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| **Topic/Task:** | Assessment Type 3: Skills Development | | | | | | | |
| **Student Name:** |  | | | | | | | |
| [**General Capabilities**](file:///L:\R-5%20Unit%20Planner%20AC\General%20Capabilities%20R-10%20Overview.docx) | Literacy | | | Numeracy | | | ICT Capability | |
| Critical and Creative Thinking | Personal and Social | | | Ethical Behaviour | | | Intercultural Understanding | |
| **Learning Intention:**   1. develop knowledge and understanding of the body, dance skills, dance elements, structural devices, production elements, and safe dance practices. 2. communicate their ideas and use appropriate dance terminology 3. develop their ability to make informed judgements about their development as a dancer through research and reflection on their own creative work. | | | | | | | | |
| **Description of Task:**  Students complete a skills development portfolio which explores their development as a dance artist. Students independently select a focus area for study. This may include the documentation of processes and analysis of:   * technical skills development including safe dance practices * possible strategies for developing and refining skills as a dancer * genre-specific characterisation (e.g. founding principles of classical ballet) * self, peer, and teacher feedback about skills development as a dancer * risk-taking and experimentation in refining movement.   The portfolio should be approximately 2000 words or 12 minutes multimodal equivalent. The portfolio must include some recorded or photographic evidence of the student’s development as a dance artist collected throughout the year. | | | | | | | | |
| **Success Criteria:** Below are indicators of student achievement that assessors are looking for in the student response. | | | | | | | | |
| **UD1** | | | **UD2** | | | **RD1** | | |
| **Theoretical understanding** | | | **Language and Terminology** | | | **Reflection and Evaluation** | | |
| Ability to refer specifically to the various skills being focused on when creating dance, with in-depth reflection on their own skill development.  Ability to discuss the extent to which particular movement sequences successfully convey the intended choreographic meaning.  Ability to refer to relevant personal examples in writing (or alternative) that further clarifies their understanding. | | | Ability to describe in detail elements of dance choreography in their chosen genre using appropriate dance language.  Ability to explain the various processes utilised in creating a dance work in a structured explanation using dance language.  Ability to use correct grammar and structures when communicating meaning. | | | Ability to describe and evaluate the various approaches and methodologies the student has experienced in their learning journey.  Ability to devise and use specific criteria for critical reflection.  Ability to demonstrate objective and subjective analysis of personal growth and learning.  Ability to refer to and incorporate reliable researched material that is relevant to the topic, using appropriate referencing techniques.  Ability to reflect on new-found knowledge and analyse how that knowledge may be applied to the student’s situation and/or future learning. | | |
| **DRAFT Due Date:** | |  | | | **FINAL Due Date:** | | |  |

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|  | **UD1** | | **UD2** | **RD1** |
| **A** | In-depth knowledge and understanding of dance practices. | | In-depth knowledge and understanding of appropriate language and terminology relevant to the dance context. | Perceptive critique and evaluation of a dance presentation, performance, or choreographic piece. |
| **B** | Detailed knowledge and understanding of dance practices. | | Detailed knowledge and understanding of appropriate language and terminology relevant to the dance context. | Highly competent critique and evaluation of a dance presentation, performance, or choreographic piece. |
| **C** | Appropriate knowledge and understanding of dance practices. | | Adequate knowledge and understanding of appropriate language and terminology relevant to the dance context. | Competent critique and evaluation of a dance presentation, performance, or choreographic piece. |
| **D** | Some knowledge and understanding of dance practices. | | Some knowledge and understanding of appropriate language and terminology relevant to the dance context. | Basic critique and evaluation of a dance presentation, performance, or choreographic piece. |
| **E** | Awareness of some basic knowledge and understanding of dance practices. | | Awareness of some basic knowledge and understanding of appropriate language and terminology relevant to the dance context. | Attempted critique and evaluation of a dance presentation, performance, or choreographic piece. |
| **Grade:** | |  | | |
| **Teacher feedback:** | | | | |