# Dance Stage 6 – Preliminary appreciation and composition sample assessment task

**Topic:** Appreciation and composition

**Assessment:** Task 3 – written essay and completed composition

**Weightings:** Appreciation (15%) and composition (15%)

**Outcomes:**

* **P3.2** – understands the compositional process
* **P3.3** – understands the function of structure as it relates to dance composition
* **P3.5** – devises movement material in a personal style in response to creative problem-solving tasks in dance composition
* **P3.6** – structures movement devised in response to specific concept/intent
* **P4.2** – develops knowledge to critically appraise and evaluate dance
* **P4.3** – demonstrates the skills of gathering, classifying and recording information about dance
* **P4.4** – develops skills in critical appraisal and evaluation

[Dance Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/dance-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

## Task description

This task contains 2 parts, the written essay for dance work 2, *Sarabande* by Jiri Kylian, and the demonstration of the completed composition work, including the rationale and elaboration. Students will receive a yearly examination timetable detailing the provisions for completing each part of the task.

### Part A – written essay

Students will have 45 minutes to complete the written examination where they will be required to answer one set question, in an essay style response of approximately 500 words, analysing and describing dance work 2, *Sarabande*, by Jiri Kylian.

#### Assessment criteria

Students will be assessed on their ability to:

* demonstrate knowledge of the work *Sarabande* by Jiri Kylian
* demonstrate the skills of recording information about *Sarabande* by Jiri Kylian
* demonstrate skills in critical appraisal and evaluation.

#### Marking criteria

Table 1 – marking criteria for Part A – written essay

|  |  |
| --- | --- |
| Mark | Criteria |
| 9–10 | * Demonstrates highly developed knowledge of the work *Sarabande* by Jiri Kylian * Comprehensively records information about *Sarabande* by Jiri Kylian * Demonstrates highly developed skills in critical appraisal and evaluation |
| 7–8 | * Demonstrates well-developed knowledge of the work *Sarabande* by Jiri Kylian * Effectively records information about *Sarabande* by Jiri Kylian * Demonstrates well-developed skills in critical appraisal and evaluation |
| 5–6 | * Demonstrates relevant knowledge of the work *Sarabande* by Jiri Kylian * Adequately records information about *Sarabande* by Jiri Kylian * Demonstrates sound skills in evaluation |
| 3–4 | * Demonstrates basic knowledge of the work *Sarabande* by Jiri Kylian * Records information about *Sarabande* by Jiri Kylian * Demonstrates basic skills in evaluation |
| 1–2 | * Demonstrates elementary knowledge of the work *Sarabande* by Jiri Kylian * Recounts information about *Sarabande* by Jiri Kylian * Demonstrates elementary skills in evaluation |

### Part B – practical demonstration

Students complete a practical demonstration of the finished student devised composition, including the submission of a 300-word supporting rationale and a teacher guided elaboration.

#### Assessment criteria

Students will be assessed on their ability to:

* demonstrate an understanding of the compositional process physically, orally and in written form
* understand the function of structure as it relates to organising the movement and organising the dance in response to specific concept/intent
* devise movement material in a personal style to create phrases in response to specific concept/intent
* structure movement devised in response to specific concept/intent.

#### Marking criteria

Table 2 – marking criteria for Part B – practical demonstration

|  |  |
| --- | --- |
| Mark | Criteria |
| 17–20 | * Demonstrates a highly developed understanding of the compositional process physically, orally and in written form * Demonstrates a highly developed understanding of the function of structure as it relates to organising the movement and organising the dance in response to specific concept/intent * Effectively devises movement material in a personal style to create phrases in response to specific concept/intent * Demonstrates a highly developed ability to structure movement devised in response to specific concept/intent |
| 13–16 | * Demonstrates a well-developed understanding of the compositional process physically, orally and in written form * Demonstrates a well-developed understanding of the function of structure as it relates to organising the movement and organising the dance in response to specific concept/intent * Effectively devises movement material in a personal style to create phrases in response to specific concept/intent * Demonstrates a well-developed ability to structure movement devised in response to specific concept/intent |
| 9–12 | * Demonstrates a relevant and sound understanding of the compositional process physically, orally and in written form * Demonstrates a sound understanding of the function of structure as it relates to organising the movement and organising the dance in response to specific concept/intent * Devises adequate movement material in a personal style to create phrases in response to specific concept/intent * Demonstrates a sound ability to structure movement devised in response to specific concept/intent |
| 5–8 | * Demonstrates a basic understanding of the compositional process physically, orally and in written form * Demonstrates a basic understanding of organising the movement and/or organising the dance which may or may not be devised in response to specific concept/intent * Devises basic movement material to create phrases/sequences which may or may not be devised in response to specific concept/intent |
| 1–4 | * Demonstrates an elementary understanding of the compositional process physically, orally or in written form * Attempts to devise movement material to create phrases/sequences |

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