

# VCE Dance

## 2014–2018

### Performance examination – October

#### Examination specifications

##### Overall conditions

The examination will be undertaken at a time, date and venue to be set annually by the Victorian Curriculum and Assessment Authority (VCAA).

Examination time: 2.5–5 minutes for each solo dance work

VCAA examination requirements and rules will apply. Details are published annually in the *VCE and VCAL Administrative Handbook*.

Individual examination times and examination forms will be made available by the VCAA in Term 3 as a VASS download.

The VCAA will select venues that provide a non-slip surface of approximately 9 m × 14 m for students' performances.

A music playback system with appropriate connection for MP3 players will be supplied at examination centres. CDs will **not** be permitted. It is important that a good-quality sound recording is prepared, one that is sufficiently clear and audible to both assessors and students. It is recommended that students allow sufficient lead-in time prior to the beginning of the recorded music. Students may also prepare an audio backup of their music. Students are **not** permitted to perform with live accompaniments. If required, another secondary-school student will be permitted in the examination room to operate the sound system.

The examination will be assessed by a panel appointed by the VCAA.

The examination will contribute 50 per cent to the study score.

##### Content and format

Students will perform **two** solo dance works that they have individually composed in:

- Unit 3 Outcome 2
- Unit 4 Outcome 2.

Each solo dance work will be equally weighted in the performance examination.

The live performance of each solo dance work should be presented as a single uninterrupted performance of at least 2.5 minutes, with a maximum duration of 5 minutes.

The dance will be timed from when the dancer engages in movement. If the performance is interrupted, the student should continue the dance as soon as possible after the interruption.

Each solo dance work should be based on the key knowledge and skills specified for Unit 3 Outcome 2 and Unit 4 Outcome 2.

Only the solo works composed in Unit 3 Outcome 2 and Unit 4 Outcome 2 will be assessed.

- The performance of the solo dance work from Unit 3 Outcome 2 will focus on dance technique and is designed to assess students' ability to demonstrate physical skills through a range of body actions, varied use of the elements of movement, and performance processes and practices in a solo context.
- The performance of the solo dance work from Unit 4 Outcome 2 will focus on dance composition and is designed to assess students' ability to demonstrate solo composition skills through the expressive use of spatial organisation and the formal structure of the composition.

For the purpose of this assessment, the composition may be structured:

- with a clear beginning, middle/development and resolution

OR

- using formal structures, such as narrative, binary, ternary, rondo, theme and variation or episodic.

The learnt group dance work in Unit 3 Outcome 3 will **not** be assessed in the performance examination.

### **Statement of Expressive Intention**

Students are required to complete a Statement of Expressive Intention. This form will be available as a VASS download in Term 3. On this form students should:

- technique solo
  - identify the title and/or music used
- composition solo
  - identify the title\*
  - identify the formal structure and the main choreographic devices used in structuring the solo
  - outline the expressive intention throughout the sections of the solo.

The Statement of Expressive Intention is used by assessors to inform their assessment of the performance of the composition solo.

The school will be required to verify that there is no duplication between dances presented by a student for this performance examination and those presented for any other VCE performance examination.

\* Note that the title of the dance may be the same as the title of the music.

## **Examination criteria**

The examination criteria listed below are used to assess the performance. All criteria are applied with equal weighting. In the performance examination, each student will be assessed against each criterion.

### **Technique solo**

The extent to which the performance demonstrates:

1. control of body alignment and coordination of body parts within a range of body actions
2. maintenance of stamina and control of muscular strength within a range of body actions
3. control in the use of transference of weight and balance within a range of body actions
4. control in the use of flexibility within a range of body actions
5. skill in the varied use of time
6. skill in the varied use of space (shape)
7. skill in the varied use of energy
8. skill in projection of the whole body to demonstrate artistry and communicate to the audience

### **Composition solo**

The extent to which the performance communicates the choreographer's expressive intention and demonstrates:

1. skill in the varied use of level
2. skill in the varied use of direction
3. skill in the varied use of eye/body focus
4. skill in the varied use of dimension
5. skill in the selection of expressive movement vocabulary
6. skill in the expressive arrangement of movement vocabulary to create an appropriate formal structure
7. skill in the expressive manipulation of choreographic devices
8. skill in the use of performance processes, practices and artistry to communicate the expressive intention to the audience

## Examination advice

### Technique solo

**Criteria 1–4** require students to demonstrate control of physical skills within a range of body actions. In the *VCE Dance Study Design*, physical skills are movement skills including alignment, coordination, balance, control, flexibility, strength, stamina and transference of weight. Body actions include elevation, falling, gesture, locomotion, turning and stillness.

**Criteria 5–7** require students to demonstrate skill in the varied use of each of the elements of movement; namely, time, space (shape) and energy. An understanding of the elements of movement can initially be developed in a theoretical way when completing Outcome 1 in Unit 3 and further explored in improvisation. Information about the elements of movement is provided in the *VCE Dance Study Design* (p. 11).

**Criterion 8** requires students to demonstrate skill in projection of the whole body, including transitions between phrases and sections, and use of eye line to communicate an artistic and expressive execution of the movement.

Students should develop their physical skills through a series of technique classes involving exploration of a personal movement vocabulary as well as set exercises based on various stylistic techniques. Set exercises should challenge students to extend and refine their physical skills through a range of body actions that manipulate the use of time, space (shape) and energy.

Exercises involving improvisation should develop the student's ability to respond with artistry when exploring a range of body actions and the elements of movement as well as develop the student's expressive execution of the personal movement vocabulary.

Some students may base their expressive intention solely on an exploration of body actions and the elements of movement. Students may use additional stimulus material and base their expressive intention on a creative idea or theme that will enhance their ability to explore a range of body actions and the elements of movement.

### Composition solo

**Criteria 1–4** require students to demonstrate skill in the varied use of spatial organisation. The *VCE Dance Study Design's* (p. 11) definition of spatial organisation includes the use of level, direction, eye/body focus and dimension.

Students should include a range of each of these aspects of spatial organisation in their composition solo. An understanding of spatial organisation can initially be developed in a theoretical way when completing Outcome 1 in Unit 4.

**Criteria 5–7** require students, throughout the sections of a composition with a formal structure, to demonstrate skill in

- the expressive selection of movement vocabulary
- the varied arrangement of movement into related phrases and sections to create an appropriate formal structure
- the choreographic manipulation of a range of choreographic devices
- expressing the intention of the choreographer.

An understanding of the expressive use of phrases, sections and formal structures can be developed throughout Outcome 1 in Unit 4 and should build on an understanding of the relationship between the elements of dance design – namely, expressive intention, form and movement vocabulary – developed in Outcome 1 in Unit 3.

**Criterion 8** requires the use of performance processes, practices and artistry in communicating the choreographer's expressive intention. Students should develop their choreographic skills and knowledge of choreographic principles through a series of composition classes involving improvisation as well as set exercises. Both should challenge students to extend and refine the expressive use of spatial organisation in movement and movement sequences, and to develop their personal movement vocabulary. Workshops involving the exploration of various expressive intentions through improvisation should develop the student's ability to respond with artistry when selecting and arranging movement phrases and sections to create a clear formal structure. In general, students are more likely to create imaginative and original solutions

to movement problems if they can relate to the expressive intention chosen for the composition solo in a meaningful way. Students also need to clearly understand that the examination criteria are focused on choreographic skills. The type of expressive intention chosen by the student should not restrict their ability to address all of the criteria.

The **Statement of Expressive Intention** should outline the expressive intention of the composition solo. Students should identify the formal structure and the main choreographic devices used, and provide a guide to the formal structure of the solo; for example, through the use of letters (such as ABAC) or a diagram. Students should also provide succinct information concerning the ideas being expressed in each section of the solo and provide a guide to the form of the solo. At times, it may be necessary to include some diagrammatic information; however, it is not necessary to describe the use of spatial organisation or the movement vocabulary. The statement is not assessed; however, assessors use it to inform their assessment of the performance of the composition solo.

## Requirements and conditions

When presenting their solo dance works, students should choose costumes, hairstyles, footwear and properties in accordance with safe dance practice. The choices made should also enhance the expressive intention, and enable the execution and accurate assessment of physical skills.

### Safe dance practice

Knowledge and understanding of safe dance practice developed in dance technique classes should be applied in all practical activities, including performance work.

### Music preparation

If students elect to combine different pieces of music, they need to ensure that there are appropriate transitions between the pieces. Any cuts in the music need to be clean when combining the piece, as extraneous noise can affect the quality of the overall performance.

### Dress requirements

When presenting their technique solo, students need to wear plain, form-fitting dance wear that is neither too loose nor overly tight (i.e. form-fitting T-shirt, leotard, shorts, tights or unitard, with a transparent skirt, if appropriate) to ensure appropriate assessment of the body's alignment. Over-long trousers, loose-fitting leg wear and long, non-transparent skirts are not suitable clothing for the assessment of the technique solo.

Knee pads may be worn, if appropriate and part of safe dance practice, but should not interfere with the dancer's alignment.

Hair should be secured off the face to enhance the student's projection and use of eye line.

It is the responsibility of the student to choose appropriate footwear when presenting both solos. Bare feet or appropriate dance footwear are recommended to promote safe dance practice. High-top sneakers or runners, if appropriate for the selected movement vocabulary, are acceptable.

Jewellery should be removed, especially long earrings, to ensure safe dance practice.

### Properties

Students must **not** bring into the examination room any water or other substance that might alter the surface of the floor unless the substance is in a container and placed on a large mat provided by the student. If students wish to use properties, they should ensure that the surface of the floor is completely protected. The use of any objects or substances deemed hazardous or illegal is **not** permitted in the performance examination. The use of open flames, including candles and matches, is **not** permitted either.

Properties that are used should be easily positioned in the performance area within the allocated practice time.

### Assessors

Students should perform both dances at a distance that will enable assessors to see all aspects of their dance movements throughout the performance. Students should use their practice time in the examination space to ensure correct orientation in the examination space.