



DNC315110: TQA Level 3, Size Value = 15

THE COURSE DOCUMENT

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LEARNING STATEMENT

The arts encompass a rich tapestry of creative endeavour across a wide variety of visual and performing arts courses and are an integral and essential component of education. Society is coming to an increasing awareness that involvement with the arts is an integral and essential component of education. Such involvement encourages the development of understanding and skills required in order to not only survive, but excel, in our rapidly changing society. Through undertaking learning in the creative arts, students develop skills, knowledge and understanding that will enable them to: communicate and cooperate with others; adapt to change; and develop strategies for personal growth. Arts education develops people who are resilient, creative, versatile and self-assured.

Through the study of the creative arts, students learn to express themselves in varied and original ways. They acquire new skills and learn specialised techniques. At the same time they have the opportunity to engage in creative decision-making processes. Students will also examine the impact of new technologies and techniques in their chosen field of specialisation and consider these in the context of the contemporary arts.

Study of arts is a significant means of defining Australian culture and, by their unique nature, the arts enrich

the lives of all in our society. A knowledge and understanding of the arts will enable students to participate more effectively in, and contribute to, the diverse aspects of Australian cultural life.

RATIONALE

Dance is the universal language of movement. In an educational context, Dance is a unique art form in which the body is an instrument for non-verbal communication and expression. The inspiration for creative expression can be from personal life experience, or observation and reflection on the world in which we live.

The study of Dance is of significance to the Tasmanian Senior Secondary Curriculum because it provides a framework through which course providers have the opportunity to offer a new way of learning, based on the exploration and communication of ideas, themes and concepts, which foster students' cultural, intellectual, social, physical and moral education, and provides links with the Tasmanian K-10 Syllabus and Sequencing Document.

Dance has both a theoretical and practical base which challenges the intellect, body and emotions. Its study contributes to the students' total development, including their artistic, aesthetic and cultural education. The study of Dance as an art form comprises the inter-relationship of performance, composition and appreciation.

Dance is a medium through which students can build confidence, resilience and self-esteem, and are encouraged to take on roles consistent with leadership, negotiation and team-work, including problem-solving and conflict resolution. It provides opportunity to create, make discerning judgments and develop commitment, empowerment and ownership of their work. Students are actively involved in critical reflection, the application of choreographic and analytical principles, and appraisal through measuring the outcome of their work and that of others.

Dance in the senior secondary curriculum provides a structure that encourages students to develop a sense of social responsibility, tolerance of others and respect for the cultural diversity of Australian society. The theoretical and practical knowledge acquired enables them to gain a greater knowledge and understanding of the world in which they live, and prepares them for further education and training, employment and full participation as active citizens.

The course is designed to enable students to achieve a set of learning outcomes that embody key knowledge and skills.

PATHWAYS

This course provides a pathway for students intending to proceed to further studies in the contemporary arts at tertiary level, as well as industry-based courses. It provides students with life skills and provides access to employment in the entertainment industry, dance, health and fitness, and the visual and performing arts.

ACCESS

There are no pre-requisites for entry into Level 3 Dance Choreography and Performance. However, it is recommended that students have studied Level 2 Dance or have prior dance and/or movement experience before enrolling in this subject.

COURSE SIZE AND COMPLEXITY

This course has been assessed as having a complexity level of TQA level 3.

At TQA level 3, the student is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgment when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. TQA level 3 is a standard suitable to prepare students for further study at the tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

The TQA level 3 course has a size value of 15.

COURSE DESCRIPTION

This course is designed to provide students with practical and creative opportunities to acquire skills, knowledge, understanding and experience in dance choreography, performance and appreciation at the highest level of complexity offered by TCE courses.

Through studying this course, students will develop personal skills and knowledge through practical and theoretical activities and specific projects in choreography (dance-making), performance (including the principles of technique applied to movement and performance skills) and dance appreciation.

The physical training and preparation of the body (dance technique) informs all other components of the course, and there is an inter-relatedness between technique, composing, performing, appreciating and communicating ideas which contributes to students' understanding of dance as an art form. Students are required to work both individually and in groups as well as to take on a leadership role when undertaking choreographic work.

In dance the body is the instrument for non-verbal communication. Through dance movement students develop skills in communication where they express moods, feelings, ideas and emotions.

Students will be involved in learning activities that place emphasis on the following:

- Dance Technique

Dance technique is non-genre or style specific. It embodies the anatomical principles of movement, body mechanics and principles of safe-dance practice. Students develop technique in order to express and interpret dance performance. The way the muscles have been trained and developed impacts on the range and quality of motion available to the dancer (including quality and clarity of body lines, body articulation, temporal and dynamic variations, kinaesthetic awareness, projection, control and manipulation of space, time, dynamics/energy), and their degree of control and ability to interpret and communicate ideas in a given movement vocabulary.

Interpretation refers to the application of technique and performance quality to a dance work. It is fundamental to develop dance technique because the body portrays meaning to the dance idea. The work communicates to the audience through the dancer's body, and technique is essential in order to provide a clear interpretation of the work.

- Choreography
- Performance
- Dance Appreciation.

LEARNING OUTCOMES

In studying Dance Choreography and Performance students will develop the knowledge and skills to:

- value dance as an art form through the inter-related experiences of performing, composing and appreciating dance
- demonstrate skills in reflection, analysis and documentation of the dance-making processes in own dance work as an art form
- demonstrate skills in critical analysis and evaluation, and make discerning judgements about the dance work of others
- understand the dance work of others from an artistic and aesthetic perspective and recognise the social, cultural, historical context in which a work exists and how dance as an art form reflects and contributes to social change
- understand the use of terminology relevant to dance as an art form
- work autonomously and constructively with others
- recognise the significance of the application of safe dance practice

- demonstrate skeletal alignment, body-part articulation, strength, flexibility, agility and co-ordination in motion and stillness
- display an awareness of the anatomically correct execution of movement in the context of interpretation of intent and prevention of injury
- memorize and execute a range of phrases and sequences that reflect the application of technique and safe dance practice
- demonstrate performance processes and skills which reflect artistic expression and the application of technique
- generate a personal movement vocabulary in response to creative problem-solving tasks
- demonstrate knowledge and understanding of how dance is structured in a form which brings unity to a work within the context of Dance as an art form
- develop strategies for maintaining personal health and well-being
- value commitment and consistency in technical skills and performance.

COURSE CONTENT

Students will be involved in learning activities that place emphasis on the following basic components:

- dance technique (foundational/dance skills)
- choreography (dance-making)
- dance performance
- dance appreciation.

TECHNIQUE

The body is the means through which dance is experienced and the intent is realised. Therefore, physical preparation of the body (dance technique) is fundamental and informs the other three components of the course.

Dance technique is based on the principles of techniques employed in modern dance and other dance genres (including classical ballet), safe dance practice and the anatomical principles of movement. Technique is non-genre or style specific. Students should regularly participate in technique classes which expand kinaesthetic awareness and encourage a more refined attainment of:

- alignment
- co-ordination (including balance, transfer of weight, isolation, combinations of movement, stillness)
- flexibility
- strength and stamina
- movement recall

which contribute to the development of a movement vocabulary. The study of dance technique is not an end in itself, but a means for the student to perform dance to the fullest, most expressive extent.

Students are encouraged to develop a working knowledge of the systems of the body as they relate to the dancer, and the common causes, prevention and care of dance injury.

Students learn about:

1 Safe Dance Practice

- warm-up/cool down

- skeletal structure and joint function
- major muscle groups and their function
- stretching
- body alignment and personal limitations based on the skeletal frame and ligaments that support it
- causes, prevention and treatment of injury, including environment and dress code
- body maintenance including diet, nutrition, hydration, strategies for maintaining personal health and well-being
- dance terminology

2 Body Skills

- body awareness
- kinaesthetic awareness
- principles of alignment/body placement
- body articulations
- locomotor movement
- non-locomotor (axial) movement
- turning
- elevation (including jumps and aerial work)
- falling
- control
- balance
- application of anatomical and physiological principles (technique) in motion and stillness.

3 Sequencing (locomotor and non-locomotor)

- motifs, phrases and sequences
- temporal and dynamic variations

4 Dance Class Variations, which may include:

- centre work
- travelling in space
- floor work
- barre work
- pilates, Tai Chi.

CHOREOGRAPHY (DANCE-MAKING/COMPOSITION)

Composition provides students with opportunities to understand and apply the principles and processes of dance composition. Students engage in exploration through problem-solving tasks to generate movement and create a personal movement vocabulary. They learn the fundamentals of the craft of composition, which they employ to communicate their intent through movement.

The process of composition is designed to foster the student's individual creativity in generating a personal response that communicates an intent.

Small group collaborative tasks with a balance of student-direction and teacher assistance will lead to individual students taking on responsibility. Students are required to demonstrate commitment to others in the role of choreographer and/or performer.

There will be an emphasis on leadership and initiative for choreography of group and solo work. Students should take on a leadership role in the choreographic process of their own externally-assessed group piece.

Learning activities will include student-directed tasks with a focus on:

- improvisation
- selection
- arrangement
- refinement
- reflection
- evaluation.

in order to create a dance in the context of an art form.

Students engage in choreographic tasks which incorporate the fundamentals of dance composition:

1 – Generation of movement

1.1 Generation of movement

- stimulus
- intent/concept.

1.2 Generating movement relevant to an intent

- exploration/improvisation
- abstraction
- selection and refinement
- reflection/evaluation.

2 - Manipulation of the elements of dance

2.1 Space

- level
- shape, size
- geometry of space (direction, dimension, plane)
- floor and air pathways, patterns
- design in space
- personal, general and performance space
- relationships, group formations, partnering activities and weight-taking.

2.2 Time

- rhythm
- tempo
- accent
- stillness.

2.3 Dynamics

- release of energy - weight/force, effort qualities.

3 - Organising the Movement:

- motif
- phrase
- section.

4 - Organising the dance (elements of structure, form):

- combinations, sequencing
- motif/s (foundation/s of construction)
- repetition
- variation and contrast (including development of the motif, choreographic devices)
- highlights and climax
- transition
- logical development
- unity
- formal structures (binary, ternary, rondo, collage, narrative, theme and variation, etc)
- appraisal and refinement.

Learning will include tasks in which the appropriate choice of production tools (sound, costume, staging materials, audience placement) are explored in order to enhance the intent.

WORK REQUIREMENT

Students are required to choreograph:

- a solo work (2-4 minutes' duration)
- a group dance work (4-7 minutes' duration).

The works should exhibit a diverse range of movement vocabulary.

Further information is given in the TQA issued Assessment Guidelines.

PERFORMANCE

In performance, students draw on, and apply, knowledge and skills gained in other areas of the course. Students are engaged in rehearsal, pre-performance and performance processes and skills.

PRE-PERFORMANCE PROCESSES AND SKILLS

Prepare the body for required technical and physical skills in performance, including:

- warm-up
- physical orientation in the performance space.

The study of dance technique is a means to enable the student the freedom to perform dance to the fullest, most expressive extent in a range of movement vocabulary. Students are encouraged to experience and explore new movement possibilities.

PERFORMANCE PROCESSES AND SKILLS

Performance skills include the qualities a dancer contributes to a performance in order to express the choreographer's intention and create a connection with the audience.

Students learn about:

- the elements of dance (time, space and dynamics) as applied to performance
- performance quality
- the application of dance technique to the interpretation and performance of a dance.

Performance includes:

- technical proficiency, and application of technique
- quality and clarity of body line and actions
- sustaining control and manipulation of space, time and dynamics (including use of energy and effort quality of movement, accuracy of timing and spacing)
- orientation in performance space
- projection through the whole body (extension and stage presence)
- kinaesthetic awareness
- commitment and consistency
- eye/body focus, facial expression, confidence and concentration.

The performer uses all these aspects of dance performance to create a clear interpretation of the work and to realize the intent of the dance.

Students will participate in performances for class and public audiences of group and solo work. Students should perform in works choreographed by self and others, taking on responsibility for clear communication of the intention of the choreographer.

WORK REQUIREMENT

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

Further information is given in the TQA issued Assessment Guidelines.

APPRECIATION

In Dance Appreciation students respond critically to the process and product of own dance experiences and the dance work of others.

Students are engaged in the following:

- reflection and articulation of own dance work
- critical appraisal and evaluation of the dance work of others.

OWN DANCE WORK

Students engage in activities in which they reflect upon, describe, analyse, evaluate and document their own dance work as an art form, and in relation to the realization of choreographic intent, including:

- stimulus/inspiration
- generation of movement, improvisation, abstraction

- personal movement vocabulary
- process of composition (motif, phrase, section, elements of dance, structure, form, select, arrange, refine, evaluate)
- production tools and other constituent features
- artistic problem-solving solutions
- dance terminology.

WORK REQUIREMENT

Students are required to produce a minimum of two reflective essays, one on own choreographed solo, and one on own choreographed group work.

Further information is given in the TQA issued Assessment Guidelines.

DANCE WORK OF OTHERS

Students engage in learning opportunities which expand their knowledge and understanding of the dance work of others as an art form, including:

- understand dance from artistic, aesthetic and cultural perspectives
- understand and articulate the socio/historic/cultural context in which dance exists and how dance reflects and contributes to social change
- understand the potential of dance to investigate and challenge prevailing social and cultural norms
- knowledge and understanding of the skills of critical appraisal.

Tasks will develop skills in description, analysis, interpretation and evaluation of works including:

- choreographic intention
- content (subject matter, themes, ideas)
- structural elements
- form
- movement vocabulary
- production tools
- context in which the dance work is created and performed (socio-economic, socio-political, cultural etc)
- training, company structures, funding opportunities.

Students will utilize this perspective when reflecting on and analysing the dance work of others (essay format, research project, and/or class presentation).

WORK REQUIREMENT

Student requirements include:

- view a minimum of three professional dance works
- produce one critical appraisal of three professional dance works.

Further information is given in the TQA issued Assessment Guidelines.

USE OF A DANCE JOURNAL

Students are encouraged to use a Dance Journal. The use of a Dance Journal provides a framework through which students can reflect and comment on personal dance experience, including peer evaluation of own work, personal planning, stimulus material and details of research for the development of intent in composition, problem-solving strategies and development of skills in observing, recalling and articulating information about dance.

ASSESSMENT

Criterion-based assessment is a form of outcomes assessment which identifies the extent of student achievement at an appropriate end-point of study. Although assessment – as part of the learning program - is continuous, much of it is formative, and is done to help students identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative TCE reporting should focus on what both teacher and student understand to reflect end-point achievement.

The primary audience for assessment is the student and the teacher, but may also include parents when appropriate.

The standard of achievement each student attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a student demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. The 't' notation sits outside the continuum of ratings and is thus not described in course standards.

A 'z' notation is to be used where a student provides no evidence of achievement at all.

Providers offering this course must participate in the quality assurance processes.

Internal assessment of all criteria will be made by the provider. Providers will report the student's rating for each criterion to the Tasmanian Qualifications Authority.

The Tasmanian Qualifications Authority will supervise the external assessment of designated criteria (*). The ratings obtained from the external assessments will be used in addition to those provided from the provider to determine the final award.

QUALITY ASSURANCE PROCESSES

The following processes will be facilitated by the TQA to ensure there is:

- a match between the standards for achievement specified in the course and the standards demonstrated by students
- community confidence in the integrity and meaning of the qualification.

Processes – the Authority gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

EXTERNAL ASSESSMENT REQUIREMENTS

The external assessment requirements for this course consist of:

- a practical examination used to assess criteria 6, 7 & 8
- a folio of written work used to assess criteria 1 & 2.

Details of the external assessment are contained within the TQA's *External Assessment Guidelines* for this course.

CRITERIA

The assessment for Dance Choreography and Performance will be based on the degree to which the student can:

1. *Communicate ideas and information about the process of choreography, technology and other constituent features in own dance work in response to an intent
2. *Describe, analyse, interpret and evaluate the dance work of others as an art form in relation to choreographic intent and the context in which the work is created
3. Work autonomously, and constructively with others
4. Demonstrate understanding of safe dance practice and application of the anatomical principles of movement
5. Demonstrate kinaesthetic awareness and movement skills
6. *Demonstrate performance skills and application of technique
7. *Demonstrate a personal movement vocabulary as a means of expression in response to an intent
8. *Display artistic awareness and design in the development of an intent through structure and form.

* denotes criteria that are externally assessed.

STANDARDS

CRITERION 1 *COMMUNICATE IDEAS AND INFORMATION ABOUT THE PROCESS OF CHOREOGRAPHY, TECHNOLOGY AND OTHER CONSTITUENT FEATURES IN OWN DANCE WORK IN RESPONSE TO AN INTENT*A Rating*

- The student shows a sophisticated use of written expression and comprehensive knowledge of terminology to analyse the dance-making and performance process.
- The student shows comprehensive knowledge and understanding of the processes of composition and performance, including generating movement relevant to a concept, manipulation of the elements of dance, organising the work (structure and form) and technological considerations relevant to choreographic intent in own dance work.
- The student can clearly and competently articulate problem-solving outcomes and artistic solutions relevant to the expression of choreographic intent.

B Rating

- The student communicates ideas and information with clarity, detail and accuracy, and uses basic terminology to articulate the dance-making and performance process.
- The student shows sound knowledge and understanding of the key processes of composition and performance, including generating movement relevant to a concept, manipulation of some of the elements of dance, organising the work (structure and form) and technology relevant to choreographic intent in own dance work.
- The student demonstrates an ability to resolve problems relevant to the expression of choreographic intent.

C Rating

- The student demonstrates a basic understanding of writing conventions and terminology to describe a limited range of dance-making and performance processes in own dance work.
- The student shows elementary knowledge of the process of composition, use of production tools, and other constituent features relevant to choreographic intent in own dance work.
- The student considers problem-solving outcomes and solutions relevant to the choreographic process.

CRITERION 2 *DESCRIBE, ANALYSE, INTERPRET AND EVALUATE THE DANCE WORK OF OTHERS AS AN ART FORM IN RELATION TO CHOREOGRAPHIC INTENT AND THE CONTEXT IN WHICH THE WORK IS CREATED

A Rating

- The student shows a sophisticated use of written expression and comprehensive knowledge of dance terminology in the critical appraisal of the dance work of others as an art form (description, analysis, interpretation, evaluation).
- The student can identify and compare a wide range of distinguishing features of the dance works of others and make discerning judgements about dance as an art form.
- The student can appreciate and articulate the context in which the dance exists (socio, historical, political, cultural).

B Rating

- The student shows a satisfactory use of written expression and basic terminology in the critical appraisal of the dance work of others as an art form (describe, analyse, interpret and evaluate).
- The student can identify and compare a range of distinguishing features of the dance works of others and make thoughtful judgements about dance as an art form.
- The student shows a basic understanding of the context in which a dance exists (socio, historical, political, cultural).

C Rating

- The student demonstrates a basic understanding of writing conventions and elementary knowledge of terminology in the critical appraisal of the dance work of others (describe, analyse, interpret, evaluate).
- The student can identify various features of dance works and can make thoughtful comments about dance as an art form.
- The student shows a basic awareness of context in viewed dance works (socio, historical, political, cultural).

CRITERION 3 WORK AUTONOMOUSLY, AND CONSTRUCTIVELY WITH OTHERS*A Rating*

- The student consistently maintains an outstanding level of engagement and participation in independent and group activities, including rehearsal and performance obligations, and uses a wide range of planning and self-management strategies which enable the effective completion of tasks and achievement of individual and group goals within specified time frames.
- The student accepts and encourages the ideas of others and helps them reach their full potential.
- The student generates ideas, processes and activities and adopts an effective leadership role in own group composition, and set tasks when required.

B Rating

- The student consistently maintains a high level of engagement and participation in independent and group activities, including rehearsal and performance obligations, and uses a range of planning and self-management strategies which usually enables the effective completion of tasks and achievement of individual and group goals within specified time frames.
- The student usually accepts and encourages the ideas of others and helps them reach their full potential.
- The student generates ideas, processes and activities and adopts a leadership role in own group composition, and set tasks when required.

C Rating

- The student can remain on task for an agreed time frame in autonomous and collaborative activities, and uses planning and self-management strategies which facilitate the completion of most tasks.
- The student shows sensitivity to the needs of others.
- The student can generates ideas, processes and activities and can lead when required.

CRITERION 4 DEMONSTRATE UNDERSTANDING OF SAFE DANCE PRACTICE AND APPLICATION OF THE ANATOMICAL PRINCIPLES OF MOVEMENT

A Rating

- The student consistently demonstrates a high level of awareness and understanding of safe dance practice (OH&S), posture and body alignment.
- The student consistently demonstrates the correct anatomical execution of exercises and movements to minimise injury.
- The student consistently and effectively warms-up and cools-down before and after physical activity.
- The student competently uses terminology relevant to anatomy, physiology, technique and safe dance practice.

B Rating

- The student generally demonstrates a high level of awareness and understanding of safe dance (OH&S) practice, posture and body alignment.
- The student generally demonstrates the correct anatomical execution of exercises and movements to minimise injury.
- The student consistently warms-up and cools-down before and after physical activity
- The student uses basic terminology relevant to anatomy, physiology, technique and safe dance practice.

C Rating

- The student demonstrates basic awareness of safe dance practice (OH&S), posture and body alignment.
- The student shows an awareness of the correct anatomical execution of exercises and movements to minimise injury.
- The student understands the significance of warm-up and cool-down before and after physical activity.
- The student uses elementary terminology relevant to anatomy, physiology, technique and safe dance practice.

CRITERION 5 DEMONSTRATE KINAESTHETIC AWARENESS AND MOVEMENT SKILLS*A Rating*

- The student consistently uses the body as an instrument of dance to realise a high level of efficiency, aesthetics and context/intent.
- The student consistently demonstrates refined body awareness and sustained physical control over an extensive range of movement actions and skills.
- The student consistently demonstrates accurate recall of movement phrases, sequences and dance works of varying complexity.

B Rating

- The student consistently uses the body as an instrument of dance to realise a satisfactory level of efficiency, aesthetics and context/intent.
- The student demonstrates body awareness and physical control over a range of movement actions and skills.
- The student consistently demonstrates good recall of movement phrases, sequences and dance works of varying complexity.

C Rating

- The student generally uses the body as an instrument of dance to realise a satisfactory level of efficiency, aesthetics and context/intent.
- The student demonstrates body awareness and physical control over a limited range of movement actions and skills.
- The student can recall movement phrases, sequences and dance works of varying complexity.

CRITERION 6 *DEMONSTRATE PERFORMANCE SKILLS AND APPLICATION OF TECHNIQUE

A Rating

- The student's performance consistently reflects the application of technique applied to a unified solo and group dance work as an art form.
- The student demonstrates performance skills which reflect artistic expression and stylistic nuance, whilst moving fluently and efficiently and maintaining a high level of technical skill.
- The student consistently performs with confidence, focus, performance quality, sustained control and manipulation of space, time and dynamics/energy, quality and clarity of line, projection, interpretation and strong stage presence.

B Rating

- The student's performance reflects an awareness of technique applied to own dance work as an art form.
- The student demonstrates performance skills which usually reflect artistic expression whilst moving efficiently and maintaining a satisfactory level of technical skill.
- The student performs most dance skills with a satisfactory level of confidence, focus, performance quality, control and manipulation of space, time and dynamics/energy, clarity of line, projection, interpretation, consistency and sense of audience.

C Rating

- The student's performance reflects a basic awareness of the principles of technique.
- The student demonstrates basic performance skills whilst moving efficiently.
- The student generally performs with confidence, focus, sensitivity, interpretation and sense of audience.

CRITERION 7 *DEMONSTRATE A PERSONAL MOVEMENT VOCABULARY AS A MEANS OF EXPRESSION IN RESPONSE TO AN INTENT*A Rating*

- The student shows a high level of creativity and aesthetic awareness in the selection and combination of an extensive range of dance actions (gesture, elevation, locomotion, falling, turning, stillness); and spatial, temporal and dynamic considerations to communicate ideas, concepts and information in a solo and group work.
- The student generates movement relevant to a concept/intent that shows a high level of abstraction and application of the principles of technique.

B Rating

- The student shows creativity in the selection and combination of a wide range of dance actions (gesture, elevation, locomotion, falling, turning, stillness); and spatial, temporal and dynamic considerations to communicate ideas, concepts and information in a solo and group work.
- The student generates movement relevant to a concept/intent that demonstrates an understanding of abstraction and the significance of technique.

C Rating

- The student selects and combines dance actions (gesture, elevation, locomotion, falling, turning, stillness); and makes choices in respect to time, space and dynamics to communicate ideas, concepts and information in a solo and group work.
- The student generates movement relevant to a concept/intent that shows a basic understanding of abstraction and technique.

CRITERION 8 *DISPLAY ARTISTIC AWARENESS AND DESIGN IN THE DEVELOPMENT OF AN INTENT THROUGH STRUCTURE AND FORM

A Rating

- The student demonstrates a high level of knowledge and artistic judgement in utilizing the elements of construction (motif, repetition, variation and contrast, highlights, climax, transition, logical development, unity), and in creating, manipulating, ordering and linking movement phrases and sections to produce a unified form which expresses a choreographic intent.
- The student displays a high level of artistry in the thematic arrangement of movement phrases and sections into a form to create a unified composition which achieves aesthetic vitality and expresses an intent within the context of dance as an art form.

B Rating

- The student shows understanding and artistic judgement in utilizing the elements of construction, and in creating, manipulating, ordering and linking movement phrases and sections to produce a unified form which expresses an intent.
- The student demonstrates artistry in the thematic arrangement of movement phrases and sections into a form to create a unified composition which expresses an intent within the context of dance as an art form.

C Rating

- The student shows an awareness of some of the elements of construction in dance composition, and can manipulate, order and link movement phrases and sections to create a basic form that expresses an intent.
- The student can create and manipulate phrases and sequences to shape a dance in response to an intent.

QUALIFICATIONS AVAILABLE

Dance Choreography and Performance (*with the award of*):

- EXCEPTIONAL ACHIEVEMENT
- HIGH ACHIEVEMENT
- COMMENDABLE ACHIEVEMENT
- SATISFACTORY ACHIEVEMENT
- PRELIMINARY ACHIEVEMENT

AWARD REQUIREMENTS

The final award will be determined by the Tasmanian Qualifications Authority from the 13 ratings (8 ratings from the internal assessment and 5 ratings from the external assessment).

The minimum requirements for an award in this course are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

10 'A', 3 'B' ratings (4 'A', 1 'B' from external assessment)

HIGH ACHIEVEMENT (HA)

5 'A', 5 'B', 3 'C' ratings (2 'A', 2 'B', 1 'C' from external assessment)

COMMENDABLE ACHIEVEMENT (CA)

7 'B', 5 'C' ratings (2 'B', 2 'C' from external assessment)

SATISFACTORY ACHIEVEMENT (SA)

11 'C' ratings (3 'C' from external assessment)

PRELIMINARY ACHIEVEMENT (PA)

6 'C' ratings

A student who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

COURSE EVALUATION

Courses are accredited for a specific period of time (up to five years) and they are evaluated in the year prior to the expiry of accreditation.

As well, anyone may request a review of a particular aspect of an accredited course throughout the period of accreditation. Such requests for amendment will be considered in terms of the likely improvements to the outcomes for students and the possible consequences for delivery of the course.

The TQA can evaluate the need and appropriateness of an accredited course at any point throughout the period of accreditation.

COURSE DEVELOPER

The TQA acknowledges the significant leadership of Ms Pamela Barney in the development of this course.

ACCREDITATION

The accreditation period for this course is from 1 Jan 2010 until 31 Dec 2014.

VERSION HISTORY

Version 1 – Accredited 2 Dec 2009. This course replaces Choreography and Dance Performance TCE5C (DNC5C).