

Assessment Schedule – 2022**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.

Cut Scores

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

Evidence

Question One: Use of unison and non-unison

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to describe the use of unison and non-unison in the dance.</p>	<p>Attempts to describe the use of unison and non-unison in the dance.</p> <p>Attempts to discuss how this contributes to the effectiveness of the performance.</p>	<p>Describes the use of unison and non-unison in the dance.</p> <p>Briefly discusses how this contributes to the effectiveness of the performance, with some supporting evidence from the dance.</p>	<p>Describes, in detail, the use of unison and non-unison in the dance.</p> <p>Discusses how this contributes to the effectiveness of the performance, with some supporting evidence from the dance.</p>	<p>Discusses, in depth, how the use of unison and non-unison contributes to the effectiveness of the performance, with supporting evidence from the dance.</p>	<p>Discusses, in depth, how the use of unison and non-unison contributes to the effectiveness of the performance, with detailed supporting evidence from the dance.</p>	<p>Comprehensively discusses how the use of unison and non-unison contributes to the effectiveness of the performance, with judicious use of supporting evidence from the dance.</p>	<p>Comprehensively and perceptively discusses how the use of unison and non-unison contributes to the effectiveness of the performance, with judicious use of supporting evidence from the dance.</p>

N0 = No response; no relevant evidence.

Question Two: Title of the dance

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to describe some ideas contained in the title of the dance.</p>	<p>Attempts to describe ideas contained in the title of the dance.</p> <p>Attempts to discuss how effectively these ideas are communicated through the choreography.</p>	<p>Describes ideas contained in the title of the dance.</p> <p>Briefly discusses how effectively these ideas are communicated through the choreography, with some supporting evidence from the dance.</p>	<p>Describes, in detail, ideas contained in the title of the dance.</p> <p>Discusses how effectively these ideas are communicated through the choreography, with some supporting evidence from the dance.</p>	<p>Discusses, in depth, how effectively these ideas are communicated through the choreography, with supporting evidence from the dance.</p>	<p>Discusses, in depth, how effectively these ideas are communicated through the choreography, with detailed supporting evidence from the dance.</p>	<p>Comprehensively discusses how effectively these ideas are communicated through the choreography, with judicious use of supporting evidence from the dance.</p>	<p>Comprehensively and perceptively discusses how effectively these ideas are communicated through the choreography, with judicious use of supporting evidence from the dance.</p>

N0 = No response; no relevant evidence.

Question Three: Communication of key ideas/themes

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to describe the movements and/ or technical design of the dance.</p>	<p>Attempts to describe the movements and technical design of the dance.</p> <p>Attempts to discuss how the movements and technical design of the dance have combined to communicate the key ideas/themes in the dance.</p>	<p>Describes the movements and technical design of the dance.</p> <p>Briefly discusses how the movements and technical design have combined to communicate the key ideas / themes in the dance, with some supporting evidence from the dance.</p>	<p>Describes, in detail, the movements and technical design of the dance.</p> <p>Discusses how the movements and technical design have combined to communicate the key ideas / themes in the dance, with some supporting evidence from the dance.</p>	<p>Discusses, in depth, how the movements and technical design have combined to communicate the key ideas / themes in the dance, with supporting evidence from the dance.</p>	<p>Discusses, in depth, how the movements and technical design have combined to communicate the key ideas / themes in the dance, with detailed supporting evidence from the dance.</p>	<p>Comprehensively discusses how the movements and technical design have combined to communicate the key ideas / themes in the dance, with judicious use of supporting evidence from the dance.</p>	<p>Comprehensively and perceptively discusses how the movements and technical design have combined to communicate the key ideas / themes in the dance, with judicious use of supporting evidence from the dance.</p>

N0 = No response; no relevant evidence.