

Assessment Schedule – 2016

Dance: Demonstrate understanding of a dance performance (90861)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstration of understanding involves identifying and describing key aspects of a dance performance.</i>	<i>Demonstration of in-depth understanding involves describing in detail key aspects of a dance performance.</i>	<i>Demonstration of comprehensive understanding involves explaining the relationship between key aspects of a dance performance.</i>

Evidence

Question	Evidence
ONE	A movement that communicates ideas / emotions
(a)	Makes a labelled sketch of a least ONE movement that communicates the ideas and / or emotions in the dance performance.
(b)	Describes in detail the ideas and / or emotions communicated in the dance performance.
(c)	Explains in detail how the movement communicates the ideas and / or emotions in the dance performance.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies a movement in the dance performance</p> <p>OR</p> <p>Identifies an idea or emotion communicated in the dance performance.</p>	<p>Briefly describes a movement in the dance performance</p> <p>OR</p> <p>Briefly describes an idea or emotion communicated in the dance performance.</p>	<p>Describes a movement in the dance performance.</p> <p>Describes ideas or emotions communicated in the dance performance.</p> <p>Supports the response with some evidence that demonstrates understanding of the movement, or the ideas / emotions communicated.</p>	<p>Clearly describes a movement in the dance performance.</p> <p>Clearly describes ideas or emotions communicated in the dance performance.</p> <p>Supports the response with evidence that demonstrates understanding of the movement, or the ideas / emotions communicated.</p>	<p>Describes, in some detail, a movement in the dance performance.</p> <p>Describes, in some detail, ideas or emotions communicated in the dance performance.</p> <p>Illustrates the response with specific evidence that demonstrates in-depth understanding of the movement, or the ideas / emotions communicated.</p>	<p>Describes, in detail, a movement in the dance performance.</p> <p>Describes, in detail, ideas or emotions communicated in the dance performance.</p> <p>Illustrates the response with specific and detailed evidence that demonstrates in-depth understanding of the movement, or the ideas / emotions communicated.</p>	<p>Explains, clearly and in detail, how the movement communicates ideas / emotions in the dance performance.</p> <p>Clearly illustrates the response with specific and detailed evidence that makes connections between the movement and the ideas / emotions communicated.</p>	<p>Explains, thoroughly, how the movement communicates ideas / emotions in the dance performance.</p> <p>Clearly illustrates the response with specific and detailed evidence that makes connections between the movement and the ideas / emotions communicated.</p>

N0 = No response; no relevant evidence.

Question	Evidence
TWO	Two important production technologies
(a)	Makes a labelled sketch of the way that one selected production technology (other than music or sound) is seen in the dance performance.
(b)	Describes in detail the way that another selected production technology is seen or heard in the dance performance.
(c)	Explains in detail why the two production technologies are important in the dance.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies some aspects of ONE selected production technology used in the dance performance.</p>	<p>Briefly describes the use of ONE selected production technology in the dance performance.</p>	<p>Describes the ways TWO production technologies are seen or heard in the dance performance.</p> <p>Supports the response with some evidence that demonstrates understanding of the use of ONE of the production technologies.</p>	<p>Clearly describes the ways TWO production technologies are seen or heard in the dance performance.</p> <p>Supports the response with evidence that demonstrates understanding of the use of ONE of the production technologies.</p>	<p>Describes, in some detail, the ways TWO production technologies are seen or heard in the dance performance.</p> <p>Illustrates the response with specific evidence that demonstrates in-depth understanding of the use of ONE of the production technologies.</p>	<p>Describes, in detail, the ways TWO production technologies are seen or heard in the dance performance.</p> <p>Illustrates the response with specific and detailed evidence that demonstrates in-depth understanding of the use of ONE of the production technologies.</p>	<p>Explains, clearly and in detail, why BOTH production technologies are important (OR explains thoroughly why ONE production technology is important) in the dance performance.</p> <p>Clearly illustrates the response with specific and detailed evidence that makes connections between the use of one or both production technologies and their effect or purpose within the performance.</p>	<p>Explains thoroughly why BOTH production technologies are important in the dance performance.</p> <p>Clearly illustrates the response with specific and detailed evidence that makes connections between the use of one or both production technologies and their effect or purpose within the performance.</p>

N0 = No response; no relevant evidence.

Question	Evidence
THREE	The structure of the dance
(a)	Makes a labelled sketch of the beginning moment of the dance performance.
(b)	Describes in detail the way one selected feature is seen in the dance performance.
(c)	Explains in detail why the features described in (a) and (b) are significant in the overall structure of the dance.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies some aspects of the beginning moment of the dance performance</p> <p><i>OR</i></p> <p>Identifies some aspects of another selected feature seen in the dance performance.</p>	<p>Briefly describes the beginning moment of the dance performance</p> <p><i>OR</i></p> <p>Briefly describes another selected feature seen in the dance performance.</p>	<p>Describes the beginning moment of the dance performance.</p> <p>Describes another selected feature seen in the dance performance.</p> <p>Supports the response with some evidence that demonstrates understanding of the beginning moment, or the other selected feature.</p>	<p>Clearly describes the beginning moment of the dance performance</p> <p>Clearly describes another selected feature seen in the dance performance.</p> <p>Supports the response with evidence that demonstrates understanding of the beginning moment, or the other selected feature.</p>	<p>Describes, in some detail, the beginning moment of the dance performance.</p> <p>Describes, in some detail, another selected feature seen in the dance performance.</p> <p>Illustrates the response with specific evidence that demonstrates in-depth understanding of the beginning moment, or the other selected feature.</p>	<p>Describes, in detail, the beginning moment of the dance performance.</p> <p>Describes, in detail, another selected feature seen in the dance performance.</p> <p>Illustrates the response with specific and detailed evidence that demonstrates in-depth understanding of the beginning moment, or the other selected feature.</p>	<p>Explains, clearly and in detail, why BOTH features are significant (OR explains thoroughly why ONE feature is significant) in the overall structure of the dance.</p> <p>Clearly illustrates the response with specific and detailed evidence that makes connections between one or both features and their effect or purpose within the performance.</p>	<p>Explains, thoroughly, why BOTH features are significant in the overall structure of the dance.</p> <p>Clearly illustrates the response with specific and detailed evidence that makes connections between one or both features and their effect or purpose within the performance.</p>

N0 = No response; no relevant evidence.

Cut Scores

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