EXTERNAL ASSESSMENT SPECIFICATIONS

DANCE – CHOREOGRAPHY AND PERFORMANCE (DNC315120)

This document provides students, teachers and markers with detail about what students have to undertake for the Dance - Choreography and Performance practical assessment and written assessment (folios) that form their external assessment.

This document does not repeat essential information found in other documents and must be read in context of:

- The course document

The TASC Frequently Asked Questions – Externally assessed folios, provides general information for all students and teachers about externally assessed folios, including a how-to guide for submitting folios and a link to the TASC guide to Authenticity and Academic Integrity.

The external assessment for this course consists of two components:

- a practical assessment
- written assessment in the form of two (2) folios
  - Critical Analysis
  - Choreographic Reflections

The criteria to be externally assessed are:

**Practical assessment:**

- Criterion 6: apply performance skills and appropriate dance technique
- Criterion 7: create a personal movement vocabulary to express an intent
- Criterion 8: apply structure and form to the design of own dance works to suit intent

**Written assessment (Folio):**

**Critical Analysis**

- Criterion 1: analyse personal dance skills
- Criterion 2: analyse dance work of others

**Choreographic Reflection**

- Criterion 1: analyse personal dance skills
- Criterion 2: analyse dance work of others

Students **must** complete the performance and both folios.
CRITICAL ANALYSIS FOLIO GUIDELINES

These guidelines provide students, teachers and markers with details about what students is required for the Dance Choreography & Performance Critical Analysis folio that forms part of their external assessment for this course.

The Critical Analysis requires students to:

- compare and contrast two (2) dance works viewed in the year of study.

The final copy of the Critical Analysis folio must be submitted by the student to their teacher for external assessment.

Due dates for folio submission are available from the TASC website.

The teacher cannot extend this TASC published final “due to teacher date” however they may set an earlier deadline for the purpose of internal assessment.

ADVICE TO STUDENTS

You are required to critically analyse, in essay form, two live or recorded discrete professional dance works you have seen this year. You must compare and contrast the two discrete dance works and decide which one was the most successful in terms of communicating a choreographic intention to an audience. Dance works produced by dance companies such as Bangarra Dance Theatre, Sydney Dance Company, Nederlands Dans Theatre or Tasdance will have strong choreographic intentions they convey to their audiences through refined and manipulated movement.

Dance pieces that are presented as pure entertainment, for example in television shows such as So You Think You Can Dance and Dancing With The Stars, music videos for example Sia’s Chandelier or live dance shows such as Burn The Floor are to be avoided.

In many cases these pieces are ‘dance for dance sake’ highlighting the technique and skill of the dancer rather than the skill of the choreographer. Music and production tools are often the drivers of these dance pieces rather than movement designed to communicate a choreographic intention.

You are to address ONE of these questions in your response:

1. With reference to TWO contrasting live or recorded dance works you have seen this year compare and evaluate:
   - what relationship the movement had to the meaning/intention of the pieces
   - how the works utilised the space
   - what the function of the technical elements were within the work.

2. Compare TWO live or recorded works seen in the last twelve months that are of a significantly contrasting nature. Critically analyse the contrast between the two works. Evaluate the following:
   - choreographic intention
   - movement vocabulary
   - structural devices and form
   - performance skills
   - technical elements

The Critical Analysis word length must be between 1000 - 1500 words. Critical Analysis’ that do not meet the word limit will not be deemed sufficient to adequately address the question, this may result in a reduced rating on the relevant criteria.
PRESENTATION

When presenting your appraisal for assessment please note the following requirements:

- the question at the top of the essay
- follow a clear structure that includes:
  - an introduction
  - a body that presents some discussion and argument
  - a conclusion.
- proof read your work for grammar and spelling
- bold your titles
- use justified alignment and 1.5 spacing and double spacing between paragraphs
- indent quotes longer than 50 words
- do not use first names when referring to choreographers and dancers
- indicate the word count at the end of the folio
- number all pages

In addition the following is strongly recommended:

- when writing in the first person maintain an analytical tone

INSTRUCTIONS TO MARKERS

The Critical Analysis will be assessed against:

Criterion 1: analyse personal dance skills
Criterion 2: analyse dance work of others
CHOREOGRAPHIC REFLECTIONS: FOLIO GUIDELINES

These guidelines provide students, teachers and markers with details about what students is required for the Dance Choreography & Performance Choreographic Reflections folio that forms part of their external assessment for this course.

The Choreographic Reflections folio includes:

1. Solo Piece
2. Group Piece

The final copy of Choreographic Reflections must be submitted by the student to their teacher for external assessment. Due dates for folio submission are available from the TASC website.

The teacher cannot extend this TASC published final “due to teacher date” however they may set an earlier deadline for the purpose of internal assessment.

The TASC cover page available at www.tasc.tas.gov.au/students/courses/the-arts/DNC315120 must be placed on the front of the Choreographic Reflections Folio.

The Choreographic Reflections is to be submitted as one (1) PDF document.

ADVICE TO STUDENTS

You are required to produce two extended choreographic reflections for external assessment, one for the solo piece and one for the group piece. Both written pieces will be a process-based discussion.

The process of choreographing a solo piece and a group piece presents different challenges and incorporates different processes. Candidates are encouraged to reflect upon and analyse the specific and unique processes and choices made in the development of each piece and avoid exact duplication of phrasing.

The formal TASC cover page, available on the TASC website, must be placed on the front of the folio Dance - Choreographic Reflections. This will enable the examiner to make the connection between your performance and your choreographic reflection. Your reflection clarifies and communicates the intention of your performance.

QUESTIONS TO BE ADDRESSED IN THE RESPONSE

Many decisions were made during the process of choreographing your externally assessed solo and group pieces this year.

How did your reflections and choices during the process shape, inform and communicate the choreographic intent of each piece? Consider the following four points with particular focus on points 2 and 3.

1. stimulus/inspiration
2. process of composition (movement vocabulary, choreographic devices, structural devices and form)
3. artistic problem-solving
4. use of production tools

The word limit for the folio is 750 - 1200 words for each piece. The word count must be indicated at the end of the piece.

Choreographic Reflections that do not meet the word limit will not be deemed sufficient to adequately address the question, this may result in a reduced rating on the relevant criteria.
Things to consider:

- an introduction is essential
- a clear and informed discussion about form, devices and process in relation to intent must be evident
- include a reference list
- include appendices only if relevant
- use available texts e.g. Smith-Autard J. M. Dance Composition
- do not explain what devices are but how you applied them
- reflect on the decision-making process
- if writing in the first-person student must maintain an analytical tone.

INSTRUCTIONS TO MARKERS

The folios will be assessed against:

Criterion 1: analyse personal dance skills
Criterion 2: analyse dance work of others
PRACTICAL ASSESSMENT GUIDELINES

These guidelines provide students, teachers and markers with details about what students is required for the Dance Choreography & Performance Practical Assessment that forms part of their external assessment for this course.

The Practical Assessment requires students to:
- choreograph a solo and a group dance work
- perform in both a solo and a group piece.

CHOREOGRAPHY

You are required to choreograph:
- a solo work (2-4 minutes duration)
- a group dance work (3-6 minutes duration) with a minimum of three dancers per group.

You will be penalised and receive a ‘t’ rating if they do not adhere to the time requirements.

The works must exhibit a diverse range of movement vocabulary. You must carefully consider the theme you choose for your piece. Primarily the movement and structure of your choreography must convey the intention of your dance work.

Both the solo and the group choreography will be assessed against Criteria 7 & 8.

NOTE:
Production tools such as music, lighting and costume or dance clothing must be carefully selected to support your intention but not to dominate it. Hair is to be tied back unless relevant to the choreographic intention.

PERFORMANCE

You are required to perform in a solo choreographed by self, and in a group dance work choreographed by self or another student.

You will introduce yourself using only your first name that appears on your pro-forma and indicate that you wish to be assessed for performance.

A maximum of 3 students can be assessed for Criterion 6 in any one piece.

All dancers in the group pieces will be enrolled in Dance TASC Level 2 or 3, or another arts subject at the school. In extreme cases students may be enrolled in TASC Dance at another school.

Please Note: While the minimum number of dancers in a group piece is three and no maximum number has been set you need to remember that it is difficult to properly assess dancers amongst a large number.

THE PERFORMANCE WILL BE ASSESSED AGAINST:

Criterion 6: apply performance skills and appropriate dance technique

THE CHOREOGRAPHY WILL BE ASSESSED AGAINST:

Criterion 7: create a personal movement vocabulary to express an intent
Criterion 8: apply structure and form to the design of own dance works to suit intent
DOCUMENTATION REQUIRED

- Both the solo and group performance must be accompanied by a statement of choreographic intent written on the Practical Assessment Proforma available on the TASC website.
- Your statement of choreographic intent must be kept brief. The purpose is to outline rather than detail what the piece is about. Take care not to include information in the intent that is not presented in the dance. The relationship between the statement and your presented pieces is important. The statement must be consistent with that provided for the Dance - Choreographic Reflections folio. You must also pay special attention to the clarity of your Statements of Intent (e.g. spelling, grammar and expression).
- You MUST provide THREE copies to the Examining Panel at least 30 minutes prior to the commencement of the practical assessment.
- It is crucial that you include good quality photographs. Examiners use these to identify you for performance assessment. You will also be asked to introduce yourself (using first name only) prior to being assessed for performance in the group piece of your choice.

INFORMATION FOR TEACHERS

VENUE

The venue for the practical examination is the responsibility of the school that enrolls students for Dance Choreography and Performance (DNC315120). The provision of the venue is not necessarily a special requirement for the examination, but that it is the sort of venue used throughout the course for the required formative performance assessments. Schools may collaborate in order to provide a suitable examination venue. All costs incurred are the responsibility of the schools. For the benefit of the students involved it is expected that they would have been given adequate spacing and technical rehearsals in the examination venue. As stated in the course, opportunity for the presentation of choreographed pieces must be provided regularly throughout the year, so that the practical examination is a natural progression in the assessment process.

TECHNICAL REQUIREMENTS

The minimum staging and technical requirements listed below should have been available throughout the year, so that students are familiar with these as part of the choreographic process.

- **Performance Space:** The designated space must be allocated for external assessment purposes for the duration of the practical examination and remain uninterrupted by other school functions during that time. The floor area should be a minimum of 10m wide and 8m deep. It must be a safe dance floor (e.g. sprung wooded) as well as a safe surface (tarquette where necessary).
- **Technical Equipment:** This should be of the type that is available for use throughout formative performance assessments. All technical equipment operation (e.g. lighting, sound) is the responsibility of the school.
- **Sound:** A good quality audio system must be available where students are utilising recorded or amplified sound. **Good quality recordings must be used.** All recording and editing must be of a quality that enhances the student’s work. Soft and unobtrusive background music may play between examination pieces.
- **Lighting:** Blackout facility should be provided where possible. Where other than natural lighting is required by the students, sufficient lighting which will enable the examiners to be able to see the work being assessed, and those students being assessed for performance must be available. **Special lighting effects must only be used where appropriate to the intention of the piece.** Resetting of lighting equipment (angle, focus, gels etc.) must occur during the allocated set up time of three minutes. Dim lights would be appropriate for the reading of programs between pieces.
• **Props/Set:** Any staging/prop materials selected by the student must support the intention of the piece and must be positioned during the allocated set up time of three minutes.

• **Costumes and Dance Etiquette:** Costumes must facilitate the intention of the piece while also allowing clear identification of performance students. Students must not wear socks, (‘foot undies’ can be used), hair must be tied back (unless it is crucial to intention of piece), and examiners expect students to wear supportive undergarments with good overall coverage.

• **Music:** If a song lyric has been used as inspiration for the choreography, it could be best to find an alternative song to do the dance to so as to not run a risk of the piece looking ‘mimed’. As a general rule, it is better to find one piece of music that suits the choreographic intention of the piece and goes for the right duration. The dance must dominate rather than the music. In other words, if the music is fast, movements can be made slow. It is acceptable to go against the music. Joining music can spoil the flow of a piece, especially if cross-fades are not smooth.

• **No more than two pieces of music are to be joined for a performance.** Candidates are encouraged to find music that has inherent dynamic changes (if needed) rather than join disparate pieces of music.  

**Please Note:** It is not compulsory for students to use production tools for the external assessment. Assessment for production tools already occurs under Criterion 2. However, students must present a polished piece of work. If used, students must make considered decisions regarding the use of any sound, lighting, costume or staging in order to support the design of the choreography.

### PROVISIONS FOR THE EXAMINING PANEL

#### VENUE FACILITIES

Schools must provide a private room for debriefing. This must be made available for the duration of the practical examination and up to two hours after the final student's group piece. It is important that this room be uninterrupted.

Examiners require three desks with adequate working space, set adjacent to one another (each with a reading lamp with a light blue gel). A jug of water and glasses should be provided.

The desks will need to be placed so that there is an unhindered view of the performance space.

**Please note:** students could be disadvantaged if the examiners are positioned too far away from, or too close to the performance space. Schools must discuss any queries concerning placement directly with the Marking Coordinator at least a fortnight prior to the examination.

#### CONFIDENTIALITY

For reasons of confidentiality, care should be taken to ensure that no one is sitting behind, or close by, the examiners.

An audience for the examination is welcome and may applaud. However, it must be seated throughout each examination piece and located a minimum of two metres away from the examining panel and at least five metres away if seated behind.

#### PROGRAM

On the examination day, schools must provide three typed copies of the **running order** of group pieces indicating the choreographer's first name, the choreographer's TASC Candidate ID, the title of the work, and the first names and student numbers of students to be assessed for performance (see example below). This can be given to the examiners together with the student pro-formas.

The Examining Panel requires all students to meet with them for ten minutes prior to the examination of the first student.

**Please note:** Solo performances must be performed first followed by groups.
**EXAMPLE – RUNNING ORDER**

**GROUP CHOREOGRAPHY AND DANCE PERFORMANCE**

<table>
<thead>
<tr>
<th>Choreography (Criteria 7 &amp; 8)</th>
<th>Student Number</th>
<th>Title</th>
<th>Performance (Criterion 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sarah</td>
<td>16A12345</td>
<td>‘Alive’</td>
<td>Sarah 17A1234 Mandy 16B0123 Tim 18C5678</td>
</tr>
<tr>
<td>2. Tim</td>
<td>16C58878</td>
<td>‘Fantasy Island’</td>
<td></td>
</tr>
<tr>
<td>3. Anna M.</td>
<td>16C02446</td>
<td>‘Wandering’</td>
<td>Anna M. 19C0246 Anna B. 17D1247</td>
</tr>
</tbody>
</table>

**BREAK**

**INSTRUCTIONS TO MARKERS**

The performance will be assessed against:

**Criterion 6:** apply performance skills and appropriate dance technique

The choreography will be assessed against:

**Criterion 7:** create a personal movement vocabulary to express an intent

**Criterion 8:** apply structure and form to the design of own dance works to suit intent
The student proforma is submitted on the day of the practical exam.

The details are filled out by the student with the assistance of the dance teacher.

Dance teachers are required to give the examiners the proformas on their arrival at the exam venue.

Time limits must be accurately recorded.
SOLO DETAILS
(To be completed by Student)

Student (first name):  
TASC ID:

Title:  
Duration:

Intention statement:

Comments (for Examiners use only)

Criterion 6:  
Criterion 7:  
Criterion 8:  

Examiner: ..............................................................................
GROUP CHOREOGRAPHY DETAILS
(To be completed by Student)

Student (first name):  
TASC ID:

Title:  
Duration:

<table>
<thead>
<tr>
<th>Intention statement:</th>
</tr>
</thead>
</table>

Comments (for Examiners use only)

Criterion 7:  
Criterion 8:  

Examiner:..............................................................................
GROUP PERFORMANCE DETAILS
(To be completed by Student)

Student (first name):
TASC ID:
Group assessed for performance in (first name):

Costume:

Comments (for Examiners use only)
Criterion 6: □

Examiner: .................................................................
ATTACHMENT 3

DANCE - CHOREOGRAPHY & PERFORMANCE
(DNC315120)

CHOREOGRAPHIC REFLECTIONS

This cover page must be placed on the front of the Choreographic Reflections Folio. This enables the examiner to make the connection between the performance and the reflection.

TASC ID: 

...........................................................

SCHOOL: 

...........................................................

FIRST NAME: 

...........................................................

CHOREOGRAPHIC INTENT – SOLO *(PLEASE TYPE)*

This must be the same as your practical assessment pro-forma

CHOREOGRAPHIC INTENT – GROUP *(PLEASE TYPE)*

This must be the same as your practical assessment pro-forma

*Insert head shot photo of student here*