



ASSESSMENT TASK NOTIFICATION

YEAR 10 DANCE

2019

- Task Number:** 3
- Topic:** Musicals on Film (Performance)
- Weighting:** 40%
- Date Due:** Friday 20th September 2019 (Week 9, Term 3)
- Time:** During timetable class time
- Venue:** S10
- Task Type:** Group Performance (in class) - 30%
Self-Assessment Report (hand in) - 10%

Electronic submission of task: YES - Self-Assessment Report

Format of electronic submission: submit via Google Classroom

Outcomes to be Assessed:

- 5.1.1** A student demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances.
- 5.1.2** A student demonstrates enhanced dance technique by manipulating aspects of the elements of dance.
- 5.1.3** A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance.
- 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: Self Assessment Report

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 10 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 1: Dance Performance

Outcomes: 5.1.1, 5.1.2, 5.1.3 **Weighting:** 30% **Marks:** 40 marks

Throughout the term students have been studying the unit, *Musicals on Film* and have been developing generic dance technique.

Students have been **working collaboratively in groups** to **learn and choreograph** ONE of the following 'works' from the film *The Greatest Showman*;

- Never Enough - 2:12 minutes
- Come Alive - 2:12 minutes
- From Now On - 2:12 minutes

Individually students will be required to physically demonstrate and apply knowledge of **dance technique** and **performance quality** by performing their group 'work' to the class on the due date of the assessment task.

Dance technique:

- An awareness of their anatomical structure, including their capabilities when performing one of the above selected 'works'.
- Application of alignment, strength, flexibility, endurance, body coordination and articulation during the performance.

Performance quality:

- Application of the elements of dance (space, time and dynamics) to personalise the work and convey an interpretation to the audience.
- Application of focus, projection, clarity of line and kinaesthetic awareness to contribute to the interpretation of the work.

Uniform Requirements

- MacKillop College sports uniform
- Footwear must be appropriate to Dance Technique and the student accepts responsibility for choice of footwear.
- 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 Wednesday, 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 (S10) 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 2: Self-Assessment Report

Outcomes: 5.1.3, 5.3.2

Weighting: 10%

Marks: 20 marks

Self-assessment is a tool used for reflection and development purposes, and is a valued skill to become a self-directed learner. Students will need to reflect on their progress to consistently demonstrate and control a range of complex body skills within their performance 'work' that exhibit appropriate dance technique and performance quality.

Students will need to submit a self-assessment of their chosen performance 'work' from unit *Musicals on Film*. Students will need to assess a recent video of their work and will be required to think critically and reflectively about their own individual performance.

The self-assessment must be **typed on a Google Doc and submitted via our Google Classroom page**.

The following class lessons will be utilised to film group works, however, if you are away during any of these periods you will need to utilise S10 outside of class time to film your performance in order to complete the assessment task.

Note: your performance does not need to be filmed as a group.

- Monday 9th September - Week 8 Period 3-4
- Monday 16th September - Week 9 Period 2
- Tuesday 17th September - Week 9 Period 1

Question:

Evaluate your individual performance with reference to your **level of execution of dance technique AND performance quality**.

Your report should reflect on **TWO** dance technique concepts and **TWO** performance quality concepts.

- ***Dance technique*** includes a dancers application of alignment, strength, flexibility, endurance, body coordination and body articulation.
- ***Performance quality*** includes a dancers application of dynamic and temporal variation, focus, projection, clarity of line and kinaesthetic awareness to contribute to the interpretation of the work.

Word limit: 600-800 words

Within your self-assessment report you can use first person along with sub-headings and bolding of key words. Your report **MUST include suitable screenshots from your video performance** to support your analysis.

Your self-assessment **must** include the following;

- An introduction, body and conclusion.
- Definition of key dance terminology.
- An explanation of the level of execution of FOUR concepts listed above relating to dance technique (2) and performance quality (2), supported by relevant movement examples.
- Screenshots from your performance video.
- A mark out of 5 for each concept.

A 'guided questioning scaffold' has been provided below to help with structuring your self-assessment.

The student will be assessed on the following;

- Demonstrates understanding and application of dance technique and performance quality throughout their performance.
- Demonstrates a personalised interpretation of the work by manipulating aspects of the elements of dance.
- Presents a logical and cohesive self-assessment that reflects upon their areas of strength and weakness appropriate dance technique and performance quality.

Self-Assessment: guided questioning

Introduction:

- Introduces the FOUR key components of dance technique (2) and performance quality (2) you are going to assess.
- For example
 - Dance technique - alignment and strength
 - Performance quality - dynamic variation and clarity of line
- Provide a brief statement about your performance in reference to technique and performance quality.

Approx. 50 words

Alignment

- Provide a definition of the key term.
- Why is alignment important in the dance?
- Explain areas of strength using a movement example. Why was it successful, and how do you maintain this level of success?
- Explain areas of weakness using a movement example. Why was this not successful and how do you aim to improve upon this?
- Provide a concluding statement about your application of alignment.
- Note: there might not always be areas of strength and weakness and that is okay.
- Provide yourself with a score out of 5

	Poor	Needs Work	Satisfactory	Accomplished	Excellent
Alignment	1	2	3	4	5

Approx. 125 words

Strength

- Provide a definition of the key term.
- Why is strength important in the dance?
- Explain areas of strength using a movement example. Why was it successful, and how do you maintain this level of success?
- Explain areas of weakness using a movement example. Why was this not successful and how do you aim to improve upon this?
- Provide a concluding statement about your application of strength.
- Note: there might not always be areas of strength and weakness and that is okay.
- Provide yourself with a score out of 5

	Poor	Needs Work	Satisfactory	Accomplished	Excellent
Strength	1	2	3	4	5

Approx. 125 words

Body Coordination

- Provide a definition of the key term.
- Why is body coordination important in the dance?
- Explain areas of strength using a movement example. Why was it successful, and how do you maintain this level of success?
- Explain areas of weakness using a movement example. Why was this not successful and how do you aim to improve upon this?
- Provide a concluding statement about your application of body coordination.
- Note: there might not always be areas of strength and weakness and that is okay.
- Provide yourself with a score out of 5

	Poor	Needs Work	Satisfactory	Accomplished	Excellent
Body coordination	1	2	3	4	5

Approx. 125 words

Kinaesthetic Awareness

- Provide a definition of the key term.
- Why is kinaesthetic awareness important in the dance?
- Explain areas of strength using a movement example. Why was it successful, and how do you maintain this level of success?
- Explain areas of weakness using a movement example. Why was this not successful and how do you aim to improve upon this?
- Provide a concluding statement about your application of kinaesthetic awareness.
- Note: there might not always be areas of strength and weakness and that is okay.
- Provide yourself with a score out of 5

	Poor	Needs Work	Satisfactory	Accomplished	Excellent
Kinaesthetic Awareness	1	2	3	4	5

Approx. 125 words

Dynamic Variation

- Provide a definition of the key term.
- Why is dynamic variation important in the dance?
- Explain areas of strength using a movement example. Why was it successful, and how do you maintain this level of success?
- Explain areas of weakness using a movement example. Why was this not successful and how do you aim to improve upon this?
- Provide a concluding statement about your application of dynamic variation.
- Note: there might not always be areas of strength and weakness and that is okay.
- Provide yourself with a score out of 5

	Poor	Needs Work	Satisfactory	Accomplished	Excellent
Dynamic Variation	1	2	3	4	5

Approx. 125 words

Clarity of Line

- Provide a definition of the key term.
- Why is clarity of line important in the dance?
- Explain areas of strength using a movement example. Why was it successful, and how do you maintain this level of success?
- Explain areas of weakness using a movement example. Why was this not successful and how do you aim to improve upon this?
- Provide a concluding statement about your application of clarity of line.
- Note: there might not always be areas of strength and weakness and that is okay.
- Provide yourself with a score out of 5

	Poor	Needs Work	Satisfactory	Accomplished	Excellent
Clarity of Line	1	2	3	4	5

Approx. 125 words

Conclusion:

- Provides an overall conclusive analysis of your performance – addressing both technique and performance quality concepts.
- Explain what benefits this self-assessment task has provided you to improve as a dancer.
- You might want to make reference to your scores.

Approx. 50 words

Self-assessment terminology:

<p>Poor</p> <ul style="list-style-type: none"> - Minimal - The least possible effort 	<p>Needs work</p> <ul style="list-style-type: none"> - Limited ability - Confined - Restricted 	<p>Satisfactory</p> <ul style="list-style-type: none"> - Suitable - Average - Enough - Adequate 	<p>Accomplished</p> <ul style="list-style-type: none"> - Sound - Safe - Secure - Logical - Reasonable - Reliable 	<p>Excellent</p> <ul style="list-style-type: none"> - Skilled - Trained - Experienced - Competent - Capable - Sufficient for purpose
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SAMPLE: Self-Assessment

This paragraph belongs to the “body” of the self-assessment.

Flexibility

Flexibility is one’s ability to increase muscular elasticity so that the range of motion in joints will increase over time. Flexibility is an important component of our training as dancers as it improves our alignment and technique as well as enhances clarity of line. In the dance, my flexibility was at its best during the leg extensions, for example when standing up from the floor and fan kicking the left leg inwards while the arms follow the pathway of the working leg. From watching the video, I have noticed that my arm flexibility during the backwards lunges where the front arms swings around in a full circle needs improvement. To maintain this level of success it is important that I perform dynamic and PNF stretches during warm-up for my legs, and that I should begin to incorporate more of stretches for the arms. For example, a PNF stretch of pressing my palms against the wall, see figure 1. Overall my level of flexibility demonstrated a sound understanding.

Words: 167



Figure 1

	Poor	Needs Work	Satisfactory	Accomplished	Excellent
Flexibility	1	2	3	<u>4</u>	5

Marking Criteria: Dance Performance (30%)

Outcomes: 5.1.1, 5.1.2, 5.1.3

Weighting: 30%

Marking Criteria: DANCE TECHNIQUE	Marks
<ul style="list-style-type: none">● Highly skilled demonstration of <i>dance technique</i> relative to the dancer's anatomical structure and capabilities throughout the performance.● Strong demonstration of alignment, strength, flexibility, endurance, body coordination and articulation throughout the performance.● Extensive understanding and demonstration of safe dance practice throughout the performance.	(A) 17-20
<ul style="list-style-type: none">● Presentation of <i>dance technique</i> that is mostly relative to the dancer's anatomical structure and capabilities throughout the performance.● An accomplished demonstration of alignment, strength, flexibility, endurance, body coordination and articulation throughout the performance.● Mostly thorough understanding and demonstration of safe dance practice throughout the performance.	(B) 13-16
<ul style="list-style-type: none">● Adequate demonstration of <i>dance technique</i> that can be relative to the dancer's anatomical structure and capabilities.● A satisfactory demonstration of alignment, strength, flexibility, endurance, body coordination and articulation, however, it lacks consistency.● Presents some understanding and demonstration of safe dance practice , although this may be inconsistent.	(C) 9-12
<ul style="list-style-type: none">● Attempts to demonstrate <i>dance technique</i> that is inconsistent and the dancer, and may be working beyond their anatomical structure and capabilities.● A general demonstration of alignment, strength, flexibility, endurance, body coordination and articulation. These are a common area of weakness.● Basic execution of sequences, that may use some understanding of safe dance practice.	(D) 5-8
<ul style="list-style-type: none">● Limited understanding of <i>dance technique</i>, dancer may be working beyond their capabilities.● Minimal demonstration of alignment, strength, flexibility, endurance, body coordination and articulation.● Low-level execution of largely simple movements, that lack understanding of safe dance practice.	(E) 1-4

Marking Criteria: PERFORMANCE QUALITY	Marks
<p>The dancer performs consistently throughout the performance by demonstrating a...</p> <ul style="list-style-type: none"> ● Strong sense of focus and projection. ● Sophisticated application of the elements of dance to personalise the performance. ● Sophisticated ability to convey an interpretation of the 'work'. ● Confident performance and thorough application of quality of line and kinaesthetic awareness to their movement. 	<p>(A) 17-20</p>
<p>The dancer performs with minor inconsistencies by demonstrating a...</p> <ul style="list-style-type: none"> ● Sound sense of focus and projection. ● Sound application of the elements of dance to personalise the performance. ● Sound ability to convey an interpretation of the 'work'. ● A mostly confident performance and application of quality of line and kinaesthetic awareness. 	<p>(B) 13-16</p>
<p>The dancer performs with inconsistencies throughout the performance.</p> <ul style="list-style-type: none"> ● Adequate sense of focus and/or projection. ● Adequate application of the elements of dance to personalise the performance. ● Adequate ability to convey an interpretation of the 'work'. ● Performance lacks confidence and may apply some knowledge of quality of line and/or kinaesthetic awareness. 	<p>(C) 9-12</p>
<p>The dancer performs with many inconsistencies throughout the performance.</p> <ul style="list-style-type: none"> ● Performance is often lacking focus and/or projection. ● Attempts to apply the elements of dance to personalise the performance. ● May demonstrate some ability to convey an interpretation of the 'work'. ● Performance lacks confidence and attempts to apply basic knowledge of quality of line and/or kinaesthetic awareness. 	<p>(D) 5-8</p>
<p>The dancer performs with the least possible effort.</p> <ul style="list-style-type: none"> ● Lacks focus and/or projection throughout the performance. ● Minimal ability to apply the elements of dance to personalise the performance. ● Little understanding of an interpretation of the 'work'. ● Minimal understanding of confidence and quality of line and/or and kinaesthetic awareness. 	<p>(E) 1-4</p>

Marking Criteria: Self-Evaluation

Outcomes: 5.1.3, 5.3.2

Weighting: 10%

Self-Evaluation Marking Criteria	Marks
<ul style="list-style-type: none"> ● Extensive understanding and explanation of the importance of dance technique and performance quality. ● Strong discussion of areas of strength and weakness with clear and appropriate movement examples provided. ● A logical and cohesive response that skilfully defines and integrates dance terminology throughout. ● Includes suitable screenshots from the performance video and provides a rating out of 5 for each concept. 	<p>(A)</p> <p>17-20</p>
<ul style="list-style-type: none"> ● Sound understanding and explanation of the importance of dance technique and performance quality. ● Provides a discussion of areas of strength and weakness with movement examples provided. ● A logical response that defines and integrates dance terminology, with minor inconsistencies. ● Includes screenshots from the performance video and provides a rating out of 5 for most concepts. 	<p>(B)</p> <p>13-16</p>
<ul style="list-style-type: none"> ● Satisfactory understanding and explanation of the importance of dance technique and/or performance quality. ● Provides some discussion of areas of strength and/or weakness with some movement examples provided. ● Attempts to present a structured response, featuring some definitions and may use dance terminology at times. ● May include screenshots from the performance video and/or provides a rating out of 5 for some concepts. 	<p>(C)</p> <p>9-12</p>
<ul style="list-style-type: none"> ● Limited understanding and explanation of the importance of dance technique and performance skills. ● May provide areas of strength and/or weakness with limited use of examples. ● Presents a limited response, limited definitions and use of dance terminology. ● May include images and/or provide a rating out of 5 for some concepts. 	<p>(D)</p> <p>5-8</p>
<ul style="list-style-type: none"> ● Minimal understanding and explanation of the importance of dance technique and performance skills. ● Minimal understanding of strengths and weaknesses as a dancer. ● Presents a minimal response, with little relevance to the question. ● Lacks evidence of screenshots from the performance video and a rating out of 5 for each concept. 	<p>(E)</p> <p>1-4</p>

Word count:

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