

# Erindale College

<b>Assessment Period:</b>	<b>2021 S2</b>
<b>Course:</b>	<b>DANCE</b>
<b>Unit:</b>	<b>Dance in Our Time (1.0)</b>
<b>Accreditation:</b>	<b>A</b>
<b>Year:</b>	<b>11</b>

## Unit Goals

- analyse dance performances, styles, processes and practices
- analyse dance productions, concepts and practitioners and their significance
- analyses 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 Description

- JFH and/or contemporary dance technique (e.g. turnout and parallel, isolations, technical exercises, travelling sequences, turns, 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
- the history of street/social dances (e.g. rock n roll, break dancing, hip-hop, krump)
- the personal, historical and cultural contexts of the role of dance in contemporary society

## Assessment Tasks

<b>Name</b>	<b>Due Date</b>	<b>Weighting</b>
Composition	Dance Festival: 5 August	30%
Performance	Dance Festival: 9 September	20%
Performance 2	Showcase: 9 November	20%
Written Response	Written Respns: 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.

## Achievement Standards for DANCE A - Year 11

	<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>analyses art practice, using the creative process to investigate and solve complex problems and evaluates own application of technology</li> <li>creates imaginative and innovative art works with control and precision; analyses 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 analyses inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>explains 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; explains 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 explains inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>describes art practice, using the creative process to investigate and solve problems and describes own application of technology</li> <li>creates imaginative art works with control; describes 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 describes inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>identifies features of art practice, using the creative process to solve problems with 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>identifies 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>analyses styles, forms, processes, practices, and theories to communicate meaning</li> <li>analyses the significance of art works in a diverse range of contexts</li> <li>communicates complex ideas with coherent and sustained arguments using evidence and metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>explains styles, forms, processes, practices, and theories to communicate meaning</li> <li>explains the significance of art works in a broad range of contexts</li> <li>communicates complex ideas and coherent arguments using appropriate 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 to communicate meaning</li> <li>describes the significance of art works in a range of contexts</li> <li>communicates ideas and arguments using appropriate evidence, metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>describes some styles, forms, processes, practices, and theories to communicate meaning</li> <li>identifies the significance of art works in context</li> <li>applies the principles of academic integrity with some use of appropriate evidence and metalanguage to communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>identifies styles, forms, processes and practices, theories to communicate meaning</li> <li>identifies art works with little or no reference to their significance</li> <li>communicates limited ideas and information with little or no application of academic integrity</li> </ul>