

# 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>T</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
- critically analyses 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 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>
Responding	Written Response: 15 November	30%
Performance 1	Dance Festival: 9 September	20%
Composition	Dance Festival: 6 August	30%
Performance 2	Showcase: 9 November	20%

## 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 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>
Making	<ul style="list-style-type: none"> <li>critically analyses art practice, using the creative process to investigate and solve complex problems</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 intended 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 art practice, using the creative process to investigate and solve problems</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 intended 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 art practice, using the creative process to investigate and solve familiar problems</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 intended 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 problems</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 intended 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 basic features of art practice, with little or no connection to creative processes</li> <li>creates art works using familiar technical skills with little or no reflection on strengths and weaknesses</li> <li>presents own and/or group art practice using familiar techniques to communicate messages</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>
Responding	<ul style="list-style-type: none"> <li>critically analyses styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>evaluates the significance of art works in a diverse range of contexts</li> <li>synthesises research on theories and ideas</li> <li>communicates complex ideas with coherent and sustained arguments with analysis of evidence, using metalanguage and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>analyses styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>analyses the significance of art works in a broad range of contexts</li> <li>compares and analyses research on theories and ideas</li> <li>communicates complex ideas and coherent arguments using relevant evidence, metalanguage and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>explains styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>explains the significance of art works in a range of contexts</li> <li>compares and explains research on theories and ideas</li> <li>communicates ideas and arguments using relevant evidence, metalanguage and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>describes styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>describes the significance of art works in context</li> <li>describes research on theories and ideas</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 to communicate meaning to an audience</li> <li>identifies the significance of art works in context</li> <li>identifies research on theories and ideas</li> <li>communicates limited ideas and information with little or no application of academic integrity</li> </ul>