



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Dance
Topic	Major Study Appreciation
Class Teacher	S.Atchison
Head Teacher	P.Frost
Year	12
Date Given	27/05/20
Date Due	10/06/20
Weighting	20%

Assessment Outline

TASK DESCRIPTION:

(20 MARKS)

Prescribed Artist and Era

This task has TWO tasks:

PART 1

Present a research task with focus on significant developments in Dance between 1960-1980 that relate to a developmental aspect of Dance as an artform. Include information on major world events during this time that may have affected the development of Dance in the era.

(20 marks)

PART 2

Build a profile of both Twyla Tharp and Pina Bausch

- You must cover their training, influences, upbringing, culture, and work as a professional dancer and choreographer. In addition to this, you must outline one of their major works and explain how it has influenced the development of Dance as an artform in their era (through socio-historic context)

- Suggestions Pina Bausch - Café Müller, Bluebeard, Arlen, 1980

Twyla Tharp – Deuce Coup, Nine Sinatra Songs or Catherine Wheel, In the Upper Room

(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 Assessed

- H1.1** understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H1.2** performs, composes and appreciates dance as an artform
- H1.3** appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
- H4.1** understands the concept of differing artistic, social and cultural contexts of dance
- H4.2** recognises, analyses and evaluates the distinguishing features of major dance works
- H4.3** utilises the skills of research and analysis to examine dance as an artform
- H4.4** demonstrates, in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
- H4.5** acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation.

Marking Rubric:

PART 1

Range	A Student in this range:
17-20	<ul style="list-style-type: none">- Provides a comprehensive research task with focus on significant developments of Dance between 1960-1980- Presents ideas clearly in a well-structured and detailed text- Effectively uses appropriate terminology- Provides appropriate and detailed examples of world events that may have affected the development of Dance in the era
13-16	<ul style="list-style-type: none">- Provides a sound research task with focus on significant developments of Dance between 1960-1980- Presents ideas clearly in a well-structured text- Uses appropriate terminology- Provides appropriate examples of world events that may have affected the development of Dance in the era
9-12	<ul style="list-style-type: none">- Provides an adequate research task with focus on significant developments of Dance between 1960-1980- Presents ideas clearly in an adequately-structured text- Uses some appropriate terminology- Provides some examples of world events that may have affected the development of Dance in the era
4-8	<ul style="list-style-type: none">- Provides a basic research task with focus on significant developments of Dance between 1960-1980- May use some appropriate terminology- May provide example(s)
0 – 4	<ul style="list-style-type: none">- Provides some general information about aspects of Dance development in the era

PART 2

Range	A Student in this range:
9-10	<ul style="list-style-type: none">- Provides a comprehensive profile of the prescribed artists- Presents ideas clearly in a well-structured and detailed text- Effectively uses appropriate terminology- Provides appropriate and detailed examples of the artists major works and their contribution to the development of Dance
7-8	<ul style="list-style-type: none">- Provides a sound profile of the prescribed artists- Presents ideas clearly in a well-structured text- Uses appropriate terminology- Provides appropriate examples of the artists major works and their contribution to the development of Dance
5-6	<ul style="list-style-type: none">- Provides an adequate profile of the prescribed artists- Presents ideas clearly in an adequately-structured and detailed text- Uses some appropriate terminology- Provides some examples of the artists major works and their contribution to the development of Dance
3-4	<ul style="list-style-type: none">- Provides a basic profile of the prescribed artists- May use some appropriate terminology- May provide an example of the artists major works and their contribution to the development of Dance
0-2	<ul style="list-style-type: none">- Provides some general information about the prescribed artists

Feedback:
