



Stage 2 Dance

2021

Evidence of Learning

School assessment (70%)

- Assessment Type 1: Performance Portfolio (40%)
- Assessment Type 2: Dance Contexts (30%)

External assessment (30%)

- Assessment Type 3: Skills Development Portfolio (30%).



Evidence of learning is provided through four assessment tasks, including the external assessment component.

- one performance portfolio
- two dance contexts tasks — a recording and a choreographic analysis
- one skills development portfolio.



Assessment Type 1: Performance Portfolio (40%)

In this assessment type, students present a performance portfolio of one or more recorded full-length performance or production works for a live audience, totalling a maximum of 10 minutes.

- Performances may be presented as part of a small or larger group. Each student is required to perform in a solo, duo, trio or small group for 1 minute to ensure the contribution of the student submitting the portfolio is clearly evident.
- Dance Performance AHS – Hall Date TBC



Assessment Type 2: Dance Contexts (30%)

Select, research and explore dance in context or contexts as a catalyst for the creation of a self-devised dance work/s, which are recorded.

A choreographic analysis is based on the recording of the dance works. You are not required to participate in the performance.

We need to attend live performances, view recorded performances, and research dances, performers, and choreographers.

This assessment type comprises two tasks:

- recording — one or two recorded performances to a maximum of 4 minutes, demonstrating choreographic intent for stage or screen
- choreographic analysis — one or two written, oral, or multimodal choreographic analyses to a maximum of 1000 words or 6 minutes multimodal equivalent.

EXTERNAL ASSESSMENT

Assessment Type 3: Skills Development Portfolio (30%)

The portfolio allows students to communicate their ideas and use appropriate dance terminology. The dance portfolio should enable students to demonstrate evidence of their ability to make informed judgments about their development as a dance practitioner through research and reflection on their own creative work.

Students independently select a focus area for study. This may include the documentation of processes and analysis of:

- technical skills development including safe dance practices
- possible strategies for developing and refining skills as a dancer
- genre-specific characterisation (e.g. founding principles of classical ballet, jazz, hip hop, tap)
- self, peer, and teacher feedback about skills development as a dancer
- risk-taking and experimentation in refining movement.

The portfolio should be approximately 2000 words or 12 minutes multimodal equivalent. The portfolio must include some recorded or photographic evidence of the student's development as a dance artist collected throughout the year.

- Student evidence may include analysis of recordings, photographs, reflective journal entries, and annotated research into the practice of professional performing artists.

Initial Readings

- <https://www.contemporary-dance.org/modern-dance-history.html>
- <https://www.stolaf.edu/depts/dance/faculty/anthony/courses/Modern-Dance-Language.htm>
- <https://qcc.libguides.com/c.php?g=818979&p=6267812>
- <http://87.98.129.49/freebookshouse/art/download/26.pdf>