

Assessment Schedule – 2015

Dance: Analyse a dance performance (91594)

Assessment Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|---|--|
| <p><i>Analysing a dance performance</i> involves demonstrating knowledge and understanding of and evaluating key aspects of a dance performance, with supporting evidence. This typically involves:</p> <ul style="list-style-type: none"> • describing key aspects of the dance performance • evaluating the use of a range of those key aspects • explaining the ideas that are communicated in the dance performance. | <p><i>Analysing a dance performance in depth</i> involves:</p> <ul style="list-style-type: none"> • interpreting the significance of key aspects of the dance performance • evaluating their effect, purpose, or contribution • explaining the connections and relationships between key aspects of the dance performance. | <p><i>Comprehensively analysing a dance performance</i> involves:</p> <ul style="list-style-type: none"> • discussing the ways different aspects combine to produce an effect or convey meaning • critically evaluating the contribution of key aspects to the overall effectiveness of the dance performance. |

Evidence

| Question | Evidence |
|------------|--|
| ONE | |
| (a) | Describes the use of different forms of unison movement in the dance. |
| (b) | Discusses how the use of unison contributes to the effectiveness of the performance. |

| N1 | N2 | A3 | A4 | M5 | M6 | E7 | E8 |
|---|--|---|--|--|--|---|---|
| Attempts to describe ONE way that unison movement is used in the dance. | Attempts to describe ONE way that unison movement is used in the dance. | Describes ONE form, and briefly mentions another form of unison movement used in the dance. | Describes TWO different forms of unison movement used in the dance. | Describes, with examples, the use of different forms of unison movement in the dance. | Describes, in detail and with examples the use of different forms of unison movement in the dance. | Describes, with judicious use of detail, the use of different forms of unison movement in the dance. | Describes, with judicious use of detail, the use of different forms of unison movement in the dance. |
| May attempt to provide a diagram as supporting evidence. | May attempt to provide a diagram as supporting evidence. Attempts to discuss how this use of unison movement contributes to the effectiveness of the performance. | May provide diagrams as supporting evidence. Briefly discusses how the use of unison movement contributes to the effectiveness of the performance. | May provide diagrams as supporting evidence. Briefly discusses how the use of unison contributes to the effectiveness of the performance, with some examples from the dance. | May provide annotated diagrams as supporting evidence. Discusses, with some depth, how the use of unison contributes to the effectiveness of the performance, with supporting evidence from the dance. | May provide annotated diagrams as supporting evidence. Discusses, in depth, how the use of unison contributes to the effectiveness of the performance, with detailed supporting evidence from the dance. | May provide detailed annotated diagrams as supporting evidence. Perceptively discusses how the use of unison contributes to the effectiveness of the performance, with judicious use of supporting evidence from the dance. | May provide detailed annotated diagrams as supporting evidence. Comprehensively and perceptively discusses how the use of unison contributes to the effectiveness of the performance, with judicious use of supporting evidence from the dance. |

N0 = No response; no relevant evidence.

| Question | Evidence |
|------------|--|
| TWO | |
| (a) | Describes the key themes and / or ideas in the dance. |
| (b) | Discusses the purpose of the dance, and explains a reaction to it as an audience member. |

| N1 | N2 | A3 | A4 | M5 | M6 | E7 | E8 |
|--|---|--|---|--|---|--|--|
| Attempts to identify the key themes and / or ideas in the dance. May attempt to provide a diagram as supporting evidence. | Attempts to describe the key themes and / or ideas in the dance. May attempt to provide a diagram as supporting evidence. Attempts to discuss the purpose of the dance and briefly states their reaction to it as an audience member. | Briefly describes the key themes and / or ideas in the dance. May provide diagrams as supporting evidence. Briefly discusses the purpose of the dance and explains a reaction to it as an audience member. | Describes the key themes and / or ideas in the dance. May provide diagrams as supporting evidence. Briefly discusses the purpose of the dance, and explains a reaction to it as an audience member, with some examples from the dance. | Describes, with examples, the key themes / ideas in the dance (at least one in detail). May provide annotated diagrams as supporting evidence. Discusses, in depth, the purpose of the dance, and explains a reaction to it as an audience member, with supporting evidence from the dance. | Describes, in detail and with examples, the key themes and / or ideas in the dance. May provide annotated diagrams as supporting evidence. Discusses, in depth, the purpose of the dance, and explains, in detail, a reaction to it as an audience member, with detailed supporting evidence from the dance. | Describes, with judicious use of detail, the key themes and / or ideas in the dance. May provide detailed annotated diagrams as supporting evidence. Comprehensively discusses the purpose of the dance, and fully explains a reaction to it as an audience member, with judicious use of supporting evidence from the dance. | Describes, with judicious use of detail, the key themes and / or ideas in the dance. May provide detailed annotated diagrams as supporting evidence. Comprehensively and perceptively discusses the purpose of the dance, and fully explains and justifies a reaction to it as an audience member with judicious use of supporting evidence from the dance. |

N0 = No response; no relevant evidence.

| Question | Evidence |
|--------------|---|
| THREE | |
| (a) | Describes the opening or closing moments of the dance. |
| (b) | Evaluates the contribution of production technologies to the effectiveness of the selected part of the dance. |

| N1 | N2 | A3 | A4 | M5 | M6 | E7 | E8 |
|---|--|---|---|---|--|--|---|
| Attempts to describe the opening or closing moments of the dance. May attempt to provide a diagram as supporting evidence. | Attempts to describe the opening or closing moments of the dance. May attempt to provide a diagram as supporting evidence. Attempts to evaluate the contribution of one production technology to the effectiveness of the opening or closing of the dance. | Describes the opening or closing moments of the dance. May provide diagrams as supporting evidence. Briefly evaluates the contribution of production technologies to the effectiveness of the opening or closing of the dance. | Describes the opening or closing moments of the dance. May provide diagrams as supporting evidence. Briefly evaluates the contribution of production technologies to the effectiveness of the opening or closing of the dance, with some evidence from the dance. | Describes, in detail , the opening or closing moments of the dance with supporting evidence . May provide annotated diagrams as supporting evidence. Evaluates, in depth , the contribution of production technologies to the effectiveness of the opening or closing of the dance, with supporting evidence from the dance. | Describes, in detail , the opening or closing moments of the dance, with detailed supporting evidence . May provide annotated diagrams as supporting evidence. Evaluates, in depth , the contribution of production technologies to the effectiveness of the opening or closing of the dance, with detailed supporting evidence from the dance. | Describes, with judicious use of detail , the opening or closing moments of the dance. May provide detailed annotated diagrams as supporting evidence. Critically evaluates the contribution of production technologies to the effectiveness of the opening or closing of the dance, with judicious use of supporting evidence from the dance. | Describes, with judicious use of detail , the opening or closing moments of the dance. May provide detailed annotated diagrams as supporting evidence. Critically and perceptively evaluates the contribution of production technologies to the effectiveness of the opening or closing of the dance, with judicious use of supporting evidence from the dance. |

N0 = No response; no relevant evidence.

Cut Scores

| Not Achieved | Achievement | Achievement with Merit | Achievement with Excellence |
|--------------|-------------|------------------------|-----------------------------|
| 0 – 2 | 3 – 4 | 5 – 6 | 7 – 8 |