



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Dance
<b>Topic</b>	Composition
<b>Class Teacher</b>	S.Atchison
<b>Head Teacher</b>	P.Frost
<b>Year</b>	9
<b>Date Given</b>	Week 7
<b>Date Due</b>	Week 9
<b>Weighting</b>	30%

### Assessment Outline

#### **TASK DESCRIPTION:**

**(20 MARKS)**

Students will choreograph a composition based on a fairy tale as a group.

Students are to document their process in their dance journal, which is to be submitted on the due date

During your composition you will demonstrate your ability to:

- Identify and explore a range of stimuli
- Compose dance movement that communicates an idea by using the Elements of Dance
- Select and refine movement to communicate an idea
- Link movements to create a sequence
- Explore, discuss, reflect, analyse and refine movement sequences

#### **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

**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.

## Marking Rubric:

Criteria	Marks
<ul style="list-style-type: none"><li>• Clear and concise documentation of the use of stimulus to create and idea</li><li>• Excellent use of the Elements of Dance when composing movement which allows for clear understanding of concept/intent</li><li>• Skilled ability to select and refine movement to communicate an idea</li><li>• Skilled ability to link movements to create a sequence which conveys a clear concept/intent</li><li>• Excellent contribution in group work that allows them to explore, discuss, reflect, analyse and refine movement sequences</li></ul>	17-20
<ul style="list-style-type: none"><li>• Sound documentation of the use of stimulus to create and idea</li><li>• Sound use of the Elements of Dance when composing movement which allows for clear understanding of concept/intent</li><li>• Sound ability to select and refine movement to communicate an idea</li><li>• Sound ability to link movements to create a sequence which conveys a clear concept/intent</li><li>• Sound contribution in group work that allows them to explore, discuss, reflect, analyse and refine movement sequences</li></ul>	13-16
<ul style="list-style-type: none"><li>• Limited documentation of the use of stimulus to create and idea</li><li>• Limited use of the Elements of Dance when composing movement which allows for clear understanding of concept/intent</li><li>• Limited ability to select and refine movement to communicate an idea</li><li>• Limited ability to link movements to create a sequence which conveys a clear concept/intent</li><li>• Limited contribution in group work that allows them to explore, discuss, reflect, analyse and refine movement sequences</li></ul>	9-12
<ul style="list-style-type: none"><li>• Makes an attempt to documentation of the use of stimulus to create and idea</li><li>• Makes an attempt to use of the Elements of Dance when composing movement which allows for clear understanding of concept/intent</li><li>• Makes and attempt to select and refine movement to communicate an idea</li><li>• Makes an attempt to link movements to create a sequence which conveys a clear concept/intent</li><li>• Makes an attempt to contribution in group work that allows them to explore, discuss, reflect, analyse and refine movement sequences</li></ul>	5-8
<ul style="list-style-type: none"><li>• Non serious attempt at task</li><li>• Presents dance with no link to concept/intent</li></ul>	0-4

## Feedback:

---

---

---