

Dance Studies

2010 ASSESSMENT REPORT

Arts Learning Area



Government
of South Australia

SACE
Board of SA

DANCE STUDIES

2010 ASSESSMENT REPORT

GENERAL COMMENTS

Teachers and students are to be commended for their hard work in 2010. The practical components reflected the passion and creativity that this subject offers.

ASSESSMENT COMPONENT 1: TECHNIQUE

Teachers and students were well prepared for technique assessment this year, and a variety of styles were presented. Teachers assigned grades confidently and all were conversant with the assessment criteria.

Jazz dance continued to be popular this year, but a mixed standard was evident. Teachers are encouraged to access the jazz exemplar on the SACE website and share it with the jazz teacher when setting the exercises for assessment. In particular, exercises performed at the beginning of moderation lacked sufficient complexity for Stage 2. Students were therefore unable to demonstrate their ability at the higher end of the grade spectrum.

Students who were most successful in this component demonstrated a clear grasp of the dance genre chosen, and displayed clean lines through the body and a strong core centre. Their ability to easily pick up unseen combinations and to execute complex movement phrases with confidence was consistently evident throughout the moderation process.

Recommendations:

- vary the side of the body on which exercises begin
- repeat exercises on the other side of the body
- ensure exercises are of a sufficient length for this standard
- use a variety of fronts
- use a range of time signatures
- balance set and unset exercises

ASSESSMENT COMPONENT 2: CHOREOGRAPHY

Overall the choreographic material submitted this year was of a high standard. Students who were successful in this area created works that followed a clear structure and theme, took some degree of risk in movement choices, and showed a range of choreographic devices that were accompanied by a measure of complexity.

Teachers and students need to be aware that merely arranging known steps is not considered choreography. Direct copying of movement phrases from video clips or television programs is considered plagiarism and teachers must mark accordingly.

ASSESSMENT COMPONENT 3: GROUP PRODUCTION

The group production provides an excellent opportunity for students to display their talent for particular dance styles and to showcase their technical skills.

There was a high standard of performance work presented which offered students every opportunity to be successful.

ASSESSMENT COMPONENT 4: WRITTEN EXAMINATION

There were definite question preferences in the written paper. 'The Second Generation of Modern Dance Artists in America' and 'Innovators in Contemporary Choreography' proved to be the most popular topics again this year. Generally the written examination was conscientiously undertaken with evidence of well-prepared topics that enabled students to demonstrate a solid knowledge and understanding in a clear, concise manner.

Successful answers were accurate, fluid, well-structured, and informative. These responses answered the question directly, gave supporting dates and facts, and provided evidence of a student's knowledge.

Most students did their best to answer the question selected, although some did not analyse the question with sufficient rigour. Merely reciting facts about a dance work or a choreographer does not allow for an insightful response about the processes undertaken.

Students are advised to adopt the convention of referring to an artist by their surname rather than by their given name.

Chief Assessor
Dance Studies