

Assessment Schedule – 2012

Dance: Provide an interpretation of a dance performance with supporting evidence (91211)

Evidence Statement

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Provide an interpretation of a dance performance with supporting evidence involves describing features of the dance work and demonstrating understanding of how these features might convey meaning, effectiveness and / or enjoyment of the dance.</i></p>	<p><i>Provide an in-depth interpretation of a dance performance with supporting evidence involves describing features of the dance work and explaining in detail how these features might convey meaning, effectiveness and / or enjoyment of the dance.</i></p>	<p><i>Provide a perceptive interpretation of a dance performance with supporting evidence involves describing comprehensively features of the dance work and evaluating with perspective how these features might convey meaning, effectiveness and / or enjoyment of the dance.</i></p>

Question	Evidence
ONE	Ideas, moods, and feelings in the opening moments
(a)	Describes the opening moments of the dance performance.
(b)	Describes the ideas / moods / feelings seen in the dance performance.
(c)	Evaluates how effectively the opening moments introduce these ideas / moods / feelings.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to describe the opening moments of the dance performance</p> <p><i>OR</i></p> <p>Attempts to describe an idea, mood, or feeling seen in the dance performance.</p>	<p>Describes some aspects of the opening moments of the dance performance</p> <p><i>AND / OR</i></p> <p>Identifies an idea, mood, or feeling seen in the dance performance.</p>	<p>Describes in some detail the opening moments of the dance performance</p> <p><i>AND</i></p> <p>Identifies an idea, mood, or feeling conveyed in the dance, and makes a simple connection between this and the opening moments.</p>	<p>Describes in detail the opening moments of the dance performance</p> <p><i>AND</i></p> <p>Identifies ideas, moods, or feelings conveyed in the dance and makes a connection between these and the opening moments with a supporting example.</p>	<p>Explains the way in which the opening moments introduce the ideas, mood, or feelings, with some supporting evidence.</p>	<p>Evaluates the way in which the opening moments introduce the ideas, mood, or feelings, with supporting evidence.</p>	<p>Evaluates in perceptive detail the way in which the opening moments introduce the ideas, mood, or feelings, supporting with evidence the connections between what is seen on stage and the intention of the dance.</p>	<p>Evaluates in perceptive and comprehensive detail the way in which the opening moments introduce the ideas, moods, or feelings, supporting with appropriate and detailed evidence the connections between what is seen on stage and the intention of the dance.</p>

N0 = No response; no relevant evidence.

Question	Evidence
TWO	Repetition and variation
(a)	Sketches a movement or short sequence that is repeated in the dance performance.
(b)	Explains how this movement or sequence is varied in the dance performance.
(c)	Evaluates the effect that the repetition and variation will have for the audience.

N1	N2	A3	A4	M5	M6	E7	E8
Simply sketches and / or describes a movement in the dance performance.	Sketches and / or describes a movement in the dance performance that is repeated and varied <i>AND</i> Identifies some aspect of the variation.	Sketches and / or describes a movement in the dance performance that is repeated <i>AND</i> Describes part of the way the movement is varied <i>AND</i> Describes an effect this could have for the audience.	Sketches and / or describes a movement in the dance performance that is repeated <i>AND</i> Describes how the movement is varied <i>AND</i> Describes an effect this could have for the audience, with supporting evidence.	Sketches and / or describes in detail a movement in the dance performance that is repeated <i>AND</i> Explains in detail how the movement is varied <i>AND</i> Explains some way(s) this could be effective for the audience, with supporting evidence.	Sketches and / or describes in detail a movement in the dance performance that is repeated <i>AND</i> Explains in detail how the movement is varied <i>AND</i> Evaluates the effectiveness of this for the audience, with detailed supporting evidence.	Evaluates in perceptible detail the effectiveness of the repetition and variation for the audience, with detailed supporting evidence.	Evaluates in perceptible and comprehensive detail the effectiveness of the repetition and variation for the audience, with detailed and perceptible supporting evidence.

N0 = No response; no relevant evidence.

Question	Evidence
Three	The appeal of the genre / style
(a)	Describes how TWO specified aspects are seen in the dance performance.
(b)	Explains why the dance performance would – or would not – encourage students to watch more performances in the genre / style.

N1	N2	A3	A4	M5	M6	E7	E8
Identifies the genre of the dance performance.	Identifies a detail of ONE aspect typical of the dance genre.	<p>Briefly describes TWO aspects of the dance performance that are typical of the genre.</p> <p><i>AND</i></p> <p>Describes ONE valid reason that students may (or may not) be encouraged to watch dances in this genre, with some supporting evidence.</p>	<p>Describes TWO aspects of the dance performance that are typical of the genre</p> <p><i>AND</i></p> <p>Describes at least TWO valid reasons that students may (or may not) be encouraged to watch dances in this genre, with some supporting evidence.</p>	<p>Explains in some detail TWO aspects of the dance performance that are typical of the genre</p> <p><i>AND</i></p> <p>Explains why the dance work would (or would not) encourage students to watch more works in this genre, with supporting evidence.</p>	<p>Explains in detail TWO aspects of the dance performance that are typical of the genre</p> <p><i>AND</i></p> <p>Evaluates why the dance work would encourage students to watch more works in this genre, with detailed supporting evidence.</p>	<p>Explains in detail how TWO aspects of the dance performance are typical of the genre</p> <p><i>AND</i></p> <p>Evaluates in comprehensive and perceptive detail why the dance work would encourage students to watch more works in this genre, with detailed supporting evidence.</p>	<p>Explains in comprehensive detail how TWO aspects of the dance performance are typical of the genre</p> <p><i>AND</i></p> <p>Evaluates in comprehensive and perceptive detail why the dance work would encourage students to watch more works in this genre, with perceptively chosen supporting evidence.</p>

N0 = No response; no relevant evidence.

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 7	8 – 13	14 – 18	19 – 24