-developed skills in structuring appropriate organisation of the dance in response to a specific concept/intent |
| 7–9 | * Demonstrates sound skills in selecting elements of dance in response to a specific concept/intent * Demonstrates sound skills in appropriately organising the movement in response to a specific concept/intent * Demonstrates sound skills in structuring the organisation of the dance in response to a specific concept/intent |
| 4–6 | * Demonstrates basic skills in selecting elements of dance in response to a specific concept/intent * Demonstrates basic skills in organising the movement and/or organising the dance in response to a specific concept/intent |
| 1–3 | * Demonstrates elementary skills in selecting elements of dance and/or organising movement and/or organising the dance in response to a specific concept/intent |

### Part C – process diary

Students submit a process diary, detailing their process of composing the core composition.

Students are to submit Part C – process diary during their scheduled time to complete Part B – practical demonstration of the core composition.

#### Assessment criteria

Students will be assessed on their ability to:

* analyse and synthesise information when documenting the process of composition or choreography in response to a specific concept/intent.

#### Marking criteria

Table 3 – marking criteria for Part C – process diary

|  |  |
| --- | --- |
| Mark | Criteria |
| 9–10 | * Effectively analyses and synthesises information when documenting the process of composition/choreography in response to a specific concept/intent |
| 7–8 | * Clearly analyses and synthesises information when documenting the process of composition/choreography in response to a specific concept/intent |
| 5–6 | * Includes relevant observations and organises information when documenting the process of composition/choreography in response to a specific concept/intent |
| 3–4 | * Includes observations and information when documenting the process of composition/choreography which may or may not link to the selected concept/intent |
| 1–2 | * Attempts to document the process of composition/choreography which may or may not link to the selected concept/intent |

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