

E636 DANCE STUDIES (YEAR 12)

2008

Introduction

This subject is based on a set of outcomes which students should achieve. A number of components associated with each outcome has been stipulated. Assessment of the outcomes will be achieved through a series of assessment tasks. The Performance Criteria for the assessment of these tasks are provided.

Rationale

As an art form, dance encourages artistic creativity and the active use of the imagination, and provides a unique way in which to view, explore, and further understand oneself, others and the world in which we live.

Perhaps more than any other human activity, dance encompasses one's intellect, physicality, emotions and spirituality, enabling total involvement and personal growth for the individual.

As a physical and therapeutic activity, dance develops body and spatial awareness and the kinesthetic sense, and increases coordination, flexibility, strength, endurance and rhythmic understanding. Furthermore, one's involvement in dance activities will aid in personal development in the areas of self esteem, confidence, concentration, social awareness, communication and management skills, and the ability to organise, analyse and evaluate. Involvement will further increase aesthetic sensibilities and will serve to develop a critical and informed appreciation of the arts.

Dance Studies provides the opportunity for practical and theoretical study of dance as an art form. Embracing the premise that dance is a creative medium of expression and a highly technical physical discipline, the subject has been designed to develop the student's ability to create, to perform and to appreciate dance within its historical and multicultural contexts, and to better manage oneself and others.

Although the subject will serve to develop students' interest in becoming future practitioners within dance related fields, the overall purpose will be to produce individuals who are imaginative, confident and communicative, and who enjoy a heightened awareness of themselves and the world that surrounds us.

Subject Design

This subject stipulates a set of outcomes. These describe what the student can do as a result of studying the subject. A set of content and skill components is listed under each outcome. These components amplify the context and meaning of the outcome. They are specified for the development of each outcome and indicate how students will demonstrate achievement of the outcomes in this subject. The teaching/learning program will give coverage to all components in order to ensure each outcome is appropriately addressed.

If schools wish to vary the specified components they may do so, provided it can be demonstrated that the outcomes are still able to be achieved and that the subject is still assessed through the common assessment framework described for the subject. Proposals for variations must be submitted to the Curriculum Council for approval.

The assessment framework, based on a series of generally defined common assessment tasks, has been stipulated for the subject. Each task measures student performance of the subject outcomes. A generalised set of Performance Criteria supports the assessment framework for the subject.

A procedure for rating student performance on each task, and allocating a grade at the end of the subject, has also been stipulated.

Suggested guidelines for the delivery and assessment of the subject are included in support materials for this subject.

A list of resources to assist teachers in subject delivery is included in support materials.

Subject Outcomes

Within the context of Dance Studies, through observing, creating, making, presenting, sharing, reflecting and appreciating dance, the student is provided with the opportunity to meet each of the following outcomes:

- | | |
|-------------------|---|
| Outcome 1: | Expresses ideas and concepts through dance movement and language. |
| Outcome 2: | Applies and corrects dance technique appropriate to the dance genre. |
| Outcome 3: | Applies process and presentational skills to compose and choreograph dances. |
| Outcome 4: | Performs dances choreographed by self and others. |
| Outcome 5: | Analyses critically the process and product of dance. |
| Outcome 6: | Demonstrates an understanding of lifestyle issues affecting a dancer. |
| Outcome 7: | Describes and evaluates the social, geographical and historical contexts of dance in Australia. |
| Outcome 8: | Demonstrates one or more of the roles and skills necessary to stage a dance production. |

Components of Outcomes

- | | |
|-------------------|---|
| Outcome 1: | Expresses ideas and concepts through dance movement and language. |
|-------------------|---|

The following components amplify the context and meaning of the outcome. The student:

- expresses ideas through movement sequences
- uses dance movement to create concept, mood and character
- expresses ideas and concepts using dance language
- works in groups effectively to develop ideas and complete tasks.

Outcome 2: Applies and corrects dance technique appropriate to the dance genre.

The following components amplify the context and meaning of the outcome. The student:

- acquires physical competencies i.e. flexibility, strength, coordination
- displays and corrects technique in modern dance genre
- applies principles of technique across dance genres.

Outcome 3: Applies process and presentational skills to compose and choreograph dances.

The following components amplify the context and meaning of the outcome. The student:

- composes movement sequences in various styles and rhythms
- comprehends and manipulates movement in terms of the choreographic elements of dance
- combines choreographic processes to present original choreography
- works individually and cooperatively in groups to choreograph.

Outcome 4: Performs dances choreographed by self and others.

The following components amplify the context and meaning of the outcome. The student:

- displays acquisition and retention of dances
- performs dance for an audience
- displays an understanding of the spatial concepts of the performance space
- demonstrates expressive and interpretive skills in presentation.

Outcome 5: Analyses critically the process and product of dance.

The following components amplify the context and meaning of the outcome. The student:

- critically evaluates dance performance, using appropriate dance language
- suggests alternative ideas, choreographic elements or processes which may enhance choreography
- reflects critically on the work of self and others.

Outcome 6: Demonstrates an understanding of lifestyle issues affecting a dancer.

The following components amplify the context and meaning of the outcome. The student:

- describes appropriate nutritional guidelines for a dancer

- prescribes safe methods of improving physical competencies for dance
- outlines the prevention and treatment of common dance injuries
- designs a safe warm up and warm down for dance.

Outcome 7: Describes and evaluates the social, geographical and historical contexts of dance in Australia.

The following components amplify the context and meaning of the outcome. The student:

- traces the ritual, social and artistic development of dance in Australia
- comments on issues in contemporary dance in Australian society.

Outcome 8: Demonstrates one or more of the roles and skills necessary to stage a dance production.

The following components amplify the context and meaning of the outcome. The student:

- displays initiative and organisational skills
- outlines the production roles necessary to stage a dance production
- undertakes one or more roles of the production team.

Common Assessment Framework

A framework for the assessment of the subject has been developed. This framework is based on assessing aspects of each task, with the task providing the opportunity for the student to achieve specified outcomes.

| Task | | Specified Outcomes |
|---------------|---|---------------------|
| One | Complete combinations of modern dance exercises and sequences, demonstrating correct technique and style, and identify issues in contemporary dance in Australia. | 1, 2, 4, 7 |
| Two and Three | Complete combinations of exercises and extended sequences from a chosen dance genre. | 1, 2, 4 |
| Four | Work in a group to choreograph an original dance, teach it to other students and present it to an audience. | 1, 2, 3, 4, 5, 6, 8 |
| Five | Demonstrate, in practice, one or more roles and skills necessary to stage a dance production. | 1, 5, 8 |
| Six | Present dances to an audience. | 2, 3, 4, 5 |
| Seven | Present a report incorporating the development of dance in Australia and a critical evaluation of an Australian dance performance. | 1, 5, 7 |
| Eight | Write a magazine article outlining a healthy lifestyle for a dancer. | 1, 6 |

Common Assessment Task Booklet

Details of the parameters of each task are provided in the *Common Assessment Task Booklet* which is available from the Curriculum Council.

Genres studied must include Modern, plus **two (2)** to be chosen from the following:
Ballet, Ballroom, Gymnastics for Dance, Jazz, Tap or any other appropriate genre.

Performance Criteria

Ratings for student performance of each outcome will be based on the following criteria:

Outcome 1: Expresses ideas and concepts through dance movement and language.

| Satisfactory | High | Very high |
|--|--|--|
| The student uses dance language and experiments with movement to express ideas and concepts. | The student uses a range of dance language and chooses appropriate movement to express ideas and concepts. | The student uses dance language fluently and effectively and creates original movements to express ideas and complex concepts. |

Outcome 2: Applies and corrects dance technique appropriate to the dance genre.

| Satisfactory | High | Very high |
|--|--|--|
| The student demonstrates technique appropriate to the dance genre and is able to correct technique on self and others. | The student demonstrates technique and style appropriate to the dance genre and corrects technique on self and others. | The student demonstrates technique and expressive style appropriate to the dance genre with the ability to translate common technique across dance genres. |

Outcome 3: Applies process and presentational skills to compose and choreograph dances.

| Satisfactory | High | Very high |
|---|---|--|
| The student uses choreographic elements and processes to compose dance in various styles and rhythms. | The student combines and changes choreographic elements and processes to choreograph original dances in various styles and rhythms. | The student manipulates and reshapes choreographic elements and processes to express ideas and concepts through original choreography in various styles and rhythms. |

Outcome 4: Performs dances choreographed by self and others.

| Satisfactory | High | Very high |
|--|---|---|
| The student performs dances for an audience demonstrating an awareness of appropriate style, expression and spacing. | The student confidently performs dances for an audience using appropriate expression and style and effective spacing. | The student confidently and sensitively performs dances for an audience, using interpretation of style and concept and effectively adapting the spacing for the performance area. |

Outcome 5: Analyses critically the process and product of dance.

| Satisfactory | High | Very high |
|--|--|---|
| The student identifies and critically communicates the characteristics and qualities of dance using a range of language, ideas and values. | The student critically communicates and interprets the characteristics and qualities of dance using a range of language, ideas and values. | The student reflects critically on the characteristics and qualities of dance justifying responses using a range of language, ideas and values. |

Outcome 6: Demonstrates an understanding of lifestyle issues affecting a dancer.

| Satisfactory | High | Very high |
|---|--|--|
| The student identifies lifestyle issues affecting a dancer. | The student identifies lifestyle issues affecting a dancer and recognises associated problems. | The student identifies lifestyle issues affecting a dancer, recognises associated problems and offers appropriate solutions. |

Outcome 7: Describes and evaluates the social, geographical and historical contexts of dance in Australia.

| Satisfactory | High | Very high |
|--|--|---|
| The student demonstrates an understanding of Australian dance in its social, geographical and historical contexts. | The student identifies, evaluates and communicates the features and functions of Australian dance within its social, geographical and historical contexts. | The student investigates the reasons for change in the functions of Australian dance within its social, geographical and historical contexts. |

Outcome 8: Demonstrates one or more of the roles and skills necessary to stage a dance production.

| Satisfactory | High | Very high |
|---|--|--|
| The student demonstrates, in practice, one or more of the roles and skills necessary to stage a dance production. | The student works independently and responsibly in undertaking one or more roles of the production team. | The student shows initiative and leadership in undertaking one or more roles of the production team. |

Note: ND (Not Demonstrated) will be assigned if the student does not meet the requirements of the S (Satisfactory) rating in the assessment of the outcome.

Rating Procedure

Before a final grade can be awarded, the final rating achieved for each outcome must be determined. This is done using the following process:

- V is attained when at least 50% of ratings are at a Very High level, and at least 50% of the remainder are at a High level or better, with all ratings at S or better.
- H is attained when at least 50% of ratings are at a High level or better, and at least 50% of the remainder are at a Satisfactory level or better.
- S is attained when at least 50% of ratings are at a Satisfactory level or better.
- ND is attained when more than 50% of ratings are at a Not Demonstrated level.

Where a student fails to achieve a final rating of S for an outcome, teachers are encouraged to provide the student with an additional opportunity to demonstrate S if:

- the student has completed all the CATs incorporating that outcome; and
- the student has demonstrated S for that outcome in at least one task.

The additional opportunity should not simply be a repetition of a task, but should be an equivalent task which reflects a change of context in which the task is done.

Professional judgement should then be used to determine whether a final rating of ND or S is appropriate in each situation.

Grading Procedure

At the completion of this subject grades will be awarded in the following manner:

- A Very High in at least 50% of outcomes, and High or better in at least 50% of the remainder.
- B High or better in 50% of outcomes, and Satisfactory or better in the remainder.
- C Satisfactory or better in all outcomes.
- D Satisfactory or better in at least 50% of the outcomes.
- E Not Demonstrated in more than 50% of the outcomes.

A final rating of ND for any outcome will result in a grade of D being awarded.

Specific details giving examples of the combination of V, H and S resulting in different grades can be found in the *Common Assessment Tasks* booklet.

Time Allocation

The subject has been designed to be completed through a structured education program of approximately 110 hours in any suitable contexts and series of learning experiences. Typically the subject will be studied over the period of one school year. For administrative reasons schools wishing to vary this delivery pattern (e.g. over a shorter period or over a longer period up to two school years) are required to notify the Chief Executive Officer of the Curriculum Council.

Subject Completion

Students must complete the school's structured educational and assessment program for a subject in order to be eligible to receive a grade unless there are exceptional and justifiable circumstances. In situations where the school considers that insufficient information has been gathered to justify the award of a grade for the subject, a result of U (for unfinished) should be allocated. The Curriculum Council offers the flexibility for the U to be converted to a grade after the final grades have been submitted. Further details on assessment and grading are provided in Volume I of the Syllabus Manuals.

Resources

Support Material

Support material for this subject can be ordered through the Curriculum Council Publications Catalogue and is available on the Curriculum Council website (<http://www.curriculum.wa.edu.au>).

