



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

DANCE STUDIES

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

2010

These guidelines consist of 34 pages.

PERFORMANCE ASSESSMENT TASKS (PATs) FOR GRADE 12
DANCE STUDIES 2010**GUIDELINES FOR THE TEACHER****1. REQUIREMENTS: PAT TASKS FOR DANCE STUDIES**

The Performance Assessment Task for Dance Studies consists of **three separate integrated tasks** which are undertaken during the year and each includes three components: the theory linked to the PAT, the preparation process for the performance and the actual performance. Linking the theory to the PATs assists with planning for coverage of the curriculum. Marks awarded for the theory assignments form part of the informal assessment. For the formal assessment, marks should be allocated to both the preparation process and the performance.

Both the informal and formal preparations for each **PAT should be recorded in a journal or workbook or file** kept specifically for Dance Studies. The written preparation should comprise of research, assignments, planning, reflection and any other record keeping required to prepare for a performance in Dance Studies.

What is the difference between the journal, workbook and file?

Journal = Learners' daily writing reflecting on their learning experiences

Workbook = Exercise book containing written work

File = Collection of all work including PAT assessments and evidence, marked tests and exam papers, research, assignments, notes

Teachers can decide whether learners will use all of the above or put everything in one file.

The PAT performances can take place in a controlled environment (such as a studio or a classroom) or in a real-life environment (such as a public performance). The learner should demonstrate the integration of dance knowledge, skills and values into a single performance.

In Grade 12 the Performance Assessment Tasks are externally set, internally assessed and externally moderated.

The PATs are part of the formal Programme of Assessment and are Task 1, Task 3 and Task 5 (Dance Studies SAG page 9). **They can be done in any order, one per term.** They are not prescribed for a particular term. Task 2, 4 and 6 are the tests and examinations.

2. THE FORMAT FOR INTEGRATED PERFORMANCE TASKS IN GRADE 12:**PAT TASK 1: LO 4 integrated with LO 3****Performance of Indigenous or Cross-cultural Dance****50 marks: Allocate 25 marks for process and 25 marks for performance****Instructions for teachers:**

Link the following theory components to the practical components during this PAT for easy curriculum coverage:

- Aspects of the dance they are learning such as dress/ costumes, props, music, performance contexts, theme, purpose, participants (number of dancers, gender, age), timing, analysis of movement and use of body parts, use of space, spatial relationships between dancers, formations and dynamics, the roles that people play within a dance and how these reflect characteristic roles and social relationships in cultures, past and present
- Analyse and articulate the principles and the social and historical context of the dance performed
- The use of symbolism in the dance
- The functions of dance in society

This should help to prepare learners for possible examination questions in their final theory paper.

Suggested evidence to display in the learner files workbooks to show curriculum coverage of LO 3 and 4 should be:

Notes on:

- Indigenous/cultural dance learnt
- Symbolism in dance
- The functions of dance in society

These class based activities would make up part of the informal assessment as they would be tested and marked in the formal tests or examinations

Preparation – 25 marks

African dance majors learn a complete dance from a culture other than an African one such as Indian, Ballet, Spanish, Greek Dance or others.

Non-African Dance Majors learn an indigenous African ceremonial or ritual dance.

(The teacher may need to get the support of an outside expert in the selected dance to be learnt.)

Marks are awarded for

- the learner's process and participation while learning the indigenous / cross cultural dance (teacher observation)
- A research project on the background of the Indigenous / cultural dance including written reflection in their journals / files on the experience of learning a dance from another culture / genre

Performance 25 marks

For the final assessment the dance can be performed in class or in public and should be assessed by the teacher or an outside expert.

The learners should perform a classic indigenous / cultural dance with full consideration of its style and performance context

PAT TASK 1: ASSESSMENT INSTRUMENT

This analytical rubric can be used for LO 4 (50 marks)

CRITERIA	1 Not achieved	2 Needs work	3 Satisfactory	4 Good	5 Excellent	Weighting
Has the learner demonstrated an understanding of the historical and cultural aspects of this dance, the theme and purpose?	Learner <i>has not been able to place</i> the dance in context or relate it to any period.	Learner <i>has either been able to place</i> the dance in context or relate it to a period.	Learner has <i>described</i> the theme and purpose and cultural or historical aspects of the dance.	Learner has <i>explained</i> the dance in terms of theme and purpose and described how the dance exemplifies the time and culture.	Learner has <i>analysed</i> the dance in terms of theme, purpose, symbolism and ritual and described how the dance exemplifies the time and culture.	10
Has the learner participated fully in learning and performing the dance	Learner has displayed no real interest in learning the dance And has been uncooperative	Learner has displayed minimal interest in the dance and has participated inconsistently	Learner has displayed some interest in the dance and has participated in most aspects	Learner has displayed interest in the dance and has participated in all aspects	Learner has displayed genuine interest in the dance and has participated fully in all aspects	5
Can the learner describe the dress, costumes, props, music, location and participants?	Learner <i>has not been able to identify</i> the components of the dance.	Learner <i>has identified a few of</i> the components of the dance, but cannot describe them.	Learner has <i>described some of</i> the aspects of the dance.	Learner has <i>described most of</i> the aspects of the dance.	Learner has <i>described in detail</i> the dress, costumes, props, music, location and participants.	10
Can the learner perform the dance in the correct style	Learner is unable to perform the dance	Learner partly performs the dance	Learner performs the dance accurately	Learner performs the dance accurately with some style	Learner performs the dance accurately with full consideration of the style	10
Can the learner demonstrate an understanding of the use of movement, space, body parts, relationships, formation, dynamics and timing?	Learner <i>is unable to perform</i> the dance.	Learner partly <i>demonstrates one or two aspects</i>	Learner <i>demonstrates some use of</i> movement, space, body parts, relationships, formation, dynamics and timing in performance.	Learner <i>demonstrates use of</i> movement, space, body parts, relationships, formation, dynamics and timing in performance.	Learner <i>demonstrates effective use of</i> movement, space, formations, body parts, relationships, formation, dynamics and timing in performance.	15
Total						50

Note: The above assessment criteria may not be suitable for all dance forms. The criteria may need to be adjusted so that they are appropriate for the particular dance form being assessed. The numbers are only a guide to assist the teacher in placing the learner in the correct category.

PAT TASK 3: LO 2 integrated with LO 3

Performance and production of a group dance (2-5 learners in number) maximum 3 minutes in the dance major (not in a mix of styles)

50 marks: Allocate 30 marks for performance and 20 marks for production

Instructions for teachers.

Link the following theory components to the practical components during this PAT for easy curriculum coverage:

- Human skeleton, muscles and joints in relation to healthy dance practice
- Strategies for injury prevention and care
- Body conditioning, and how to increase physical fitness
- Fatigue, tension, stress and relaxation
- Study of one prescribed international choreographer and the prescribed dance work in detail
- The musical accompaniment of the prescribed dance studied and how it enhances the work
- Training, education and experience needed to pursue dance career options
- Organisation of a production e.g. rehearsal schedules, production schedules and marketing strategies

Suggested evidence to display in the learner files to show curriculum coverage could be:

- Worksheets or mind maps on body conditioning and components of fitness
- Labelling of pictures / photographs indicating muscles, analysing joint actions and posture
- A research assignment or review or interview or programme notes on the prescribed international choreographer and dance work including the relevance of the dance work
- A worksheet or notes about the accompaniment used in the prescribed International dance work and how it relates to the dance
- A worksheet / research project on different careers in dance and the qualifications/ experience and attitudes needed for each career

These class based activities would make up part of your informal assessment as they would be tested and marked in the formal term test or examinations.

Preparation and Performance of Set Group Dance 30 marks

Learners learn a group dance which could be *choreographed by the teacher, a professional choreographer or be an excerpt of a professional work. The group dance may not include more than 4 - 5 learners and should be 2 – 3 minutes in length*

The group dance may begin to be taught in Grade 11 but advanced learners could learn new and more complex dances in Grade 12.

The group dance should develop and expand the learners dance vocabulary in the dance major and should challenge the learners. The dance should show learners' ability to communicate and relate to one another, use partnering (lifts - optional), spacial patterning and timing.

The group dance should allow learners to show variations in dynamics, build an atmosphere and develop their own group interpretation of the dance. This group dance could be performed in class or in a public performance. Emphasis should be placed on movement quality, transitions and expression.

Learners should be informed what criteria they will be assessed on in advance e.g.

- Attitude, process and progress during rehearsal
- Safe use of the body
- Musicality, co-ordination and control
- Focus, commitment, presence
- Accurate reproduction of sequences and style

- Dance major principles applied accurately
- Individualised group interpretation
- Collaborative cooperation - working with others in a group, awareness of self and others in space and expressive interaction with other dancers.

The same group dance may be performed for the final external practical examination.

For interpretation of solo and Group dances in Ballroom and Latin American Dance please see Annexure A

Production planning 20 marks

Learners should participate in the planning of a public dance performance at some time during the school year. This performance could include Grade 10 - 12 group dances and individual choreographies.

The performance could take place in a formal or informal setting e.g. in the studio or school hall for a peer or public audience. Each learner should choose or be allocated a production organisational role e.g.

Stage Management: organise the venue / set design / décor / costumes / props / lighting

Marketing: organise the advertising, poster / flyers design

Programme Design: prepare the programme including design and information

Financial management: manage the finances: prepare the budgets / ticket sales / fund raisers

Learners should be required to work as a team to ensure their various tasks contribute to a successful production. Each learner should produce a written report documenting their tasks and their processes and reflecting on the outcome of the production.

An example of a GROUP DANCE checklist

LEARNING OUTCOME 2	
Candidates perform a complete group dance	
SUGGESTED ASSESSMENT CRITERIA	
Attitude, process and progress during rehearsal	3
Safe use of the body	3
Accurate reproduction of sequences and style	3
Interpretation of the dance genre and style, dance major principles applied accurately	3
Complexity of dance vocabulary and technique achieved	3
Quality of movement, dynamics, fluidity and agility	3
Musicality / reproduction of rhythms	3
Focus, presence, projection, commitment, confidence and consistency	3
Working with others, sharing space, interacting with others	3
Individualised group interpretation	3
TOTAL	30

To check performance levels see Annexure C

PAT TASK 5: LO 1 integrated with LO 3
Individual choreography of a group dance 2-3 minutes.
50 marks: Allocate 25 marks for preparation and 25 marks for performance

Instructions to teachers.

Link the following theory components to the practical components during this PAT for easy curriculum coverage:

- Music genres, instruments and rhythms and how they can be used in dance composition
- Study of a South African prescribed dance work and choreographer, its symbolism and how the music contributed to the work
- Exploration and own interpretation of a professional choreographer's work
- Musical elements e.g. harmony, melody, timbre,
- Production elements – lights / sound / stage management / costumes / sets and props / marketing linked to dance careers
- Design elements – space / time / force / levels / dynamics / use of unconventional performance areas etc
- The planning of a community dance project

Evidence to display in the learner files to show curriculum coverage of LO 3 and 4 should be:

- A review or essay or interview or programme notes or research assignment on the prescribed dance works
- A worksheet or notes on production elements
- The learner's rehearsal and production schedules and marketing plan for a performance
- Completed community project plan
- Worksheets on musical genres and their identifying qualities

These class based activities would make up part of the informal assessment as they would be tested and marked in the formal tests or examinations

Preparation 25 marks

Each learner should choreograph a 2-3 minute dance work with 3 or more people, not including themselves.

Many learners take a very long time to decide on a theme or idea for their final group choreography, wasting valuable choreography rehearsal time. This year we will be providing a choice of ideas for learners.

Here are the topics for 2010

1. Choreograph a dance using: '*freefall... tremendous speed and serene stillness*' (AQA GCE 2009)
2. Choreograph a dance based on *the lifestyle of an indigenous community in South Africa* during the 20th century.
3. Choreograph a dance based on *a significant issue* or experience in your own life
4. Choreograph a dance based on an *African Tale*
5. Choreograph and perform a dance based upon '*spirals, turns and geometric shapes*'.
6. Free choice

A CD with a number of different music tracks will be made available through Edumedia or other provincial media departments. Learners are welcome to use these tracks or find their own.

These ideas should be given by the fourth term of Grade 11 or at the latest by the first week of the first term in Grade 12 so that the learners have plenty of time to work on their choreography.

It is suggested that each learner-choreographer uses Grade 10 – 12 Dance Studies learners as dancers. To encourage these learners to be committed and consistent it is suggested that marks are awarded for participation in Grade 12 choreographies.

The preparation marks should be based on

1. Choreography Journal - Learners need to make notes and self-reflect in writing in a journal documenting their process.
 - showing their understanding of how improvisation contributes to the development of movement vocabulary and choreographic ideas
 - describing the process of choreographing their own work including detailed notes on how they translated the intent of the choreography into movement
 - reflecting on how they worked with their group in the choreographic process and the attitudes and values learnt from the choreographic process
 - reflecting on their choice of music and how it enhances the choreography
 - organising rehearsal timetable and other production elements
2. A one page programme note for the dance of not more than 150 words on a single A4 sheet of paper.
3. Teacher observation during choreography rehearsals based on learners' preparedness for rehearsals, management of time and management of dancers

Performance of Choreography 25 marks

The choreography will be assessed by a peer teacher together with an external examiner. The assessment may take place in a public performance, together with other schools or in a class performance. Learners are encouraged to use a range of technologies or integrate cross-disciplinary aspects. Consideration will be given for costumes, sets, lighting, sound and design.

All dates for the choreography assessment must be submitted to the subject head by the end of the first term. The subject head will appoint the assessment team for each school / cluster. *The choreography will not be re-examined in the final practical examination, however the mark out of 50 will be included in the final external practical examination mark out of 150.*

Draw learners' attention to the assessment criteria for Choreography

- Communicates an intent, specific subject or theme
- Experimentation and originality
- Structure of the dance
- Style, form and use of design concepts (e.g. space, time, force)
- Engagement with elements of production
- Oral presentation or answering of questions – Candidates should introduce their theme briefly and be available to answer questions after the performance.

Please note that the choreography is not limited to the dance major or any particular genre or style. Learners should have free range, be encouraged to move away from known steps and formations and to explore and create new movement vocabulary and structures.

EXAMPLE OF A CHOREOGRAPHY CHECKLIST

SUGGESTED ASSESSMENT CRITERIA:	
Preparation	
Organisation of rehearsals and performances	5
Ability to work with dancers effectively	5
Engagement with elements of production, e.g. costumes, lighting, set, props	5
Journal and programme notes - effort, research, preparation and self-reflection	5
Oral presentation – clarity, depth of insights and vision	5
Performance of Choreography	
Structure – beginning – middle – ending, climax, progression of idea or intent, use of structural concepts, e.g. theme and variation, rondo, canon, call and response	5
Appropriate, imaginative and informed translation of ideas into dance	5
Design: style, genre, use of design concepts, e.g. space, time, force, unity, contrast, transition, sequencing, patterning	5
Originality e.g. experimentation and innovation with movement vocabulary and ideas, non-conventional performance space, incorporation of cross-disciplinary art forms, technology	5
Appropriate use of accompaniment (music, sound, silence)	5
TOTAL	50

Journal Rubric

	1	2	3	4	5
Journal Programme	Presents minimal information writing descriptions of rehearsal and performance processes, (thoughts, ideas, feelings, challenges)	Presents the information writing clear, legible, descriptions of rehearsal and performance processes, (thoughts, ideas, feelings, challenges)	Organises the information coherently, writing clear, legible, descriptions of rehearsal and performance processes, (thoughts, ideas, feelings, challenges) with appropriate style, using specialist vocabulary as needed	Organises the information coherently and creatively, writing clear, legible, descriptions of rehearsal and performance processes, (thoughts, ideas, feelings, challenges) with appropriate style, using specialist vocabulary as needed	Organises the relevant information coherently and creatively, writing clear, legible, detailed descriptions of rehearsal and performance processes, (thoughts, ideas, feelings, challenges) with appropriate style, using specialist vocabulary as needed

NB

An **AUTHENTICITY CERTIFICATE** must be placed in the choreography journal guaranteeing that the work is the learners' own and that the teacher has witnessed it being rehearsed. It must be signed by both teacher and learner.

Learners should avoid fraudulent actions such as:

- Using excerpts from other dancers / choreographers / teachers / music videos
- Using their dancers to choreograph their dance
- Presenting improvised work as choreography

3. PLANNING FOR THE TASKS

Learners must show in writing all their planning and preparation work for each practical/ performance task in a journal. This must be detailed in such a way that the teacher/moderator can know the following:

- What practical work was selected and why
- What amount of planning was done
- How the learner prepared for the practical work
- Difficulties experienced and how they were overcome
- What was enjoyable/exciting/positive about the practical work

4. RESOURCES OR EQUIPMENT REQUIRED FOR THE TASKS

The following resources, equipment and facilities are suggested for the implementation of the PAT as needed:

- Literature/ articles/ texts on dance (books, magazines, Internet) on:
 - Dance: technique and skills in the chosen dance genre
 - Anatomy and health care / history of dance / music theory text
 - Choreographic structure, approaches
 - Videos / DVDs of Indigenous dances, professional dance works
 - Repertoire for the chosen dance genre
- Equipment:
 - Music instruments to use for accompaniment / CD Player to play the required music
 - Video camera to record the dance routine
 - Props, costumes
- Facilities:
 - Large room(mirrors an advantage)
 - Sprung-wooden dance floor
- Human Resources
 - Learners to take part in peer choreographed dances

INSTRUCTIONS FOR LEARNERS

5. REQUIREMENTS: PAT TASKS FOR DANCE STUDIES

PAT TASK 1: LO 4 Performance of Indigenous Dance / Cross Cultural Dance (50 marks)

Instructions to learners

Preparation

Learners who study African dance as their major, learn and perform a complete dance from a culture other than an African one such as Indian, Ballet, Spanish, Greek Dance or others.

Non-African Dance Majors, learn and perform an indigenous African ceremonial or ritual dance.

To prepare for this task you will need to:

- Research the dance being studied
- Discuss the use of symbolism in the dance
- Discuss and make notes on the functions of dance in society

This should help to prepare you for possible examination questions in your theory examinations.

In addition in your file / workbook / journal you need to:

- Reflect in writing on the experience of studying Indigenous / Cross Cultural dance and the values of studying dance styles other than your own
- Present your research findings about the dance in writing. Include information on:

Theme, purpose, music, dress/ costumes, props, participants (number of dancers, gender, age), the roles that people play within a dance and how these relate to social relationships in cultures, use of space formations and dynamics, analysis of movement and use of body parts, social / historical / performance context of the dance performed

You will be marked on your efforts, participation and practice while learning the Indigenous / Cross cultural dance, on your written research and on your self-reflection.

Performance

Learn and perform your dance in class

- You will be assessed on your ability to remember the dance, your understanding of the style and your use of space, body parts, relationships, formation, dynamics and timing.

PAT TASK 3: LO 2 & LO 1 Performance of a group dance in the dance major AND a production task (50 marks)

Instructions to learners

Set group dance (30 marks)

You will learn and perform a set group dance of 2 – 3 minutes in your dance major. The group dance should contain a maximum of 4-5 learners.

The group dance should challenge you. You and your group should learn the dance and then develop it by giving it your own interpretation. Work on building an atmosphere in the dance.

This group dance can be performed in class or in a public performance

You will be assessed on

- Accurate reproduction of sequences and style
- Safe use of your body
- Musicality, co-ordination and control
- Focus, commitment, presence

- Dance major principles applied accurately
- Your group's interpretation and variation of dynamics
- How well you work in a team e.g. spacing, eye contact, relating to one another, timing, etc

The same group dance may be performed for the final external practical examination.

You will be marked on your efforts, participation and practice while learning the group dance as well as your performance.

Production planning (20 marks)

You need to participate in the planning of a dance performance at your school. This performance could include group dances and individual choreographies.

You need to choose or be allocated a production organisational role e.g.

- Stage Management: organise the venue / set design / décor / costumes / props / lighting
- Marketing and Publicity: organise the advertising, poster design
- Programme Design: prepare the programme including design and information
- Financial Management: prepare the budgets / ticket sales / fund raisers

You are required to work as a team to ensure your various tasks contribute to a successful production. You must produce a written report documenting your tasks and processes and reflecting on the outcome of the production.

PAT TASK 5: LO 1 individual choreography of a group dance (50 marks)

Instructions to learners

You must choreograph a 2-3 minute dance work with 3 or more people, not including yourself.

Many learners take a very long time to decide on a theme or idea for their final group choreography, wasting valuable choreography rehearsal time. This year we are providing a choice of ideas for you to choose from.

Here are the topics for 2010

1. Choreograph a dance using: *'freefall... tremendous speed and serene stillness'* (AQA GCE 2009)
2. Choreograph a dance based on *the lifestyle of an indigenous community in South Africa during the 19th century.*
3. Choreograph a dance based on *a significant issue* or experience in your own life
4. Choreograph a dance based on *an African Tale*
5. Choreograph and perform a dance based on *spirals, turns and geometric shapes.*

A number of CDs will be made available through Edumedia. You are welcome to use these tracks or find your own.

It is suggested that you use Grade 10 – 12 Dance Studies learners for your choreography. Make sure you begin early in the year and treat your dancers with respect by being punctual and well prepared for each rehearsal.

Challenge yourself to use a range of technologies. Consideration will be given for costumes, sets, lighting, sound and design.

You will be awarded marks on:

1. Your Choreography Journal - (marked by the teacher moderated by the examiners)
Make notes and self-reflect in writing in your journal documenting your process showing:
 - your understanding of how improvisation contributes to the development of movement vocabulary and choreographic ideas
 - how you translated the intent of the choreography into movement

- self-reflection on your choreographic process and what you learnt from the project
 - reflecting on their choice of music and how it enhances the choreography
 - your rehearsal timetable and other production elements
2. Your one page programme notes for the dance of not more than 150 words on a single A4 sheet of paper.
 3. Your preparedness for rehearsals, management of time and management of dancers
 4. Your choreography based on the following assessment criteria:
 - Communicates an intent, specific subject or theme
 - Experimentation and originality
 - Structure of the dance
 - Style, form and use of design concepts (e.g. space, time, force)
 - Engagement with elements of production
 - Oral presentation or answering of questions – You should be able to introduce your theme briefly and be available to answer questions after the performance.

Please note that the choreography is not limited to the dance major or any particular genre or style. You have free range, so try to move away from known steps and formations and to explore and create new movement vocabulary and structures.

NB An **AUTHENTICITY CERTIFICATE** must be placed in your choreographic journal guaranteeing that the work is your own and that the teacher has witnessed it being rehearsed. It must be signed by both yourself and your teacher. Avoid fraudulent actions such as:

- Using excerpts from other dancers / choreographers / teachers / music videos
- Using your dancers to choreograph the dance
- Presenting improvised work as choreography

Your choreography PAT will be marked by visiting examiners and the marks will count towards your school based assessment and your end of the year practical mark.

6. PAT TASKS 2, 4, 6, 7

The tests in Term 1 and 3 can be theoretical and /or practical.

The practical examination in June should include a full technique class, performance of the solo and improvisation.

The preliminary examination should be a rehearsal for the final practical examination and should include all the components i.e.

- 15 - 20 minute technique class
- Solo
- Group dance
- Improvisation.

7. FINAL EXTERNAL EXAMINATION AND FACE MODERATION OF THE PRACTICAL DANCE COMPONENTS

Provinces will appoint an external examination panel to include:

1. Provincial Internal Moderator
2. Provincial Chief Examiner
3. Co-examiner/s

The panel should vary to include at least one expert in the relevant dance form.

- Provinces will make all the arrangements. This includes the communication with the teachers and schools, arranging the venues, the times, the examining panel and anything else that needs to be done in the management of the practical NSC examinations for Grade 12.
- Before the final practical exams begin, the Provincial Internal Moderator will meet with the provincial examiners in order to orientate them on examination matters and finalise the assessment instruments.

- The provincial internal moderator will visit a sample of examination sites during the examinations in order to quality assure the exam process.
- The teachers responsible for the teaching of the practical component being examined will be expected to be present with the examiners to facilitate the conducting of the examination and to *present their practical year marks and the full breakdown of the School based Assessment (SBA) marks for moderation.*
- Note that the provincial chief examiner makes the final decision on the assessment mark.
- The maximum duration for the entire practical dance examination process is 6 (six) weeks in term 3 and / or 4.

FINAL EXTERNAL PRACTICAL EXAMINATION FORMAT

The final external practical examination of the performance components will consist of:

1. A 15 - 20 minute comprehensive **class in the dance major** to evaluate technical ability (4 learners at a time). This is not a warm up but rather a summary of the technique the learner has achieved in their dance major. It should show the main principles of the dance form.
2. A choreographed **set solo** of 1 - 2 minutes in the *dance major (not in a mix of styles)*. This should have been examined internally by the teacher in the June and preliminary examinations and will be externally examined in the final practical examination. The solo needs to be set by a professional choreographer or the dance teacher and should be at the highest level of complexity that the candidate can manage. The level of complexity will influence the learner's final result. Each learner should individualise the solo for themselves.
3. The 2-3 minute Pat 3 set **group dance in the dance major** should be improved and presented for the final external examination. (This dance can include no more than 4 - 5 learners – larger groups will not be marked.)
4. A solo or group **improvisation** – candidates will be given the stimulus on the day. Improvisation should also be assessed during the June and Preliminary examinations. The candidates should be given very clear parameters or ideas to work with. During the year teachers should experiment with effective ways of assessing improvisation that are fair, valid and consistent

Recommended reading: Dance Studies Teaching Improvisation, Choreography and Production
An Educator's Guide WCED 2009 Available from Edumedia 021 689-9536 email Edumedia@pgwc.gov.za

The choreography will not be shown during this examination but the choreography mark will be added to the final practical mark.

TIMING OF THE EXTERNAL EXAMINATION

External Examination Items	Time	Marks
1 Class work	15 – 20 minutes per group of 4	30
2. Solo	4 learners x 1-2 minutes each	30
3 Group dance	2-3 minutes per group	30
4. Improvisation solos or group	1 minute per learner	10
5. Choreography	This component will be assessed during the PAT and the mark included with the final practical marks the final	50
Total	35 – 45 minutes per group *	150

* excluding marking time

CALCULATION OF MARKS FOR EXTERNAL PRACTICAL DANCE EXAMINATION

Below is the weighting of the practical components LO 1 and LO 2 for the final practical examination mark.

Moderation components	Break down of components	Learner 1	Learner 2	Learner 3	Learner 4
LO 2					
1. Classwork	30				
2. Solo	30				
3. Group dance	30				
LO 1					
4. Improvisation	10				
5. Choreography	50				
Final Mark	150				

DANCE STUDIES PRACTICAL EXAMINATION INSTRUMENT 2010

Name of School Date Group number Moderator/Examiner	Candidates	1	2	3	4	5
LO 2 Choreographed Class work						
• Technique (alignment, posture, control, balance, accuracy, elevation)	5					
• Style (principles of dance form, personal style)	5					
• Complexity of Movement (memory, co-ordination, flexibility, agility)	5					
• Quality of Movement (fluidity, dynamics, consistency, energy, commitment)	5					
• Musicality	5					
• Presentation, (confidence, projection, presence, expression, , communication, focus, grooming)	5					
Subtotal	[30]					
LO 2 Solo						
• Complexity of movement (technique, memory, co-ordination, control)	5					
• Movement quality (transitions, flow, commitment, energy, clarity, attention to detail)	5					
• Dynamics and use of space	5					
• Interpretation and musicality / reproduction of rhythms)	5					
• Style (own unique style and style of dance genre)	5					
• Performance (expression, interpretation, confidence, focus)	5					
Subtotal	[30]					
LO 2 Group Dance						
• Teamwork (cooperation, timing, spacing, eye contact, unity, sensitivity to others)	10					
• Level of complexity, quality of movement, style, musicality	10					
• Performance (atmosphere, expression, communication, presentation, energy, intensity, focus)	10					
Subtotal	[30]					
LO 1 Improvisation						
• Structure: beginning & ending, development, repetition, stillness, use of space	3					
• Movement quality: committed, confident	2					
• Responds to the music, varies tempo and energy, relates to others (group)	2					
• Inventiveness - creativity, originality , communicates ideas or meaning	2					
Subtotal	[10]					
External Exam Total	[100]					
LO 1 Choreography Transferred from PAT 5	[50]					
Total (Final exam plus choreography)	150					
Total %	100					
RATING LEVELS TO %						
7 Outstanding achievement	80 – 100					
6 Meritorious achievement	70 – 79					
5 Substantial achievement	60 – 69					
4 Adequate achievement	50 – 59					
3 Moderate achievement	40 – 49					
2 Elementary achievement	30 – 39					
1 Not achieved	0 – 29					

Use in conjunction with level descriptors in Annexure C

ANNEXURE A
LATIN AMERICAN AND BALLROOM MAJORS

- In dance genres such as Ballroom and Latin American where dancers dance in couples, 'solo' refers to one couple; 'duet' refers to two couples. Partnerships generally refer to a male / female pair but can be the same gender, differentiated as leader and follower rather than male and female
- "Group dance" in this case refers to "Formation dancing" where 4 or more couples dance together making various formations from straight lines to circles, "v" shapes, etc. Changing partners and separations are all part of the dance. Various music rhythms can be interlinked into one recording and the dancers then can move from the one dance rhythm to the other in the same performance. If the Group dance uses only one of the dance rhythms then this rhythm must be different to that performed in the solo:
 - In Ballroom: if the solo dance is a Waltz then the group dance must be Quickstep, Slow Foxtrot, Tango or Viennese Waltz
 - In Latin American: if the solo dance is a Rumba then the group dance must be Samba, Cha Cha Cha, Paso Doble or Jive
 - The introduction and ending may have freestyle moves but the body of the dance performance must be in the dance Major and be the required length
- The Solo can also be a choreographed dance using the various rhythms. The music can be recorded using selected bars from various music recordings and blended into one track for the dancer to perform to e.g. the couple may move from a Samba rhythm into a Rumba and possibly end with Jive. Various combinations using the different rhythms are possible. The introduction and ending may have freestyle moves but the body of the dance performance must be in the dance major and be the required length
- It must be noted that "Solo Latin" and "Line Dances" cannot be used in this component. They can be incorporated in the choreographed class work as basic exercises

ANNEXURE B

DANCE STUDIES PRACTICAL EXAMINATION REQUIREMENTS		
VENUE / EXAM PROCEEDURE	REQUIREMENTS	CHECK LIST
<i>Size of performance space</i>	<ul style="list-style-type: none"> Must be of a sufficient size for the learners to move comfortably as well as for the examiners to be accommodated 	
<i>Temperature</i>	<ul style="list-style-type: none"> Must be well ventilated if hot / warm if cold 	
<i>Floor</i>	<ul style="list-style-type: none"> Must be clean with a smooth level surface to perform on. 	
<i>Noise</i>	<ul style="list-style-type: none"> Must be quiet and isolated from interruptions with notices outside 	
<i>Toilets / change rooms</i>	<ul style="list-style-type: none"> Must provide a toilet / change room for the learners and toilet for examiners that is close to the examining venue. Must be clean and equipped with toilet paper towel and soap 	
<i>Light</i>	<ul style="list-style-type: none"> The venue must be well lit. If specialist lighting effects are being used, there must be sufficient light on the examining table for the examiners to see their marking instruments. 	
<i>Sound</i>	<ul style="list-style-type: none"> CD player and speakers must be supplied that can cope with the volume required for the performance space A person must be appointed to work the music for the examinations other than the teacher All music must be checked before hand to insure that all CDs play and no problems are incurred All learners' music for their choreographies must be checked by the teacher to insure that they are of a good quality and functional and not exceeding three minutes 	
<i>Examiners' requirements</i>	<ul style="list-style-type: none"> A table that is large enough to mark at for each examiner A comfortable chair Water and glasses on the tables Sufficient light Learners' files, journals and one page programme of the choreographies ready in the exam venue All marking schedules on the examiners tables in the correct order of marking All learners names filled in on the marking schedules Teacher and Learners' files for moderating the PATs 	
<i>Learners</i>	<ul style="list-style-type: none"> Must be ready and warmed up before the examinations are scheduled to start Must have their number clearly and securely displayed on the front and back of their leotard Must be well groomed in the appropriate attire for the dance major No jewellery, hair hanging in the face, etc All learners are expected to be at the exam venue for the duration of the exams All learners are expected to behave in a respectful manner while other learners are performing Water should be available for learners during the exams 	

ANNEXURE C

Performance Levels for Benchmarking Dance Studies Grade 12 PATs and Practical Examinations

Minimum requirements for each Level

Technique – performed in the dance major. Marks = 30

Length = 15 - 20 minutes showing the main principles of the dance major. Maximum of 4 / 5 learners per group

Rating, level and marks	Minimum mark	Performance Levels
Outstanding Level 7 Mark = 27 - 30	90 %	<ul style="list-style-type: none"> ➤ Applies excellent use of the body principles e.g. correct posture and alignment, good elevation, controlled landings, agility ➤ Demonstrates high level of flexibility, coordination, strength and control ➤ Demonstrates a high level of complexity in dance vocabulary including balances, quick and slow changes of body positions and combinations, use of contrasting movements and qualities ➤ Has personalised and developed style of the dance major at a very high level ➤ Performs the exercises with certainty, a wonderful movement quality and flow (transitions are effortless) ➤ Develops the exercises to a higher level ➤ Displays a high level of accuracy, precision, clarity and attention to detail ➤ Displays musicality and varies dynamics (light and shade) ➤ Natural expression through the body (not artificial expression) ➤ Loves dancing with a passion, totally committed ➤ All sections of the work beautifully presented ➤ Well groomed ➤ Inspiring, polished performance
Excellent Level 7 Mark = 24 - 26	80%	<ul style="list-style-type: none"> ➤ Applies excellent use of the body principles e.g. correct posture and alignment, controlled landings, agility ➤ Demonstrates high level of flexibility, coordination, strength and control ➤ Demonstrates a high level of complexity in movement vocabulary including balances, quick and slow changes of body positions and combinations, use of contrasting movements and qualities, simultaneously and sequentially ➤ Displays high levels of understanding in presenting the principles of the dance major ➤ Performs the exercises with certainty, a highly developed movement quality and flow ➤ Displays a high level of accuracy ➤ Displays musicality and varies dynamics (light and shade) ➤ Natural expression through the body (not artificial expression) ➤ All sections of the work well presented ➤ Well groomed

Meritorious Level 6 Mark = 21 - 23	70%	<ul style="list-style-type: none"> ➤ Applies good use of the body principles e.g. correct posture and alignment, soft landings ➤ Demonstrates high level of flexibility, coordination and control ➤ Demonstrates a substantial level of complexity in movement vocabulary ➤ Performs the exercises with certainty, a developed movement quality and flow ➤ Principles of the dance major shown with substantial levels of accuracy ➤ Displays musicality and varies dynamics (light and shade) ➤ Natural expression through the body (not artificial expression) ➤ Well groomed
Substantial Level 5 Mark = 18 - 20	60%	<ul style="list-style-type: none"> ➤ Applies use of the body principles e.g. correct posture and alignment, soft landings ➤ Demonstrates a good level of flexibility, coordination and control ➤ Demonstrates a good level of complexity in movement vocabulary ➤ Performs the exercises with certainty, a consistent movement quality and flow ➤ Displays understanding of principles of dance major ➤ Displays musicality and varies dynamics most of the time (light and shade) ➤ Natural expression through the body most of the time (not artificial expression) ➤ Well groomed
Adequate Level 4 Mark = 15 - 17	50%	<ul style="list-style-type: none"> ➤ Control of posture and stance ➤ Limited range of movement quality with limited flexibility, strength and stamina ➤ Basic co-ordination of body parts shown ➤ Limited dance vocabulary with some complexity of movement shown ➤ Basic understanding of the dance principles of the dance form shown ➤ Exercises performed in time to music with some levels of musicality shown ➤ Some movement quality shown ➤ Exercises shown with focus ➤ Groomed and neat
Moderate Level 3 Mark = 12 - 14	40%	<ul style="list-style-type: none"> ➤ All exercises known and demonstrated with confidence ➤ Lacks a range of movement quality with limited flexibility, strength and stamina ➤ Basic co-ordination of body parts shown ➤ Limited dance vocabulary with some complexity of movement shown ➤ Control of posture and stance ➤ Basic understanding of the dance principles of the dance form shown ➤ Exercises performed in time to music with some levels of musicality shown ➤ Some movement quality shown ➤ Exercises shown with some focus ➤ Groomed and neat

Elementary Level 2 Mark = 9 - 11	30%	<ul style="list-style-type: none"> ➤ All exercises known and demonstrated without copying others ➤ Lacks movement quality, limited or little flexibility, strength and stamina ➤ Some coordination of arms / legs within exercises ➤ Limited dance vocabulary with little complexity of movement shown ➤ Control of posture and stance used inconsistently ➤ Limited use of the dance principles of the dance form shown ➤ Exercises are performed in time to the music ➤ Lacks any movement quality or fluidity ➤ Intermittent display of focus and expression - looks uncertain, lacks confidence and focus ➤ Made an attempt to dress neatly
Not achieved Level 1 Mark = 0 - 8	0 - 29%	<ul style="list-style-type: none"> ➤ Does not know all the exercises ➤ Little awareness of posture and alignment ➤ Consistently lacks coordination of arms and legs ➤ Lacks strength, flexibility and stamina ➤ Displays no principles of the dance form at all ➤ Little awareness of musicality ➤ Inability to take the subject seriously e.g. laughing, disrespectful to others ➤ Loses concentration frequently ➤ Total lack of energy or effort ➤ No expression, performance or dynamics ➤ Arrives with holes in clothing or unkempt

Solo – performed in the dance major (no mix of styles). Marks = 30

Length = 1 - 2 minutes showing main principles of the dance major

Outstanding Level 7 Mark = 27 - 30	90 %	<ul style="list-style-type: none"> ➤ Solo performed in the dance major ➤ Solo has been personalised with attention to detail and adjusted to the length and level of the dancers ability ➤ Outstanding technique applied to the solo with very high levels of complexity shown throughout the dance ➤ Excellent co-ordination of body parts, accuracy ➤ Excellent understanding and application of posture and alignment ➤ Principles of the dance style applied at a high level throughout the solo ➤ Moves across space with fluidity / transitions ➤ Displays high level of musicality and interpretation and varies dynamics to add atmosphere to the dance (light and shade) ➤ Excellent focus and natural expression through the body extending and giving meaning to movements ➤ Beginning and ending of the dance developed and personalised ➤ Inspiring performance
Excellent Level 7 Mark = 24 - 26	80%	<ul style="list-style-type: none"> ➤ Solo performed in the dance major ➤ Solo has been personalised with attention to detail and adjusted to the length and level of the dancers ability ➤ Technique very well understood and applied to the solo with high levels of complexity shown throughout the dance ➤ Excellent co-ordination of body parts, accuracy ➤ Excellent understanding and application of posture and alignment ➤ Principles of the dance style applied meaningfully throughout the solo ➤ Moves across space with fluidity / transitions ➤ Displays high level of musicality and varies dynamics (light and shade) ➤ Excellent focus and natural expression through the body extending and giving meaning to movements ➤ Beginning and ending of the dance developed and personalised
Meritorious Level 6 Mark = 21 - 23	70%	<ul style="list-style-type: none"> ➤ Solo performed in the dance major ➤ Solo has been personalised and adjusted to the length and level of the dancers ability ➤ Technique well understood and applied to the solo with high levels of complexity shown ➤ Good co-ordination of body parts, accuracy ➤ Good understanding and application of posture and alignment ➤ Principles of the dance style applied throughout the solo ➤ Moves across space with fluidity / transitions ➤ Displays musicality and varies dynamics (light and shade) ➤ Dance performed with control and accuracy ➤ Confident focus and natural expression through the body ➤ Beginning and ending of the dance developed and personalised

Substantial Level 5 Mark = 18 - 20	60%	<ul style="list-style-type: none"> ➤ Solo performed in the dance major ➤ Solo has been personalised ➤ Technique understood and applied to the solo with good levels of complexity shown ➤ Good co-ordination of body parts ➤ Good understanding of posture and alignment ➤ Principles of the dance style applied throughout the solo ➤ Moves across space with some fluidity / transitions ➤ Attempt made at use of dynamics ➤ Displays musicality and varies dynamics most of the time (light and shade) ➤ Dance performed with control ➤ Confident focused and expressive ➤ Beginning and ending of the dance developed
Adequate Level 4 Mark = 15 - 17	50%	<ul style="list-style-type: none"> ➤ Solo performed in the dance major ➤ An attempt made to personalize the solo ➤ Technique understood and applied to the solo with some levels of complexity shown ➤ Basic co-ordination of body parts ➤ Understanding of posture and alignment ➤ Principles of the dance style applied ➤ Moves across space with some fluidity / transitions ➤ Attempt made at use of dynamics ➤ Dance in time to the music with awareness of musicality ➤ Dance performed with control ➤ Confident focused and expressive ➤ Beginning and ending of the dance developed
Moderate Level 3 Mark = 12 - 14	40%	<ul style="list-style-type: none"> ➤ Solo performed in the dance major ➤ Dance known and at least 1 minute in length ➤ Basic technique applied to the solo ➤ Basic co-ordination of body parts ➤ Awareness of posture and alignment ➤ Basic understanding of the principles of the dance style ➤ Can move across space ➤ Dance in time to the music with some awareness of musicality ➤ Effort and energy put into completion of dance ➤ Confident focused and expressive

Elementary Level 2 Mark = 9 - 11	30%	<ul style="list-style-type: none"> ➤ Solo performed in the dance major ➤ Dance known and at least 1 minute in length ➤ Limited technique applied to the solo ➤ Limited co-ordination of body parts ➤ Some awareness of posture and alignment ➤ Some awareness of the principles of the dance style ➤ Some use of space ➤ Dance in time to the music ➤ Effort put into completion of dance ➤ Some focus and expression
Not achieved Level 1 Mark = 0 - 8	0 - 29%	<ul style="list-style-type: none"> ➤ SOLO NOT PERFORMED IN THE DANCE MAJOR ➤ Dance less than the minimum 1 minute ➤ Dance not known ➤ Limited technique applied to the movements ➤ Limited co-ordination of body parts ➤ Limited awareness of posture and alignment ➤ Limited awareness of the principles of the dance style ➤ Limited use of space ➤ Lack of musicality ➤ Total lack of energy or effort ➤ No expression or focus in performance

Group Dance – performed in the dance major (no mix of styles). Marks = 30

Length = 2 - 3 minutes showing the main principles of the dance major. Number = 4 / 5 learners.

Outstanding Level 7 Mark = 27/30	90 %	<ul style="list-style-type: none"> ➤ Group Dance performed in the dance major ➤ Dance vocabulary shows very advanced levels of complexity, accuracy and variety and challenges the dancers ➤ Dance is polished with artistic attention to detail and has been developed to the length and level of the dancers' ability ➤ The principles of the dance style are executed with high levels of accuracy throughout the dance and movements have meaning, are personalised and extended ➤ Excellent and imaginative use of space, patterning, timing, unity, transitions ➤ Excellent interaction / eye-contact and relationships shown between the group members ➤ Dance shows outstanding musicality and sensitive development of dynamics ➤ The group is highly expressive, focused and performs with energy, commitment and awareness of each other ➤ Imaginative beginning and ending to the dance ➤ Inspiring performance
Excellent Level 7 Mark = 24 - 26	80%	<ul style="list-style-type: none"> ➤ Group Dance performed in the dance major ➤ Dance vocabulary is highly varied and shows very high levels of complexity and challenges the dancers ➤ Dance is polished with attention to detail and has been developed to the length and level of the dancers ability ➤ Excellent awareness of the principles of the dance style shown throughout the dance and movements have meaning / personalised ➤ Excellent and imaginative use of space, patterning, timing, unity, transitions ➤ Excellent interaction / eye-contact and relationships shown between the group members ➤ Dance shows very good musicality and development of dynamics ➤ The group is expressive, focused and performs with energy and commitment to each other ➤ Imaginative beginning and ending to the dance
Meritorious Level 6 Mark = 21 - 23	70%	<ul style="list-style-type: none"> ➤ Group Dance performed in the dance major ➤ Dance vocabulary varied and shows high levels of complexity and challenges the dancers most of the time ➤ Dance is well known and has been developed to the length and level of the dancers ability ➤ An very good awareness of the principles of the dance style shown throughout the dance and movements have meaning ➤ Very good and imaginative use of space, patterning, timing, unity, transitions ➤ Good interaction / eye-contact and relationships shown between the group members ➤ Dance shows good musicality and dynamics ➤ The group is expressive, focused and performs with energy ➤ Strong beginning and end to the dance

Substantial Level 5 Mark = 18 - 20	60%	<ul style="list-style-type: none"> ➤ Group Dance performed in the dance major ➤ Dance vocabulary varied and shows good levels of complexity and challenges the dancers some of the time ➤ Dance is well known and at least 2 minutes in length ➤ An good awareness of the principles of the dance style shown throughout the dance ➤ Good use of space, patterning, timing, unity, transitions ➤ Good interaction / eye-contact between the group members ➤ Dance shows musicality and dynamics ➤ The group is expressive, focused and performs with energy ➤ Strong beginning and end to the dance
Adequate Level 4 Mark = 15 - 17	50%	<ul style="list-style-type: none"> ➤ Group Dance performed in the dance major ➤ Dance vocabulary varied and shows some levels of complexity ➤ Dance is well known and at least 2 minutes in length ➤ A good awareness of the principles of the dance style shown ➤ Good use of space, patterning, timing, unity ➤ Good interaction / eye-contact between the group members ➤ Dance is in time to the music and shows dynamics at times ➤ The group is expressive and focused ➤ Clear beginning and end to the dance
Moderate Level 3 Mark = 12 - 14	40%	<ul style="list-style-type: none"> ➤ Group Dance performed in the dance major ➤ Dance vocabulary limited and set at a low complexity level ➤ Dance is known and at least 2 minutes in length ➤ An awareness of the principles of the dance style shown ➤ Some use of space, patterning, timing, unity ➤ Interaction / eye-contact between the group members ➤ Dance is in time to the music ➤ The group is expressive and focused ➤ The dance has been personalised
Elementary Level 2 Mark = 9 - 11	30%	<ul style="list-style-type: none"> ➤ Group Dance performed in the dance major ➤ Dance vocabulary very limited and set at a low complexity level ➤ Dance is known and at least 2 minutes in length ➤ An awareness of the principles of the dance style shown ➤ Limited use of space, patterning, timing, unity ➤ Limited interaction / eye-contact between the group members ➤ Dance is in time to the music ➤ Some expression, focus or presentation by the group ➤ Some attempt made to personalize the dance

Not achieved Level 1 Mark = 0 - 8	0 - 29%	<ul style="list-style-type: none">➤ GROUP DANCE NOT PERFORMED IN THE DANCE MAJOR➤ DANCE PERFORMED BY MORE THAN 5 DANCERS➤ Dance less than the minimum 2 minutes➤ Dance vocabulary very limited and set at a low complexity level➤ Dance not known, messy and under rehearsed➤ No awareness of the principles of the dance style shown➤ No use of space, patterning, timing, unity➤ No interaction / eye-contact between the group members➤ Lack of musicality, dynamics➤ Total lack of energy or effort➤ No expression, focus or presentation by the group➤ No attempt made to personalize the dance
---	---------	--

Improvisation – any style or mix of styles. Marks = 10

Can be performed as a solo, duet, trio or in the examination group – no more than 5 learners. Length = 1 minute.

Outstanding Level 7 Mark = 9 - 10	90 %	<ul style="list-style-type: none"> ➤ Strong innovative beginning and ending ➤ Confident and highly creative use of space. Outstanding use of dynamics shown to create atmosphere. ➤ Advanced movement vocabulary shown ➤ Relates to a given stimulus in a confident and highly creative manner throughout ➤ Excellent awareness and emotional response to the music ➤ Totally committed, confident presentation with high energy levels shown. ➤ Takes risks and is imaginative / innovative ➤ Inspiring performance
Excellent Level 7 Mark = 8	80%	<ul style="list-style-type: none"> ➤ Strong innovative beginning and ending ➤ Confident and highly creative use of space. Excellent use of dynamics shown. ➤ Highly developed movement vocabulary ➤ Relates to a given stimulus in a confident and creative manner throughout ➤ Excellent awareness and emotional response to the music ➤ Totally committed, confident presentation with high energy levels shown. ➤ Takes risks and is imaginative / innovative
Meritorious Level 6 Mark = 7	70%	<ul style="list-style-type: none"> ➤ Shows a confident and creative beginning and ending ➤ Confident and creative use of space ➤ Good use of dynamics shown ➤ Well developed movement vocabulary ➤ Relates to a given stimulus in a confident manner. ➤ Good levels of creativity shown throughout ➤ Good awareness and emotional response to the music ➤ Commitment, confident presentation and good energy shown. ➤ Takes risks and is imaginative / innovative
Substantial Level 5 Mark = 6	60%	<ul style="list-style-type: none"> ➤ Shows a confident and creative beginning and ending ➤ Confident use of space ➤ Awareness of dynamics shown ➤ Good use of movement vocabulary ➤ Relates to a given stimulus in a confident manner ➤ Creativity shown ➤ Good awareness and response to the music ➤ Commitment, confident presentation and good energy shown

Adequate Level 4 Mark = 5	50%	<ul style="list-style-type: none"> ➤ Shows a confident beginning and ending ➤ Confident use of space ➤ Dynamics vary slightly ➤ Adequate use of movement vocabulary ➤ Relates to a given stimulus in a confident manner ➤ Some creativity shown ➤ Good awareness of the music ➤ Commitment, confident presentation and energy shown
Moderate Level 3 Mark = 4	40%	<ul style="list-style-type: none"> ➤ Shows a basic beginning and ending ➤ Some use of space ➤ Dynamics vary slightly ➤ Limited use of movement vocabulary ➤ Relates to a given stimulus in a basic manner ➤ Some creativity shown ➤ Some awareness of the music ➤ Some commitment, some presentation, some energy
Elementary Level 2 Mark = 3	30%	<ul style="list-style-type: none"> ➤ Shows a basic beginning and ending ➤ Limited use of space ➤ Dynamics vary slightly ➤ Very limited use of movement vocabulary ➤ Relates to a given stimulus in a basic manner and is awkward with using/relating to the prop/stimulus ➤ Very little creativity shown ➤ Some awareness of the music ➤ Limited commitment, lacks presentation, little energy
Not achieved Level 1 Mark = 1 - 2	0 - 29%	<ul style="list-style-type: none"> ➤ No awareness of how to begin or end ➤ Cannot use space – stays in one place ➤ Dynamics do not vary at all ➤ Extremely limited use of movement vocabulary ➤ Cannot relate to a given stimulus and is awkward with using/relating to the prop/stimulus ➤ No creativity shown ➤ Does not respond in any way to the music ➤ No commitment, lacks presentation, no energy

Choreography – any style or mix of styles. Marks: 25 preparation + 25 performance = 50

Length = 2 - 3 minutes with 3 or more dancers. Choreographer may not perform in own work.

<p>Outstanding Level 7 Marks = 23 – 25</p>	<p>90 %</p>	<ul style="list-style-type: none"> ➤ Dance has 3 or more performers and is at least 2 minutes ➤ A highly imaginative beginning and ending shown – relevant to the intent ➤ Highly imaginative and extremely clear translation of ideas into dance material leading to a work which demonstrates an excellent understanding and highly confident grasp of the process of selection and manipulation of material ➤ Choreographic devices are used at a sophisticated level – work shows a highly competent understanding of choreographic and structuring devices which results in a mature , highly complex and extremely coherent piece of work ➤ Outstanding experimenting with style and form. ➤ Excellent use of unity, contrast, transition, sequence, patterning or space ➤ Engagement with all production elements e.g. costumes, sets, lighting, props etc at a very high level ➤ A highly complex and sophisticated dance vocabulary used that relates imaginatively and creatively to the intent ➤ Dancers very well rehearsed and can perform the work with confidence, energy and dynamics. ➤ Appropriate, highly sensitive and intelligent use of the dancers’ skills and attributes to communicate the dance idea ➤ An emotional atmosphere or impact is created in the work. ➤ An inspiring performance ➤ Imaginative and carefully considered choice of music/ accompaniment / silence / voice enhancing and extending the meaning and expression of the work ➤ Manages dancers and shows outstanding leadership skills ➤ Rehearsals very well planned and allow for extension and development of the work. Choreography was carefully developed and ongoing with attention to detail ➤ Excellent reflection / understanding of the choreographic process ➤ Declaration of authenticity visible in the journal ➤ Teacher has seen the process of the choreography repeatedly - it has been ongoing and extremely well planned for
--	-------------	---

<p>Excellent Level 7 Marks = 20 - 22</p>	<p>80%</p>	<ul style="list-style-type: none"> ➤ Dance has 3 or more performers and is at least 2 minutes ➤ An highly imaginative beginning and ending shown – relevant to the intent ➤ Highly imaginative and extremely clear translation of ideas into dance ➤ Choreographic devices are used at a sophisticated level – work shows a highly competent understanding of choreographic and structuring devices which results in a highly sophisticated, complex and extremely coherent piece of work ➤ Imaginative and creative experimenting with style and form. The dance vocabulary has a highly complex context with the intent of the choreography – which results in a sophisticated piece of work ➤ Good use of unity, contrast, transition, sequence, pattern or space ➤ Engagement with all production elements e.g. costumes, sets, lighting, props etc at a very high level ➤ A complex and sophisticated dance vocabulary used that relates imaginatively to the intent ➤ Dancers very well rehearsed and can perform the work with confidence and energy and dynamics. Appropriate, highly sensitive and intelligent use of the dancers' skills and attributes to communicate the dance idea ➤ An atmosphere or impact is created in the work ➤ Imaginative and carefully considered choice of music/ accompaniment / silence / voice enhancing and extending the meaning and expression of the work ➤ Manages dancers and shows excellent leadership skills ➤ Rehearsals very well planned and allow for extension and development of the work. Choreography did not change from the original idea / intent and was carefully developed and ongoing ➤ Excellent reflection / understanding of the choreographic process ➤ Excellent involvement in the marketing / production of the choreographic performance ➤ Declaration of authenticity visible in the journal ➤ Teacher has seen the process of the choreography repeatedly - it has been ongoing and very well planned for
--	------------	--

<p>Meritorious Level 6 Marks = 18 - 19</p>	<p>70%</p>	<ul style="list-style-type: none"> ➤ Dance has 3 or more performers and is at least 2 minutes ➤ An imaginative beginning and ending shown – relevant to the intent ➤ Imaginative and clear translation of ideas into dance material ➤ Choreographic devices are used – work shows a competent understanding of choreographic and structuring devices which results in an imaginative and creative piece of work ➤ Imaginative experimenting with style and form. The dance vocabulary has a complex context with the intent of the choreography – which results in a creative piece of work ➤ Good use of unity, contrast, transition, sequence, pattern or space ➤ Engagement with production elements e.g. costumes, sets, lighting, props etc at a high level ➤ A complex dance vocabulary used that relates to the intent ➤ Dancers well rehearsed and can perform the work with confidence and energy. The dancers skills and attributes to communicate the dance idea have been explored and developed to a high level ➤ A good atmosphere or impact is created in the work ➤ Imaginative and carefully considered choice of music/ accompaniment / silence / voice enhancing the meaning and expression of the work ➤ Manages dancers and shows very good leadership skills ➤ Rehearsals very well planned and allow for extension and development of the work. Choreography did not change from the original idea / intent and was carefully developed and ongoing ➤ Very good reflection / understanding of the choreographic process ➤ Very good involvement in the marketing / production of the choreographic performance ➤ Declaration of authenticity ➤ Teacher has seen the process of the choreography repeatedly - it has been ongoing and very well planned for
<p>Substantial Level 5 Marks = 15 - 17</p>	<p>60%</p>	<ul style="list-style-type: none"> ➤ Dance has 3 or more performers and is at least 2 minutes ➤ A good beginning and ending shown – relevant to the intent ➤ Imaginative and clear translation of ideas into dance material leading to a work which demonstrates a sound understanding and clear grasp of the process of selection and manipulation of material ➤ Choreographic devices are used – work shows a competent understanding of choreographic and structuring devices ➤ Imaginative experimenting with style and form. ➤ Use of unity, contrast, transition, sequence, pattern or space ➤ Engagement with production elements e.g. costumes, sets, lighting, props etc ➤ A good dance vocabulary used that relates to the intent in a medium complexity level ➤ Dancers well rehearsed and can reproduce the work with confidence. The dancers skills and attributes to communicate the dance idea have been explored and developed to a competent level ➤ Atmosphere or impact is created in the work ➤ Imaginative use of music/ accompaniment / silence / voice contributing and extending the intent ➤ Manages dancers and shows good leadership skills ➤ Rehearsals well planned. Choreography was developed from the original idea ➤ Good reflection / understanding of the choreographic process ➤ Declaration of authenticity ➤ Teacher has seen the process of the choreography repeatedly - it has been ongoing and well planned for

<p>Adequate Level 4 Marks = 13 - 14</p>	<p>50%</p>	<ul style="list-style-type: none"> ➤ Dance has 3 or more performers and is at least 2 minutes ➤ A good beginning and ending shown ➤ A good attempt at progression of ideas – ability to translate ideas into dance material – resulting in a work which may be basic in translating ideas into intent ➤ Some choreographic devices used ➤ Some experimenting with style and form. The dance vocabulary has context with the intent of the choreography – which results in a basic piece of work ➤ Use of unity, contrast, transition, sequence, pattern or space ➤ Engagement with production elements e.g. costumes, sets, lighting, props etc ➤ A good dance vocabulary used that relates to the intent in a medium complexity level ➤ Dancers rehearsed and can reproduce the work. The dancers skills and attributes to communicate the dance idea have been explored in part ➤ Some atmosphere or impact created ➤ Music/ accompaniment / silence / voice contributed to the intent at an acceptable level ➤ Managed dancers at a low level of leadership skills ➤ Rehearsals planned with some management skills shown. Choreography has been kept to the original idea / intent ➤ Some reflection / understanding of the choreographic process ➤ Declaration of authenticity ➤ Teacher has seen the process of the choreography at least 3 times
<p>Moderate Level 3 Marks = 10 - 12</p>	<p>40%</p>	<ul style="list-style-type: none"> ➤ Dance has 3 or more performers and is at least 2 minutes ➤ A beginning and ending shown ➤ Some attempt at progression of ideas – some ability to translate ideas into dance material – resulting in a work which may be basic in its attempt to be coherent ➤ Some choreographic devices used ➤ Some experimenting with style and form. ➤ Some use of unity, contrast, transition, sequence, pattern or space ➤ Some engagement with production elements e.g. costumes, sets, lighting, props etc ➤ A basic dance vocabulary used that relates to the intent in a low complexity level ➤ Dancers rehearsed and can reproduce the work. An attempt has been made to use the dancers skills and attributes ➤ Music/ accompaniment / silence / voice contributed to the intent at an acceptable level ➤ Managed dancers at a low level of leadership skills ➤ Rehearsals planned but not managed well. Choreography kept changing from the original idea / intent ➤ Some reflection / understanding of the choreographic process ➤ Declaration of authenticity ➤ Teacher has seen the process of the choreography

Elementary Level 2 Marks = 8 - 9	30%	<ul style="list-style-type: none"> ➤ Dance has 3 or more performers and is at least 2 minutes ➤ A beginning and ending shown ➤ An attempt has been made to translate ideas into dance material ➤ Basic choreographic devices used ➤ Basic experimenting with style and form. The dance vocabulary has little context with the intent of the choreography – an attempt which results in a basic piece of work though at times clarity may be lost ➤ Limited use of unity, contrast, transition, sequence, pattern or space ➤ Very little engagement with production elements e.g. costumes, sets, lighting, props etc ➤ Very basic dance vocabulary used that relates to the intent in a low complexity level ➤ Dancers rehearsed and can reproduce the work. ➤ Music/ accompaniment / silence / voice contributed to the intent at a very rudimentary level ➤ Did not manage dancers well and kept losing / changing dancers ➤ Rehearsals not well planned and left till the last moment. Choreography kept changing from the original idea / intent ➤ Little reflection / understanding of the choreographic process ➤ Declaration of authenticity ➤ Teacher has seen the process of the choreography at least once
Not achieved Level 1 Marks = 0 - 7	0 - 29%	<ul style="list-style-type: none"> ➤ Dance has less than 3 performers and is less than 2 minutes ➤ Little attention paid to beginning and ending ➤ No progression of ideas – cannot translate ideas into dance material ➤ No choreographic devices used ➤ Little / no experimenting with style and form. ➤ The dance vocabulary has no context with the intent of the choreography ➤ No use of unity, contrast, transition, sequence, pattern or space ➤ No / little engagement with production elements e.g. costumes, sets, lighting, props etc ➤ Limited / very basic dance vocabulary used that does not relate to the intent ➤ Dancers under rehearsed and unsure of the choreography – little attempt made to use the dancers skills and attributes to communicate the dance idea ➤ No atmosphere or impact created ➤ Music/ accompaniment / silence / voice did not contribute to the intent at all and may even detract from the meaning and expression of the dance idea ➤ Did not manage dancers well and kept losing / changing dancers ➤ Rehearsals not well planned and left till the last moment. Choreography kept changing from the original idea / intent ➤ Little reflection / understanding of the choreographic process ➤ Declaration of authenticity not verified / the work might not be the learners own ➤ Teacher has not seen the process of the choreography / has not signed the declaration of authenticity