

# Erindale College

<b>Assessment Period:</b>	<b>2021 S2</b>
<b>Course:</b>	<b>DANCE</b>
<b>Unit:</b>	<b>Dance &amp; Entertainment (1.0)</b>
<b>Accreditation:</b>	<b>T</b>
<b>Year:</b>	<b>12</b>

## Unit Goals

- analyse dance performances, styles, processes and practices
- analyse dance productions, concepts and practitioners and their significance
- critically analyse the nature and purpose of dance in a variety of contexts
- use interpretations of dance performances to present a response
- communicate ideas and arguments using evidence and referencing
- perform jazz 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 Description

- jazz dance technique (e.g. turnout and parallel, isolations, technical exercises, turns, travelling sequences, jumps) and repertoire in styles of jazz, tap, ballroom, k Pop, commercial and/or musical theatre
- 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
- key choreographers (e.g. Agnes Demille, Jerome Robbins, Bob Fosse, Michael Bennett, Wade Robson, Tyce Diorio, Jason Gilkison)
- the personal, historical and cultural contexts of key musical theatre works (West Side Story, in the Heights, Wicked)
- the personal, historical and cultural contexts of dance in entertainment

## Assessment Tasks

<b>Name</b>	<b>Due Date</b>	<b>Weighting</b>
Composition	Dance Fest Composition: 4 August	30%
Performance 1	Dance Fest Performance: 9 September	20%
Performance 2	Showcase Performance: 9 November	20%
Responding	Written Response: 15 November	30%

## School Assessment Information

**For penalties for late and non-submission of work**

See [BSSS Policy and Procedure Manual 4.3.10](#) for further information.

**For academic integrity**

See [BSSS Policy and Procedure Manual 4.3.12](#) for further information.

**For appeals processes**

See [BSSS Policy and Procedure Manual 7.2](#) for further information.

**For moderation procedures (internal and external)**

See [BSSS Policy and Procedure Manual 5](#) for further information.

**For meshing procedures**

See [BSSS Policy and Procedure Manual 5.4.1](#) for further information.

**For method of unit score calculation**

See [BSSS Policy and Procedure Manual 4.3.6.2](#) for further information.

**For procedures for calculating course scores**

See [BSSS Policy and Procedure Manual 4.3.13.2](#) for further information.

## Achievement Standards for DANCE T - Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Making</b>	<ul style="list-style-type: none"> <li>• synthesises ideas using sustained and innovative creative practice, employing a range of familiar and unfamiliar techniques</li> <li>• critically analyses art practice, using the creative process to investigate and solve complex problems and evaluates own application of technology</li> <li>• creates and refines imaginative and innovative art works with control and precision; synthesises technical experimentation and reflects on strengths and opportunities</li> <li>• creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences</li> <li>• reflects with insight on their own art practice, thinking processes; and evaluates inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>• analyses ideas using sustained and creative practice, employing familiar and unfamiliar techniques</li> <li>• analyses art practice, using the creative process to investigate and solve problems and explains own application of technology</li> <li>• creates imaginative and innovative art works with control; analyses technical experimentation and reflects on strengths and opportunities</li> <li>• creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences</li> <li>• reflects on their own art practice, thinking and that of others and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>• explains ideas using creative practice, employing familiar techniques</li> <li>• explains art practice, using the creative process to investigate and solve familiar problems and describes own application of technology</li> <li>• creates imaginative art works with control using familiar technical skills, and reflects on strengths and opportunities</li> <li>• creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate meaning to targeted audiences</li> <li>• reflects on their own art practice, thinking and that of others and explains inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>• describes creative practice, employing some familiar techniques</li> <li>• describes art practice, using the creative process to investigate problems and identifies own application of technology</li> <li>• creates art works using familiar technical skills and reflects on strengths and opportunities</li> <li>• presents own and/or group art practice using familiar techniques to communicate meaning to target audiences</li> <li>• reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>• uses creative practice, employing little or no techniques</li> <li>• identifies basic features of art practice, with little or no connection to creative processes or use of technology</li> <li>• creates art works using familiar technical skills with little or no reflection on strengths and opportunities</li> <li>• presents own and/or group art practice using familiar techniques to communicate messages with assistance</li> <li>• reflects on their own art practice, thinking with little or no reference to inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>
<b>Responding</b>	<ul style="list-style-type: none"> <li>• critically analyses styles, forms, processes, practices, and theories; and evaluates how they are integrated to position an audience and communicate meaning</li> <li>• evaluates the significance of art works in a diverse range of contexts; and critically analyses attitudes and values</li> <li>• synthesises wide research on theories, ideas, and practices to present a coherent and independent response</li> <li>• communicates complex ideas with coherent and sustained arguments; analysing evidence and metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>• analyses styles, forms, processes, practices, and theories; and analyses how they are integrated to position an audience and communicate meaning</li> <li>• analyses the significance of art works in a broad range of contexts; and explains attitudes and values</li> <li>• compares and analyses wide research on theories, ideas, and practices to present a reasoned and independent response</li> <li>• communicates complex ideas and coherent arguments using relevant evidence, metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>• explains styles, forms, processes, practices, and theories; and explains how they are integrated to position an audience and communicate meaning</li> <li>• explains the significance of art works in a range of contexts; and describes attitudes and values</li> <li>• compares and explains research on theories, ideas, and practices to present an independent response</li> <li>• communicates ideas and arguments using relevant evidence, metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>• describes styles, forms, processes, practices, and theories; and identifies how some techniques communicate meaning</li> <li>• describes the significance of art works in context; with some reference to attitudes and values</li> <li>• describes research on theories, ideas, and practices with some evidence of an independent responses</li> <li>• applies the principles of academic integrity with some use of relevant evidence and metalanguage to communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>• identifies styles, forms, processes and practices, theories, and techniques with little or no reference to meaning</li> <li>• identifies the significance of art works in context; with little or no reference to attitudes and values</li> <li>• identifies research on theories, ideas, and practices own with little or no evidence of an independent response</li> <li>• communicates limited ideas and information with little or no application of academic integrity</li> </ul>