Technology and Creative Arts Academy

Course Title	Dance	Course Code:	9178
Semester Unit	Dance in the Media	Unit Value/Code:	1.0 / 91967
Term Unit (a)	Dance in the Media (a)	Unit Value/Code:	0.5 / 92729
Term Unit (b)	Dance in the Media (b)	Unit Value/Code:	0.5 / 92769

Specific Unit Goals:

This unit should enable student to:

- Analyse dance performances, styles, processes and practices
- Analyse dance productions, concepts and practitioners and their significance
- Analyse the nature and purpose of dance in a variety of contexts
- Communicate ideas and arguments using evidence and referencing
- Perform dance with control and technical skill
- Create dance performances
- Create dance performances appropriate for purpose and audience
- Reflect on the creative process and works safely, collaboratively and independently

Content Summary:

- Dance technique (e.g. turnout, parallel, technical exercises, travelling sequences, jumps and repertoire)
- Aesthetic qualities of dance performance (e.g. musicality, style, projection and communication of intent)
- Elements of dance (time, space, energy/dynamics), compositional processes and choreographic devices
- Dance in commercial media (e.g. dance films, photography, visual projection, animation)
- Media elements (e.g. notation, story boarding, video/digital camera techniques, editing)
- The personal, historical and cultural contexts of dance in the media

Assessment:

TASK	DUE DATE	WEIGHTING
Written Response	Week 7	30%
Performance 1	Week 8	15%
Composition	Week 15	30%
Performance 2	Week 16	25%

Specific Entry & Exit Requirements for Term Units

There are no prerequisites for this course

It is possible to enter this course at Term 2 however, entry into this course for Term 2 is by negotiation with the Executive teacher.

To exit at the end of Term 1 you must first complete the Written response and Performance 1.

Assessment Criteria for Assessment and Reporting of Student Achievement

The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Students Will Be Assessed on The Degree to Which They Demonstrate:

Students will be assessed on the degree to which they demonstrate:

- Making
- Responding

Attendance and Participation

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

Completion of Assessment Items

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. In order to meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

Late Submission of Assessment Tasks (Non-Test Tasks)

Students are encouraged to submit work on time as this is a valuable organisational skill and a key tenet of assessment condition standardisation. Students are also encouraged to complete work, even if it is late, as soon as possible after the due date. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due time and date. Unless otherwise stipulated, the due time is 4.00pm for the physical submission of assessment and 11:59pm for the digital submission of assessment, on the due date.
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission.
- Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a penalty of 35% or the notional zero is reached.
- If an item is more than 7 days late, it receives the notional zero score. Submission on weekends or public holidays may not be acceptable if a physical submission is required.
- Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade.
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students. Work not submitted by the time marked work is returned to

other students may be declared as 'Not submitted'. The principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation has been provided.

Notional Zeros

Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero.

Cheating and Dishonest Practice

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with/without that person's knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

Right to Appeal

The ACT system operates a hierarchy of reviews and appeals:

- Student seeks review from teacher regarding assessment task mark/grade, unit score, unit grade, course score
- Student seeks review from head of department, if required following review by teacher
- Student appeals to her/his college principal for a review of college assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment
- Student, who has been through the college appeal process, may appeal to the Board against the college procedures by which the appeal decision was reached.

Executive Teacher: Clinton Codey   Class Teachers: Michelle Skerry

FURTHER INFORMATION ON RELEVANT BSSS POLICIES CAN BE FOUND HERE:
http://www.bsss.act.edu.au/__data/assets/pdf_file/0004/479803/_P_and_P_Manual_2021_v4.pdf

Dance Achievement Standards for Year 12 A Course

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Responding	• analyses dance performance, styles, genres, forms, processes, practices and explains the representation of identity and culture • analyses dance productions, theories, concepts and practitioners and explains their significance • analyses the purpose of dance in personal, cultural and historical contexts • communicates ideas with coherent and sustained arguments with analysis of evidence, using appropriate language and accurate referencing	• explains dance performance, styles, genres, forms, processes, practices and describes the representation of identity and culture • explains dance productions, theories, concepts and practitioners and describes their significance • explains the purpose of dance in personal, cultural and historical contexts • communicates ideas and coherent arguments using appropriate evidence, language and accurate referencing	• describes dance performance, styles, genres, forms, processes, practices and outlines the representation of identity and culture • describes dance productions, theories, concepts and practitioners and outlines their significance • describes the purpose of dance in personal, cultural and historical contexts • communicates ideas and arguments using appropriate evidence, language and accurate referencing	• identifies dance performance, styles, genres, forms, processes, practices • identifies dance productions, theories, concepts and practitioners • identifies the purpose of dance in personal, cultural and historical contexts • communicates ideas and arguments with referencing	• identifies some dance performance, styles, genres, forms, processes and practices • identifies some dance productions, theories, concepts and practitioners • identifies the purpose of dance in a personal context • communicates limited ideas and information with minimal referencing
Making	• performs with control and authority, displaying problem solving and refinement of technical skills • creates imaginative and innovative dance performances that are informed by insightful understanding of theories, concepts and practices • creates dance performances, makes astute aesthetic choices, adapts forms, styles, processes, practices and technical resources discerningly for purpose and target • analyses and reflects with insight on the creative process, works safely, collaboratively and independently	• performs with control, displaying effective problem solving and refinement of technical skills • creates imaginative dance performances that are informed by detailed understanding of theories, concepts and practices • creates dance performances, makes thoughtful aesthetic choices, selects forms, styles, processes, practices and technical resources effectively appropriate for purpose and audience • explains and reflects in detail on the creative process, works safely, collaboratively and independently	• performs with control, displaying appropriate problem solving and technical skills • creates imaginative dance performances that are informed by understanding of concepts and practices • creates dance performances, makes considered aesthetic choices, selects forms, styles, processes, practices and technical resources appropriate for purpose and audience • describes and reflects on the creative process and works safely, collaboratively and independently	• performs with minimal control, displaying some practical problem solving and technical skills • creates dance performances which make some reference to concepts and practices • creates a variety of dance performances, makes limited aesthetic choices, uses some forms, styles, processes, practices and technical resources for particular purposes • outlines the creative process with some reflection and works safely and independently	• performs, displays minimal problem solving and technical skills • creates dance performances with little or no reference to concepts and practices • creates dance performances, makes limited or no aesthetic choices, uses some forms processes and practices for particular purposes • documents with little or no reflection on the creative process, works safely under direct instruction