



ASSESSMENT TASK NOTIFICATION

YEAR 9 DANCE

2019

Task Number:	3
Topic:	Introduction to Composition & Appreciation
Weighting:	40%
Date Due:	Term 3, Week 10 Monday 23 rd September 2019
Time:	During timetable class time
Venue:	S10
Task Type:	Group Composition Performance (in class) - 30% Written response (hand-in) - 10%

Electronic submission of task: YES - written response

Format of electronic submission: submit via Google Classroom

Outcomes to be Assessed:

- 5.1.3 A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance.
- 5.2.1 A student explores the elements of dance as the basis of the communication of ideas.
- 5.2.2 A student composes and structures dance movement that communicates an idea.
- 5.3.2 A student identifies and analyses the link between their performances and compositions and dance works of art.

Please Note:

1. The College policy regarding malpractice, including cheating and plagiarism, **late submission and absenteeism will apply**. Please refer to moodle.pmaclism.catholic.edu.au (Assessment Tasks – Rules and Procedures). Stage 6 students should also refer to their *2019 Assessment Handbooks*.
2. **Email is NOT an accepted form of assessment task submission.**
3. If you are going to be away for any reason, including school based activities, you must fill in a “Planned Absence Notification” form and submit to the Assistant Principal Curriculum or the Leader of Curriculum. This form can be found at <http://moodle.pmaclism.catholic.edu.au/mod/page/view.php?id=17637>.

Electronic Submission Specifications: Written Response

STEP 1: Change the name of your file to read the following

First Name Last Name Subject Task
e.g. Sally Smith Dance Task 3

STEP 2: Upload the file to your Google Classroom page

1. Open your Google Classroom page for Dance
2. Click on the assignment labelled "Year 9 Assessment Task 3"
3. "Add" your file via locating it within your Google Drive
4. Click the blue button "turn in"
5. And then CONFIRM "turn in"

You need to ensure the upload is successful. You can do this by accessing the file off the Google Classroom page. It is the student's responsibility to check their uploaded file works. You need to contact your teacher prior to the due date, as soon as you experience issues with uploading.

STEP 3: Your teacher will check your upload at the due time.

If you have any further issues please refer to this Youtube tutorial for submitting an assignment

<https://www.youtube.com/watch?v=bQWhAj1MglU>

Task Requirements:

Part A: Group Composition Performance

Outcomes: 5.2.1, 5.2.2

Weighting: 20%

Marks: 30 marks

Task Objective: to develop a group composition for 2-4 dancers based upon the concept of *The Oppressor and the Oppressed*. Groups will be drawn out of a hat.

Definitions

- Oppressor: a persecutor, intimidator or tyrant.
- Oppressed: being subject to harsh and authoritarian treatment

This concept of this task has been derived from the work *Ghost Dances* by Christopher Bruce, which Year 9 Dance has been studying this term. Each group will be assigned a stimulus section of the work to draw inspiration from, and are expected to compose their own composition using the assigned stimulus section as a starting point.

Students are expected to sequence and organise phrases of movement that communicate an intent that is connected to their specific stimulus section by applying the tools of the elements dance, specifically **space** (level, dimension, shape, direction, floor pattern, movement pathway and active space) to assist with movement generation.

Throughout the composition it is also important for students to consider the importance of performing as a duet, trio or quartet where their position and relationship on stage conveys meaning to their audience.

The composition **must include** the following composition processes:

- Stimulus section - *Ghost Dances* (provided to students)
- Concept - *The Oppressor and the Oppressed* (provided to students)
- Intent - to be determined by each group
- Motif to create meaningful phrases
- The elements of dance, with a focus on space
- Generate original and personalised movement... don't be afraid to be weird!
- Consideration of relationships in the composition

Your composition may include some of the following dance actions that could be personalised appropriately to convey your concept/ intent:

- Locomotor movements
- Turns
- Elevation
- Stillness
- Use of different body parts
- Floor work
- Transference of weight

Length of composition: 1 minute to 1:30 minutes

No props or costumes are allowed. Music is optional and will not be marked, however, it is recommended that you use music from the soundtrack Sergeant Early's Dream Ghost Dances by Incantation.

Assess the album via this link:

https://open.spotify.com/album/4RDdBeQH0tP13rzTUQKk3C?si=VZBeTso0S_yrprLgbNkkiQ

Formative Assessment

Each student will receive a formative mark out of 10 that reflects your ability to improvise independently and work cooperatively and efficiently among the group during the designated assessment lessons.

Performance Quality

Outcomes: 5.1.3

Weighting: 10%

Marks: 20 marks

Your composition performance will also assess your understanding of **performance quality** and its impact on communicating meaning to an audience.

Your performance should demonstrate your understanding of the following to help convey your concept/ intent to your audience;

- Applying the elements of space, time and dynamics to personalise dance movement and convey meaning
- Focus
- Projection
- Confidence
- Clarity of line

Uniform Requirements

- MacKillop College sports uniform
- Footwear must be appropriate to Dance Technique and the student accepts responsibility for choice of footwear. Bare feet are preferred, foot thongs or half soles if required.
- Hair tied back where necessary.
- No accessories, jewellery or make-up.

Please note:

1. To ensure there is fairness for all, **emails will not be answered after 4pm Friday, Week 9** regarding the assessment task, please make a booking to speak with your classroom teacher at school if required.
2. Students are **encouraged to utilise the Dance Studio (\$10) before school, during lunchtimes and after school to rehearse** and feel confident with the Assessment Task material. Students will be given some time in class to work on their assessment task but cannot rely that ALL class lessons will be solely designated to working on the assessment task.
3. **Injuries/Sickness (Year 7-10 Students)**
 - i) if you are absent from school on the day of the assessment task there **MUST** be a phone call to the front office. On the day of your return to school you must submit the HAND-IN component and arrange a time with your classroom teacher to complete the in class component of the task.
 - ii) If you are present at school with an injury, documentation from a parent/guardian or doctor must be provided to your classroom teacher, accompanied with the "[UNPLANNED ABSENCE OR MISADVENTURE NOTIFICATION](#)" form. Once recovered from your injury, you will still be expected to complete the practical task. Date to be arranged between you and your classroom teacher.

Part B: Written response

Outcomes: 5.3.2

Weighting: 10%

Marks: 20 marks

Students are expected to **individually** hand in a **500-600 word written response** that documents their composition process. It is advised that students start working on this response after EACH lesson to ensure they don't forget the process they undertook while working on their composition.

1. **Describe** your understanding of the stimulus section that you have been assigned. (3 marks)
 - *You might choose to include a mind map that you created of your stimulus.*
 - *Any planning and/or research you have undertaken to explore the stimulus.*
2. **Outline** your concept/ intent of your composition. (2 marks)
3. **Describe** your process of improvisation to generate meaningful movement for your composition. (3 marks)
 - *Each lesson you are required to improvise, what does your improvisation look like?*
 - *How did you choose what to keep, what to toss, and what to refine?*
 - *How did you refine your movement to ensure it is meaningful?*
 - *How did you come up with original movement that is unique to your concept/ intent?*
4. Choose **THREE** of the following sub-elements from SPACE and **explain how** you have considered them to convey your concept/ intent? (9 marks)
 - Level
 - Dimension (size)
 - Shape
 - Floor pattern
 - Movement pathway
 - Direction
 - Active space
5. Discuss any challenges you encountered when developing movement and organising the composition, and how did you resolve these challenges? (3 marks)

It is recommended to **include appropriate images from your class lessons, drawings, and diagrams** to help you reflect on your process.

The written response is to be completed on google docs, and handed in via Google Classroom.

Students will be assessed on their ability to;

- apply knowledge, understanding and skill of the compositional process.
- generate original and personalised movement.
- document and reflect upon their ideas and process of developing a composition, using appropriate dance terminology.

Student Name:

Marking Criteria: Written Response

Outcomes: 5.3.2

Weighting: 10%

Q1: Describe your understanding of the stimulus section that you have been assigned.	Marks
<ul style="list-style-type: none">● Provides a sophisticated understanding of the provided stimulus section through evidence of planning and research.	3
<ul style="list-style-type: none">● Provides an adequate understanding of the provided stimulus section through some evidence of planning and/or research.	2
<ul style="list-style-type: none">● Provides a limited understanding of the provided stimulus section, due to lack of planning and/or research.	1

Q2: Outline your concept/ intent of your composition.	Marks
<ul style="list-style-type: none">● Provides a sophisticated understanding of the concept● Provides a clear outline of a personalised intent that is driven from the stimulus section.	2
<ul style="list-style-type: none">● Provides a basic understanding of the concept.● May or may not provide a personalised intent that is connected to the stimulus section.	1

Q3: Describe your process of improvisation to generate meaningful movement for your composition.	Marks
<ul style="list-style-type: none">● A sophisticated understanding of the process utilised to generate movement with detailed descriptions of the improvisations suitable to the composition.● Provides a sophisticated understanding of the process of selection and refinement.● Includes suitable examples of their personalisation of movement throughout the response.	3
<ul style="list-style-type: none">● An adequate understanding of the process to generate movement with some descriptions of improvisations that may be suitable to the composition.● Provides an adequate understanding of the process of selection and/or refinement.● Includes some examples of movement within the response.	2
<ul style="list-style-type: none">● A limited understanding of the process to generate movement for the composition.● Provides a limited understanding of the process of selection or refinement.● Little to no examples of movement included.	1

Q4: Explain how you have considered a sub-element of space to convey your concept/ intent?	Marks (a)	Marks (b)	Marks (c)
<ul style="list-style-type: none"> ● Clearly outlines a suitable sub-element of space. ● Provides a sophisticated understanding of the relationship (purpose) between the use of the sub-element of space and the concept/ intent. ● Provides suitable example/s from the composition with reference to the sub-element of space. 	3	3	3
<ul style="list-style-type: none"> ● Outlines a sub-element of space. ● Provides an adequate understanding of the sub-element of space forms a relationship with the concept/ intent, with inconsistencies. ● Provides an example from the composition, that may or may not be suitable. 	2	2	2
<ul style="list-style-type: none"> ● Attempts to outlines a sub-element of space. ● Provides a limited understanding of the sub-element of space, with little connection to the concept/ intent. ● Provides little to no examples from the composition. 	1	1	1

Q5: Discuss any challenges you encountered when developing movement and organising the composition, and how did you resolve them?	Marks
<ul style="list-style-type: none"> ● Provides a sophisticated understanding of at least two (2) challenges that were encountered when developing movement and organising the composition. ● Challenges are supported with a sophisticated understanding of the process to resolve such matters. 	3
<ul style="list-style-type: none"> ● Provides an adequate understanding of at least one (1) challenge that was encountered when developing movement and/or organising the composition. ● The challenge was supported with an adequate understanding of the process to resolve such matters. 	2
<ul style="list-style-type: none"> ● Provides a limited understanding challenges that were encountered when developing movement and/or organising the composition. ● Little evidence of an ability to resolve such matter/s. 	1

Word count:

- Word count included
- 10% under word count
- 10% over word count

<p>Duet</p> <p>A distressing conversation between two people, possibly reliving a terrible experience</p> <p>Suggested Soundtrack: Dolencias</p>	<p>Duet</p> <p>Folk lament - passionate expression of loss and grief</p> <p>Suggested Soundtrack: Huajra</p>
<p>Quartet</p> <p>Ghosts dancers intrude the folk people (violently) - taking innocent lives</p> <p>Suggested Soundtrack: Huajra</p>	<p>Duet</p> <p>Recollection of a memory (positive or negative)</p> <p>Suggested Soundtrack: Mis Llamitas</p>
<p>Trio</p> <p>The arrival of the dead</p> <p>Suggested Soundtrack: Ojos Azules</p>	<p>Solo options</p> <p>The establishment of a ghostly dancer</p> <p>Suggested Soundtrack: Ojos Azules</p> <p>A wife who mourns the loss of her husband</p> <p>Suggested Soundtrack: Dolencias</p> <p>A playful and youthful dance of a peasant boy</p> <p>Suggested Soundtrack: Papel de Plata</p> <p>→ <i>I wish I had some silver paper / And a pen of gold / To write a letter / To my favourite woman. / Ahi, little dove, / Ahi, my heart, / How long must this pain endure.</i></p>

Composition Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 6	Receive assessment task		Creative Arts Festival matinee	Composition #1	Composition #2 Composition #3
Week 7	Composition #4	Composition #5 Receive formative feedback	n/a	n/a	n/a
Week 9	Composition #6	Composition #7	n/a	n/a	n/a
Week 10	Task 3 DUE				