

Task Three: Core Performance Dance/Interview & Major Study Research Task

Due Date: 22nd May 2024.

Date Distributed: 01/05/2024

Task Weighting: Part A: Core Perf dance/interview 10% Part B: Major Study research 10%

Outcomes

H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form.

H2.1 understands performance quality, interpretation and style relating to dance performance.

H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices.

H4.2 recognises, analyses and evaluates the distinguishing features of major dance works.

H4.3 utilises the skills of research and analysis to examine dance as an artform.

ASSESSMENT OUTLINE

1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

Core Performance - You are required to perform your core performance dance showing an application and understanding of safe dance practice and a sense of performance quality. You should demonstrate skills and understanding of: – anatomical structure in relation to execution; – body awareness and limitations; – placement and control of alignment; – body maintenance; - control and manipulation of the elements of dance as they relate to performance; – quality of line; – projection and focus; - commitment and consistency; – kinaesthetic awareness. You are required to continue your study of syllabus areas of study and apply them to your execution of your core performance dance through the process of an interview.

Major Study Performance – You will research the major study performance areas of study and analyse how you address such areas in the performance of your work, through the process of responding to questions.

2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

It is imperative for student learning to make artistic links to their world to become increasingly cultured. Students will broaden their knowledge of dance through the interrelated components of performance in the core and major areas. In core performance, students develop their performance skills. In major study, students will delve into the intent and background of their work, to enhance their emotional connection to the work.

3. WHAT STEPS DO I TAKE TO COMPLETE THIS TASK?

Task Outline

CORE PERFORMANCE DANCE & INTERVIEW

You are required to perform your core performance dance that was taught by your teacher and rehearsed during class time. You then engage in an interview where you will respond to questions asked by the marker/s based around the areas of study in your syllabus.

MAJOR STUDY PERFORMANCE RESEARCH PROJECT

This task requires you to thoroughly research the concept of your major performance work which will develop your knowledge and understanding resulting in a better interpretation and interview response. You need to address each of the aspects below and respond to ALL the dot points. To do so effectively you will need to undergo research to support your responses. You will need to submit at least four A4 pages (12pt font) of information relating to the major performance areas of study.

GENERAL CHARACTERISTICS OF DANCE PERFORMANCE

Dance, as an artform, is both an historical and contemporary study. It has a past and also a present. The Work is the product of many influences, including its thematic considerations, socio-cultural context and use of the elements of dance, and students need be able to dissect the work and discuss what characterises it.

Dance is not created and performed in a vacuum; its thematic considerations, accompaniment and movement frequently have an association with the time and places of the real (or even unreal) world. The context might be social, historical, cultural, political, natural or spiritual. Frequently dance is created and performed in a characteristic way (style), identified with particular performers, choreographers or periods. It is difficult to give an accurate definition of any dance style, as most dance styles are eclectic and draw upon what has gone before them in order to produce something new. The major study performance component does not advocate, name or limit specific dance styles; the vehicle for the Work should provide for the further study of technique and performance as it relates to the study of dance as an artform. Further, the realisation of the major study Work involves the demonstration of movement skills, the manipulation of the elements of dance (space, time and dynamics) and the application of performance quality (the inter-relationship of the quality of line and control and variations of dynamics).

What are the characteristics...

- Where does contemporary fit into the history of dance and how did it originate?
- Who are the major influences on the history of the dance style that you have identified?
- What are examples of the key characteristics of this style and what specific terminology is used?
- What movement examples are present within my Work that have been borrowed from this style?

Socio-cultural context....

- Is your Work influenced by a socio-cultural context? You could refer to social, historical, cultural, natural, political or spiritual events or aspects.
- What is the intent of your work?

ELEMENTS OF DANCE

The three elements of dance—space, time and dynamics are tools that must be employed by the dance composer to communicate her idea to an audience.

- Consider how space is related to the concept of your work.
- Consider how time is related to the concept of your work. (e.g. slow movement enables time to take it all in vs fast which is surprising or uncomfortable.)
- Consider how dynamics are related to the concept of your work. (e.g. how would I have to adjust my energy levels throughout the Work in order to satisfy the intent through the use of dynamics?)
- How will you employ the above elements to show an individual interpretation?

PERFORMANCE QUALITY

Each body has a specific range of motion depending on the skeletal frame and the ligaments that support it. The way the muscles have been trained and developed impacts on the range of motion available to each dancer and their degree of control and ability to interpret and skilfully communicate ideas in a given movement vocabulary.

- Choose two important movement phrases in your work and discuss the dynamic quality required to perform it, and how you wish it to be interpreted.

Quality of line - In the application of dance technique, students need to execute movement with clarity and to finish the lines of each movement.

- Why is line important in your work? Consider different shapes the body creates, and lines of different body parts. Use examples from your work.

Projection and consistency - In Major Study Performance it is important to connect and communicate with the audience. This can be achieved by performing with a sense of confidence and a strong sense of commitment to the dance.

- Explain two contrasting uses of **focus** in your work and why they are performed that way relating to your concept.
- How do you plan to remain **committed** to your performance throughout its entirety?

INTERPRETATION

The Major Study Work is considered to be a coherent organisation of technical phrases and sections driven by thematic considerations that create a unified whole. Interpretation refers to the application of technique and performance quality to your particular Work.

In Major Study Performance, it is important to develop dance technique, using the body to portray meaning to the dance idea. The choreographer wishes the work to communicate to an audience through the dancer. The dancer needs to have the capacity to interpret the choreographer's intention and portray that within the work.

How do you plan to:

- execute the movement in relation to your anatomical structure, strength, endurance and coordination?
- articulate body parts to show meaning and provide an individual interpretation of the movement?
- What can you bring to this work physically/emotionally that no other dancer could?

RELEVANT MUSIC PRINCIPLES

Major Study Performance requires an understanding of the relevant musical principles and the link between the accompaniment and the physical realisation of the Work.

Get the following music information from your teacher: artist/s, album/s, track/s, title/s.

- describe your music (use musical terms).
- listen to your music without dancing, what atmosphere does your music create?
- discuss the composer, context of when the music was written and your music. Can this context be related your work?
- Identify and discuss the changes in your music related to intent.

THE LANGUAGE OF DANCE

- List any terms of movement that are style specific in your Work.
- Draw a stage from bird's eye view and write as many terms as you can about positions and direction.

4. HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?

MARKING CRITERIA: CORE PERFORMANCE DANCE & INTERVIEW 10%

Criteria	10-12	7-9	4-6	1-3
<p>Student progressively demonstrates Dance Technique applied to the dance performed, and/or during the interview, within the context of the study of dance as an artform. Student demonstrates control of complex locomotor and non-locomotor sequences, relative to strength, flexibility, endurance and coordination and the application of the elements of dance to the performance of body skills. Student progressively demonstrates Safe Dance Practice applied to the dance performed, and/or during the interview. Student demonstrates knowledge of anatomical structure in relation to execution; body awareness and limitations; placement and control of alignment; body maintenance.</p>	<p>Progressively sustains a skilled performance of a range of complex body skills, locomotor and non-locomotor sequences of varying complexity (incorporating the elements of dance applied to the dance performed). Consistently demonstrates understanding and control of anatomical structure, alignment, body limitations, capabilities and body maintenance. Physically and orally demonstrates a consistent understanding of Dance Technique incorporating Safe Dance Practice applied to the dance performed, within the study of dance as an artform.</p>	<p>Progressively demonstrates a sound performance of a range of body skills, locomotor and non-locomotor sequences of varying complexity (incorporating the elements of dance applied to the dance performed). Demonstrates a sound understanding and control of anatomical structure, alignment, body limitations, capabilities and body maintenance, with inconsistencies seen in the application throughout the dance. Physically and orally demonstrates a sound understanding of Dance Technique incorporating Safe Dance Practice applied to the dance performed, within the study of dance as an artform.</p>	<p>Presents a limited range of body skills, locomotor and non-locomotor sequences of varying complexity (using aspects of the elements of dance applied to the dance performed). Demonstrates a limited understanding and control of anatomical structure, alignment, body limitations, capabilities and body maintenance, with inconsistencies seen in the application throughout the dance. Physically and orally demonstrates limited understanding of Dance Technique incorporating Safe Dance Practice applied to the dance performed, within the study of dance as an artform.</p>	<p>Presents minimal body skills, simple locomotor and non-locomotor sequences (using minimal aspects of the elements of dance applied to the dance performed). Demonstrates a minimal understanding and/or control of anatomical structure and/or alignment and/or body limitations and/or capabilities and/or body maintenance. Physically and orally demonstrates minimal understanding of Dance Technique incorporating Safe Dance Practice applied to the dance performed, within the study of dance as an artform.</p>
Criteria	7-8	5-6	3-4	1-2
<p>Student progressively demonstrates Performance Quality applied to the dance performed, and/or during the interview, within the context of the study of dance as an artform. Student demonstrates skills and understanding of: control and manipulation of the elements of dance as they relate to performance; quality of line; projection and focus; commitment and consistency; kinaesthetic awareness.</p>	<p>Progressively sustains control and consistency in the manipulation of space, time and dynamics performed which leads to a clear interpretation of the dance performed. Sustains commitment, focus, projection and consistently controls quality of line & kinaesthetic awareness, in relation to the dance performed. Physically and orally demonstrates a consistent understanding of Performance Quality applied to the dance performed, within the study of dance as an artform.</p>	<p>Progressively demonstrates sound control and manipulation of the elements of dance but may not maintain overall consistency which affects the interpretation of the dance performed. Demonstrates commitment, focus, projection, quality of line & kinaesthetic awareness, but may not sustain these consistently in relation to the dance performed. Physically and orally demonstrates a sound understanding of Performance Quality applied to the dance performed, within the study of dance as an artform.</p>	<p>Presents movement with limited use and/or variation of aspects of the elements of dance, which limits the sense of interpretation. Presents movement with limited evidence of aspects of commitment and/or focus, and/or projection, and/or quality of line, &/or kinaesthetic awareness in relation to the dance performed. Physically and orally demonstrates a limited understanding of aspects of Performance Quality applied to the dance performed, within the study of dance as an artform.</p>	<p>Moves with minimal use of the elements of dance with minimal sense of interpretation. Moves with minimal sense of commitment and/or focus and/or projection &/or quality of line and/or kinaesthetic awareness. Physically and orally demonstrates minimal understanding of Performance Quality applied to the dance performed within the study of dance as an artform.</p>

MAJOR STUDY PERFORMANCE 10%

Criteria	8-9	6-7	4-5	2-3	1
<p>Student understands performance quality, interpretation and style relating to dance performance.</p> <p>Student recognises, analyses and evaluates the distinguishing features of major dance works.</p>	<p>Explains, demonstrating detailed knowledge and understanding of the purpose of the major study in relation to the work as an artform. Communicates ideas and information using relevant examples from the Work and appropriate terminology that clearly supports their interpretation. Presents a consistently logical and cohesive response.</p>	<p>Describes, demonstrating sound knowledge and understanding of the purpose of the major study in relation to the work as an artform. Communicates ideas and information using relevant examples from the Work and appropriate terminology that clearly supports their interpretation. Presents a logical and cohesive response.</p>	<p>Describes, demonstrating adequate knowledge and understanding of the purpose of the major study in relation to the work as an artform. Presents ideas and information using adequate examples from the Work and terminology that relates to interpretation. Presents a logical response.</p>	<p>Presents limited knowledge about the purpose of the major study in relation to the work as an artform. Presents limited ideas and/or information using non-specific example(s) from the Work and/or limited terminology with no link to interpretation. Presents a limited response.</p>	<p>Provides information about aspects of the major study work but no understanding of interpretation. Provides a minimal response.</p>