

## Assessment Schedule – 2014

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

#### Evidence Statement

Question	Evidence
<b>ONE</b>	<b>Communication of a key idea</b>
(a)	Describes a key idea communicated in the dance performance.
(b)	Describes, by sketching, one or more moments that communicate the key idea.
(c)	Explains how effectively the key idea is communicated in the moment(s).

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Attempts to identify</b> an idea that is <u>relevant</u> to the dance performance OR <b>attempts to describe</b> a moment that conveys something about a <u>relevant</u> idea.</p>	<p><b>Identifies</b> an idea that is <u>relevant</u> to the dance performance OR <b>briefly describes</b> a moment that conveys something about a <u>relevant</u> idea.</p>	<p><b>Describes</b> a <u>relevant</u> idea AND one or more moments from the dance performance.</p> <p>Makes <b>links</b> between the idea and the moment(s), with <b>some supporting evidence</b>.</p> <p>Makes a <b>limited response</b> to the effectiveness of the moment(s).</p>	<p><b>Describes, in detail,</b> a <u>key</u> idea AND one or more moments from the dance performance.</p> <p>Makes <b>clear links</b> between the idea and the moment(s), with <b>supporting evidence</b>.</p> <p>Makes a <b>response</b> to the effectiveness of the moment(s) in communicating the key idea.</p>	<p><b>Explains, in detail,</b> <b>some links</b> between the key idea and the moment(s), with <b>supporting evidence</b>.</p> <p>Makes a <b>clear response</b> to the effectiveness of the moment(s) in communicating the key idea.</p>	<p><b>Explains, in detail,</b> <b>links</b> between the key idea and the moment(s), with <b>relevant supporting evidence</b>.</p> <p>Makes a <b>reasoned response</b> to the effectiveness of the moment(s) in communicating the key idea.</p>	<p><b>Explains, in detail,</b> <b>with some perceptiveness, links</b> between the key idea and the moment(s), with <b>supporting evidence</b>.</p> <p><b>Responds with some perception</b> to the effectiveness of the moment(s) in communicating the key idea.</p>	<p><b>Explains, in perceptive and comprehensive detail,</b> <b>a wide range of links</b> between the key idea and the moment(s), with <b>comprehensive supporting evidence</b>.</p> <p><b>Responds perceptively</b> to the effectiveness of the moment(s) in communicating the key idea.</p>

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

Question	Evidence
<b>TWO</b>	<b>The use of sound</b>
(a)	Describes the use of sound throughout the dance performance.
(b)	Explains how the aural aspects of the dance performance contrast with or complement the visual aspects.

N1	N2	A3	A4	M5	M6	E7	E8
<b>Attempts to identify</b> sounds heard in the dance performance.	<b>Identifies</b> sounds heard during the performance.	<b>Describes</b> the use of sound during the performance.  Makes <b>links</b> between what is heard and what is seen, with <b>some supporting evidence</b> .  Makes a <b>limited response</b> to the way(s) that the sound supports what is seen.	<b>Describes, in detail,</b> the use of sound during the performance.  Makes <b>clear links</b> between what is heard and what is seen, with <b>supporting evidence</b> .  Makes a <b>response</b> to the way(s) that the sound supports what is seen.	<b>Explains, in detail, some links</b> between what is heard and what is seen, with <b>supporting evidence</b> .  Makes a <b>clear response</b> to the effectiveness of the way(s) that the sound supports what is seen.	<b>Explains, in detail, links</b> between what is heard and what is seen, with <b>relevant supporting evidence</b> .  Makes a <b>reasoned response</b> to the effectiveness of the way(s) that the sound supports what is seen.	<b>Explains, in detail, with some perceptiveness, links</b> between what is heard and what is seen, with <b>detailed supporting evidence</b> .  <b>Responds with some perception</b> to the effectiveness of the way(s) that the sound supports what is seen.	<b>Explains, in perceptive and comprehensive detail, links</b> between what is heard and what is seen, with <b>comprehensive supporting evidence</b> .  <b>Responds perceptively</b> to the effectiveness of the way(s) that the sound supports what is seen.

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

Question	Evidence
<b>THREE</b>	<b>The use of dynamics</b>
(a)	Describe how dynamics are seen in one or more important moments in the dance performance.
(b)	Explain how dynamics affect the audience's response to the dance performance.

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Attempts to identify</b> an important moment AND the dynamics seen in that moment.</p>	<p><b>Identifies</b> an important moment AND the dynamics seen in that moment.</p>	<p><b>Describes</b> the dynamics seen in one or more important moments in the dance performance, with <b>some supporting evidence</b>.</p> <p>Makes <b>links</b> between the dynamics seen and the way that the audience might respond to the moment(s).</p>	<p><b>Describes, in detail,</b> the dynamics seen in one or more important moments in the dance performance, with <b>supporting evidence</b>.</p> <p>Makes <b>clear links</b> between the dynamics seen and the way that the audience might respond to the moment(s).</p>	<p><b>Explains, in detail, some links</b> between the dynamics seen in one or more moments and how the audience response might be affected by these dynamics, with <b>supporting evidence</b>.</p>	<p><b>Explains, in detail, links</b> between the dynamics seen in one or more moments and how the audience response might be affected by these dynamics, with <b>relevant supporting evidence</b>.</p>	<p><b>Explains, in detail, with some perceptiveness, links</b> between the dynamics seen in one or more moments and how the audience response might be affected by these dynamics, with <b>detailed supporting evidence</b>.</p>	<p><b>Explains, in perceptive detail,</b> how the dynamics seen in one or more moments communicate to the audience.</p> <p><b>Explains, in perceptive and comprehensive detail,</b> how the audience response might be affected by these dynamics, with <b>comprehensive supporting evidence</b>.</p>

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

Question	Evidence
<b>FOUR</b>	<b>The use of contrasts</b>
(a)	Describes how TWO contrasts are seen in the dance performance.
(b)	Explains how these contrasts contribute to the effectiveness of the performance.

N1	N2	A3	A4	M5	M6	E7	E8
<b>Attempts to identify</b> a contrast seen in the dance performance.	<b>Identifies</b> a contrast seen in the dance performance.	<b>Describes</b> one or more contrasts seen in the dance performance, with <b>some supporting evidence</b> .  Makes <b>links</b> between the contrast(s) and the effectiveness of the performance.	<b>Describes, in detail</b> , one or more contrasts seen in the dance performance, with <b>supporting evidence</b> .  Makes <b>clear links</b> between the contrast(s) and the effectiveness of the performance.	<b>Explains, in detail</b> , <b>some links</b> between the contrasts and the effectiveness of the performance, with <b>supporting evidence</b> .	<b>Explains, in detail</b> , <b>links</b> between the contrasts and the effectiveness of the performance, with <b>relevant supporting evidence</b> .	<b>Explains, in detail</b> , <b>with some perceptiveness</b> , <b>links</b> between the contrasts and the effectiveness of the performance, with <b>detailed supporting evidence</b> .	<b>Explains, in perceptive and comprehensive detail</b> , <b>links</b> between the contrasts and the effectiveness of the performance, with <b>comprehensive supporting evidence</b> .

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

### Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
<b>Score range</b>	0 – 7	8 – 12	13 – 18	19 – 24