

## Pilot Assessment Schedule – 2023

### Dance RAS: Demonstrate understanding of the application of the elements of dance in a performance (91939)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrate understanding of the application of the elements of dance in a performance means:</i></p> <ul style="list-style-type: none"> <li>describing the use of dance elements in a performance</li> <li>supporting description with examples from the performance.</li> </ul>	<p><i>Explain the application of the elements of dance in a performance means:</i></p> <ul style="list-style-type: none"> <li>discussing the use and effects of dance elements in a performance</li> <li>supporting explanation with examples from the performance.</li> </ul>	<p><i>Examine the application of the elements of dance in a performance means:</i></p> <ul style="list-style-type: none"> <li>reflecting on the impact of the use of dance elements in a performance</li> <li>supporting reflection with examples from the performance.</li> </ul>

**N0** = No response; no relevant evidence.

**Note:** Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 11	12 – 18	19 – 24

**Question One: Relationships**

Notes:

- Candidates might refer to, but are not limited to: weight-bearing/contact, action and reaction, near or far (proximity).
- *Relationships* may be defined as how the body relates to itself, to others, and to the dance environment.

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
<b>Identifies</b> dance elements in the performance. Has not yet demonstrated conscious use of dance elements vocabulary.	<b>Attempts to describe</b> how aspects of an element(s) of dance are seen in the performance.  <b>Limited reference</b> to evidence from the performance.	<b>Describes</b> how aspects of an element(s) of dance are seen in the dance performance.  <b>Makes some reference</b> to evidence from the performance.	<b>Clearly describes</b> how aspects of <b>relationships</b> are used in the dance performance.  <b>Supports the description</b> with evidence from the performance.	<b>Explains</b> the use and effect of aspects of relationships in the dance performance.  Supports the <b>explanation</b> with <b>clear evidence or examples</b> from the performance.	<b>Explains, clearly</b> , the use and effects of relationships in the dance performance.  Supports the explanation with clear evidence or examples from the performance.	<b>Discusses</b> how the dance elements communicate meaning and / or create impact.  Supports the <b>discussion</b> with clear examples from the performance.	Discusses <b>insightfully</b> how the dance elements communicate meaning and / or create impact.  Supports the discussion with clear examples from the performance.

**N0** = No response; no relevant evidence.

**Question Two: Time and energy**

Notes:

- Candidates might refer to, but are not limited to: *tempo, rhythm, accent, contrasting energy qualities*.
- *Time* includes rhythm, tempo, beat, and accent.
- *Energy* relates to weight and flow of movement – e.g. float, swing, sudden, smooth, sharp, percussive, vibratory, or explosive.

N1	N2	A3	A4	M5	M6	E7	E8
<b>Identifies</b> dance elements in the performance. Has not yet demonstrated conscious use of dance elements vocabulary.	<b>Attempts to describe</b> how aspects of an element(s) of dance are seen in the dance performance.  There is limited reference to <b>evidence</b> from the performance.	<b>Describes</b> how aspects of a dance element(s) are seen in the dance performance.  Makes <b>some</b> reference to evidence from the performance.	Describes, <b>clearly</b> , how <b>aspects of</b> time and energy are used in the dance performance.  <b>Supports the description</b> with evidence from the performance.	<b>Explains</b> the use and effects of aspects of time and energy in the dance performance.  Supports the <b>explanation</b> with <b>evidence or examples</b> from the performance.	Explains, <b>clearly</b> , the use and effects of aspects of time and energy in the dance performance.  Supports the explanation with <b>clear</b> evidence or examples from the performance.	<b>Discusses</b> how the dance elements communicate meaning and / or create impact.  Supports the <b>discussion</b> with clear examples from the performance.	Discusses <b>insightfully</b> how the dance elements communicate meaning and / or create impact.  Supports the discussion with clear examples from the performance.

N0 = No response; no relevant evidence.

**Question Three: Space and energy**

Notes:

- Candidates might refer to, but are not limited to: pathways, levels, energy qualities.
- Space includes levels, size, range, place, focus, direction, and pathways.
- Energy relates to weight and flow of movement – e.g. float, swing, sudden, smooth, sharp, percussive, vibratory, or explosive.

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
<b>Identifies</b> dance elements in the performance. Has not yet demonstrated conscious use of dance elements vocabulary.	<b>Attempts to describe</b> how aspects of an element(s) of dance are seen in the dance performance.  There is <b>limited</b> reference to <b>evidence</b> from the performance.	<b>Describes</b> how aspects of an element(s) of dance are seen in the dance performance.  Makes <b>some</b> reference to evidence from the performance.	Describes, <b>clearly</b> , how aspects of space and energy are used in the dance performance.  <b>Supports the description</b> with evidence from the performance.	<b>Explains</b> the use and effects of aspects of space and energy in a dance performance.  Supports the <b>explanation</b> with <b>evidence or examples</b> from the performance.	Explains, <b>clearly</b> , the use and effects of aspects of space and energy in a dance performance.  Supports the explanation with <b>clear</b> evidence or examples from the performance.	<b>Discusses</b> how the dance elements communicate meaning and / or create impact.  Supports the <b>discussion</b> with clear examples from the performance.	Discusses <b>insightfully</b> how the dance elements communicate meaning and / or create impact.  Supports the discussion with clear examples from the performance.

**N0** = No response; no relevant evidence.