



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Dance
Topic	Composition – Art as a Stimulus
Class Teacher	Ms Atchison
Head Teacher	Ms Frost
Year	10
Date Given	19/06/19
Date Due	28/05/19
Weighting	30%

Assessment Outline

Presentation of your Composition Dance as an individual.

During your composition you will demonstrate your ability to use the **elements of dance** in a **personal style** in response to an **Art as a Stimulus Unit**. Your **Process Diary** for your Composition Dance also needs to be handed in. This should include intentions and motivations, research undertaken, decisions made, solutions to problems and evaluation relative to the intent of the solo **DANCE**.

You will be assessed on your ability to **compose movement** in a **personal style**, based on a **concept/intent**. (**Criterion 1a – 10 marks**)

You will be assessed on your ability to **organise the movement** as it relates to **DANCE** composition. (**Criterion 1b – 10 marks**)

Composition needs to be a minimum of **1 min** in length.

(20 marks)

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

Plagiarism:

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

Failure to follow the above procedures may result in a zero award.

The policies and procedures that are outlined on the ROSA booklet will be followed regarding the non-completion of assessment tasks.

OUTCOMES:

5.2.1 A student explores the elements of dance as the basis of the communication of ideas

Students Learn to:

- Explore, improvise, select and perform movement based on specific ideas

Students Learn about:

- The process of dance composition: improvisation, selection, refinement, using a variety of stimuli to communicate ideas

5.2.2 A student composes and structures dance movement that communicates an idea

Students Learn to:

- Manipulate movement using the elements of dance to create sequences and dances
- Identify and develop movement motifs to communicate an idea

Students Learn about:

- How the movement can be manipulated to create further movement ideas
- Structuring dance compositions

ASSESSMENT TASK MARKING GUIDELINES**Criterion 1a****Outcomes 5.2.1, 5.2.2**

Criteria	Marks
<ul style="list-style-type: none"> • Sustains a skilled, highly personalised manipulation of the elements of dance, in response to a clearly established concept/intent • Maintains consistency in composing abstract movements with a high level of personalisation, in response to a clearly established concept/intent 	9-10
<ul style="list-style-type: none"> • Shows some personalisation in the use of the elements of dance but may lack consistency, which affects the realisation of the concept/intent • Shows sound skills in composing abstract movements but has some inconsistencies in relation to the level/appropriateness of the abstraction, and/or the level of personalisation, in realising the concept/intent 	7-8
<ul style="list-style-type: none"> • Shows limited application of the elements of dance, personalisation and consistency in relating to the concept/intent • Shows a limited level/appropriateness of abstraction, and/or limited level of personalisation (movements may be more related to a technique base), and/or with major inconsistencies in relation to the concept/intent 	4-6
<ul style="list-style-type: none"> • Attempts to use aspects of the elements of dance, but is lacking in consistency, and has minimal relationship to the concept/intent • Attempts movements which may be simple shapes with a minimal level of Personalisation, and/or largely representational, and/or from a known source, and/or from a technique base, and/or are only minimally linked to the concept/intent 	1-3
<ul style="list-style-type: none"> • Does not attempt or complete assessment task 	0

Criterion 1b**Outcomes 5.2.1, 5.2.2**

Criteria	Marks
<ul style="list-style-type: none"> • Sustains a clear, consistent organisation of movement relevant to the selected concept/intent • Sustains clearly established motif(s), shows clearly the development of motif into phrase, and a phrase structure, relevant to the selected concept/intent 	9-10
<ul style="list-style-type: none"> • Shows an organisation of movement which is largely sound, but has some inconsistencies in its relationship to the concept/intent • Shows some inconsistency in either establishing the motif(s), developing the motif into a phrase, or delineating the phrase structure in relation to the concept/intent 	7-8
<ul style="list-style-type: none"> • Makes some attempt to organise movement, but is limited in that it is unclear, and/or inconsistent in its relation to the concept/intent • Makes some attempt at creating a motif(s) but may be simple, and/or not clearly related or developed into phrases, and/or not sustained or clearly linked to the concept/intent 	4-6
<ul style="list-style-type: none"> • Shows the linking of simple shapes, or sequencing of movements, which do not form a structure clearly linked to a concept/intent • Shows movements which are not clearly established as motif(s), and/or phrases, which have little or no clear link to the concept/intent 	1-3
<ul style="list-style-type: none"> • Does not attempt or complete assessment task 	0