

Assessment Schedule – 2017

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"> • critically evaluating the contribution of key aspects to the overall effectiveness of the dance performance • discussing the ways different aspects combine to produce an effect or convey meaning.

Evidence

Question One

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to describe at least ONE use of contrast in the dance.	Attempts to describe at least ONE use of contrast in the dance. Attempts to describe ways that the use of contrast creates interest in the dance, but does not discuss the effect.	Describes ONE use of contrast in the dance, and briefly mentions ONE other example of the use of contrast in the dance. Briefly discusses how this use of contrast creates interest in the dance.	Describes, in detail , at least TWO different ways contrast is used in the dance. Discusses how this use of contrast creates interest in the dance, with some supporting evidence from the dance.	Discusses, in depth , how the use of contrast creates interest in and relates to other aspects of the dance, with supporting evidence from the dance.	Discusses, in depth , how the use of contrast creates interest in and relates to other aspects of the dance, with detailed supporting evidence from the dance.	Comprehensively discusses how the use of contrast combines with other aspects to create interest in the dance, and how the use of contrast contributes to the overall effectiveness of the dance, with judicious use of supporting evidence from the dance.	Comprehensively and perceptively discusses how the use of contrast combines with other aspects to create interest in the dance, and how the use of contrast contributes to the overall effectiveness of the dance, with judicious use of supporting evidence from the dance.

N0 = No response; no relevant evidence.

Question Two

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to describe the role of a dancer in the dance.	Attempts to describe the role of a dancer in the dance. Attempts to describe the qualities the dancer has that enable him or her to communicate this role to the audience, but does not discuss these qualities.	Describes the role of a dancer in the dance. Briefly discusses how at least ONE quality of the dancer is effective in communicating this role to the audience.	Describes, in detail , the role of a dancer in the dance. Discusses how qualities of the dancer are effective in communicating this role to the audience, with some supporting evidence from the dance.	Discusses, in depth , how qualities of the dancer are effective in communicating this role to the audience and relate to other aspects of the dance, with supporting evidence from the dance.	Discusses, in depth , how qualities of the dancer are effective in communicating this role to the audience and relate to other aspects of the dance, with detailed supporting evidence from the dance.	Comprehensively discusses how qualities of the dancer are effective in communicating this role to the audience, and how these qualities contribute to the overall effectiveness of the dance, with judicious use of supporting evidence from the dance.	Comprehensively and perceptively discusses how qualities of the dancer are effective in communicating this role to the audience, and how these qualities contribute to the overall effectiveness of the dance, with judicious use of supporting evidence from the dance.

N0 = No response; no relevant evidence.

Question Three

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to describe at least ONE significant air and / or floor pathway used in the dance.	Attempts to describe at least ONE significant air and / or floor pathway used in the dance. Attempts to provide a reason that the choreographer may have chosen to use the pathway, but does not discuss this reason.	Describes ONE significant air or floor pathway, and briefly mentions ONE other example of an air or floor pathway in the dance. Briefly discusses why the choreographer may have chosen to use the pathway(s).	Describes, in detail , at least TWO significant air and / or floor pathways used in the dance. Discusses why the choreographer may have chosen to use these pathways, with some supporting evidence from the dance.	Discusses, in depth , why the choreographer may have chosen to use these pathways, and how they relate to other aspects of the dance, with supporting evidence from the dance.	Discusses, in depth , why the choreographer may have chosen to use these pathways, and how they relate to other aspects of the dance, with detailed supporting evidence from the dance.	Comprehensively discusses reasons the choreographer may have chosen to use these pathways, and how the pathways contribute to the overall effectiveness of the dance, with judicious use of supporting evidence from the dance.	Comprehensively and perceptively discusses reasons the choreographer may have chosen to use these pathways, and how the pathways contribute to the overall effectiveness 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