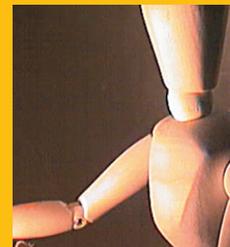
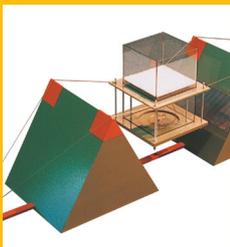


Dance

Victorian Certificate of Education



The images shown above represent a cross section of works covering sculpture, textiles, assemblage, drawing, photography, prints, painting and electronic media as exhibited in *VCE Top Arts*.

COVER ARTWORK WAS SELECTED FROM THE TOP ARTS EXHIBITION. COPYRIGHT REMAINS THE PROPERTY OF THE ARTIST.



Latoya BARTON
The sunset (detail)
from a series of twenty-four
9.0 x 9.0 cm each, oil on board



Tarkan ERTURK
Visage (detail)
201.0 x 170.0 cm
synthetic polymer paint, on cotton duck



Liana RASCHILLA
Teapot from the *Crazy Alice* set
19.0 x 22.0 x 22.0 cm
earthenware, clear glaze, lustres



Nigel BROWN
Untitled physics (detail)
90.0 x 440.0 x 70.0 cm
composition board, steel, loudspeakers,
CD player, amplifier, glass



Kate WOOLLEY
Sarah (detail)
76.0 x 101.5 cm, oil on canvas



Chris ELLIS
Tranquility (detail)
35.0 x 22.5 cm
gelatin silver photograph



Christian HART
Within without (detail)
digital film, 6 minutes



Kristian LUCAS
Me, myself, I and you (detail)
56.0 x 102.0 cm
oil on canvas



Merryn ALLEN
Japanese illusions (detail)
centre back: 74.0 cm, waist (flat): 42.0 cm
polyester cotton



Ping (Irene) VINCENT
Boxes (detail)
colour photograph



James ATKINS
Light cascades (detail)
three works, 32.0 x 32.0 x 5.0 cm each
glass, fluorescent light, metal



Tim JOINER
14 seconds (detail)
digital film, 1.30 minutes



Lucy McNAMARA
Precariously (detail)
156.0 x 61.0 x 61.0 cm
painted wood, oil paint, egg shells, glue, stainless steel wire

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Edited by Ruth Learner
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VCE Dance Study Design
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IMPORTANT INFORMATION

Accreditation period

Units 1–4: 1 January 2014 – 31 December 2018
Implementation of this study commences in 2014.

Other sources of information

The *VCAA Bulletin VCE, VCAL and VET* is the only official source of changes to regulations and accredited studies. The Bulletin also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the Bulletin. The Bulletin is available as an e-newsletter via free subscription on the Victorian Curriculum and Assessment Authority’s website at: www.vcaa.vic.edu.au

To assist teachers in assessing School-assessed Coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes online an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The companion document to the assessment handbook ‘Administrative Procedures for Assessment in VCE Studies’ is available on the Victorian Curriculum and Assessment Authority’s website at: www.vcaa.vic.edu.au/Pages/vce/generaladvice/index.aspx

The current *VCE and VCAL Administrative Handbook* contains essential information on assessment processes and other procedures.

VCE providers

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

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VCE schools may reproduce parts of this study design for use by teachers. The full Victorian Curriculum and Assessment Authority Copyright Policy is available at: www.vcaa.vic.edu.au/Pages/aboutus/policies/policy-copyright.aspx.

Introduction

SCOPE OF STUDY

VCE Dance develops students' physical skills, personal movement vocabulary, and application of choreographic and analytical principles. Students create and perform their own dance works as well as studying the dance works of others through performance and analysis. They consider influences on the expressive intention and movement vocabulary of their own dances and also on works created by choreographers working in a range of styles, genres and traditions. Influences on aspects of production in dance works are also studied.

In each unit, students are required to undertake systematic dance training to build physical skills and develop their ability to execute safely a diverse range of expressive body actions. Students develop and refine their choreographic skills by exploring personal and learnt movement vocabularies, and ways in which movement can be created and arranged to communicate the expressive intention of the dance-maker. Students perform choreographed or learnt solo and group dance works using different dance-making processes. They also study ways in which ideas are communicated through the skilled performance of their own and others' dances.

RATIONALE

Dance is the language of movement. It is the realisation of the body's potential as an instrument of expression. Throughout history and in different cultures, people have explored the dancer's ability to communicate and give expression to social and personal experience. The study of dance provides the opportunity to explore the potential of movement as a medium of creative expression through practical and theoretical approaches.

VCE Dance is designed to develop students' understanding and appreciation of dance as an art form that is based on innovation, creativity and spontaneity, as well as the investigation and communication of ideas, themes and concepts. In the study students use sources of inspiration to generate, choreograph and present performances of complete dance works.

VCE Dance prepares students to be creative, innovative, skilled and productive contributors to the art form, as well as discerning, reflective and critical viewers. It provides pathways to training and tertiary study in dance performance and dance criticism.

AIMS

This study enables students to:

- develop safe dance practice and physical skills to enable a secure, controlled, expressive movement vocabulary to emerge
- develop a safe and anatomically aware use of the body
- develop skills associated with a variety of approaches to dance-making and performance
- respond creatively and kinaesthetically to ideas, emotions, observations and explorations of movement to communicate an expressive intention
- observe, experience and write about dance in an analytical, a critical and a reflective manner
- understand influences on their own dance works and those created by other choreographers.

STRUCTURE

The study is made up of four units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

A list of terms used across Units 1 to 4 is included on pages 10–12.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

It is recommended that students have three to four years dance and/or movement experience prior to the commencement of VCE Dance. This experience might focus on a specific dance style or could involve development of a personal movement vocabulary.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester. In VCE Dance, this may include technique classes, composition classes, rehearsals, and classes that focus on non-performance aspects of the study.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be announced in the *VCAA Bulletin VCE, VCAL and VET*. The Bulletin is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the Bulletin.

MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of VCE Dance to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified if they are required to submit material to be audited.

SAFETY AND WELLBEING

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study. The following guidelines for safe dance should be followed:

- warm-up before and cool-down after dance sessions
- plan increased workloads leading up to performance and allow sufficient rest periods
- demonstrate ‘safe’ strategies for alignment, strength, weight transfer, balance, coordination and flexibility development, falling, jumping, and turning and partnering (if appropriate)
- be aware of common injuries and implementation of effective strategies for injury prevention
- be aware of the space requirements for dance, including a safe surface for the dance style being performed and dance performance space
- employ CERID – Compression, Elevation, Rest, Ice, Diagnosis as appropriate at the time of injury. Other treatment may be employed following diagnosis
- encourage healthy lifestyles and good nutrition.

Further information about ‘safe dance’ can be obtained from <http://ausdance.org.au/topics/details/safe-dance>

Practical dance classes should be conducted in spaces that have an appropriate surface. The teaching space should also have adequate room for movement and appropriate ventilation.

EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop employability skills. The ‘Advice for teachers’ companion document provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

LEGISLATIVE COMPLIANCE

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes online an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the 'Advice for teachers' section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current *VCE and VCAL Administrative Handbook* for authentication procedures.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In VCE Dance the students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination. The Victorian Curriculum and Assessment Authority will report students' level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Dance are as follows:

- Units 3 and 4 School-assessed Coursework: 25 per cent
- End-of-year performance examination: 50 per cent
- End-of-year examination: 25 per cent.

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

Terms used in this study

For the purposes of this study design and associated assessment the following definitions will apply.

BODY ACTIONS

Body actions are general types or categories of movement used within motifs, phrases, sections and sequences in choreography and dance-making. Body actions can be used separately and in combination. Body actions include:

- Elevation
Moving the whole body or body part from one level to a higher level. This can include an action that causes the body to leave the ground.
- Falling
Moving the body or body part from one level to a lower level such as from high to medium, medium to low. The body or body part succumbs to the force of gravity.
- Gesture
Any movement or action of the body that communicates or emphasises meaning. May be realised by any body part.
- Locomotion
Travelling through space from one place to another in any manner and at any level.
- Turning or rotation
The act of turning or rotating the whole body or a joint. The action might go around, over or across the body's axis.
- Stillness
The absence of evident movement.

CHOREOGRAPHY

The creation and composition of a dance by selecting and arranging movements and patterns of movement to convey expressive intention.

DANCE DESIGN

Dance design is the structure and form of the dance. This includes the relationship between expressive intention, form and movement vocabulary.

DANCE-MAKING PROCESS

Dance-making is an iterative process that includes the following aspects:

- Movement creation
- Choreography
- Reflection
- Rehearsal
- Pre-performance
- Performance.

ELEMENTS OF MOVEMENT

The elements of movement are time, space and energy.

- Time
The use and manipulation of qualities such as rhythm, duration, accent, tempo and pauses.
- Space
The use of qualities such as shape, spatial organisation including travelling and axial (on the spot) movements, level, direction, focus and dimension.
- Energy
The manipulation of qualities of movement such as swinging, sustained, suspended, percussive, vibratory and collapsing to create dynamic variations of force and flow.

EXPRESSIVE INTENTION

The central theme or concept of the composition that may come from personal experience, research or a movement concept. The expressive intention for a dance is the reason or rationale that the dancemaker or choreographer has for creating the dance.

The intention for a dance might be to fulfil a performance purpose; to explore an idea, observation, emotion or theme; to explore movement possibilities in a particular style or fusion of styles; and a response to music or other stimulus such as visual imagery or words either in a literal or abstract manner.

MOVEMENT CREATION

To create movements for motifs, phrases and sections. The following terms describe aspects of movement creation:

- Improvisation
The use of spontaneous movement, sometimes as a response to other movement.
- Selection
To choose from a range of alternatives.

- Arrangement
To combine and order movement.
- Refinement
To make alterations to achieve a clearer intention.
- Evaluation
To determine if the expressive intention has been realised.

PERSONAL MOVEMENT VOCABULARY

A personal movement vocabulary is the movement vocabulary a dancer uses to demonstrate a full range of body actions and physical skills.

PHYSICAL SKILLS

Systematic technical dance training produces physical skills of alignment, coordination, balance, control, flexibility, strength, stamina and transference of weight.

Physical skills underpin the vocabulary of specific dance styles/genres/traditions and are developed over time through imitation, repetition and muscle-memory.

UNIFIED COMPOSITION

A unified composition is a dance that explores ideas to communicate an expressive intention. The unified composition of dance design is traditionally structured with a beginning (A), middle (B) and a resolution (C). Unified compositions can be structured using forms such as traditional narrative (ABC), binary (AB), ternary (ABA), rondo (ABACA), theme and variations (AA1, A2, A3), episodic (an ordering of sections for example ABACCD or AA1BC), free-form (each section is different).

Units 1–4

SELECTION OF DANCE WORKS

All works selected for study must be based on an expressive intention (for an explanation of this term see page 11).

Learnt dance works

Learnt dance works must be performed in Units 1, 2 and 3 and must be different for each unit. In Units 1 and 2 a learnt solo or group work may be performed; in Unit 3, a learnt group work must be performed. For the purposes of this study, a ‘group’ is defined as two or more dancers.

A learnt dance work can be an existing piece of repertoire or a new dance work created for the students by a choreographer. In either case, a student who is enrolled in a school at secondary level cannot choreograph the work. When new work is being created for students, the majority of movement vocabulary must be taught or given by the choreographer. Some dance traditions and styles typically incorporate processes which facilitate dancers devising movement vocabulary within the parameters of exercises and improvisations directed by the choreographer. The resulting movement is then further manipulated by the choreographer and included in the final dance work. This process may be used for the creation of a small percentage of the final movement vocabulary in the learnt dance work. Similarly, the inclusion of improvisation in the performance of a learnt dance work must be minimal, relevant to the expressive intention and appropriate to the chosen dance tradition and style.

Structured improvisations

Different solo or group structured improvisations should be performed in Units 1 and 2. Structured improvisations are task-based activities designed by teachers. Each structured improvisation should be designed to extend and develop students’ personal movement vocabulary and should involve use, development and refinement of a range of body actions and physical skills. Structured improvisations are used in VCE Dance to support student exploration of spontaneous movement within a given framework and to develop personal movement vocabulary.

Dance works for analysis

Different dance works should be selected for analysis and study in each unit. Dance works selected for study for Units 3 and 4 Outcome 1 must be selected from the Prescribed list of works Units 3 and 4 published annually in the *VCAA Bulletin VCE, VCAL and VET*.

Unit 1

In this unit students explore the potential of the body as an instrument of expression. They learn about and develop physical skills. Students discover the diversity of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary. They also begin to develop skills in documenting and analysing movement and develop understanding of how choreographers use these processes.

Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe application of physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes.

They discuss influences on their own dance backgrounds and on the expressive intentions and movement vocabulary in their own dances.

Terms used in this study, including body actions, dance-making process, elements of movement, expressive intention, personal movement vocabulary, physical skills and unified composition, are defined on pages 10–12.

AREA OF STUDY 1

Dance perspectives

This area of study focuses on analysis of choreographers' expressive intentions, expressive body actions resulting from movement creation processes, and the physical skills required to safely execute these expressive body actions. Students learn about ways of articulating an expressive intention, analyse and document influences on their own dance making, and consider expressive intentions used by other choreographers. They also learn about ways of documenting movement, for example using annotated drawings and sketches, and writing descriptions using dance terminology and using notation.

Outcome 1

On completion of this unit the student should be able to describe and document the expressive and technical features of their own and other choreographers' dance works, and discuss influences on their own dance-making.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- the nature and purpose of expressive intention in own and other choreographers' dance works
- body actions and physical skills used in own and other choreographers' dance works
- the communication of the expressive intention in own and other choreographers' dance works through the safe use of physical skills expressively executed through a range of body actions
- influences on their choreographic choices, including choice of expressive intention, selection of body actions, use of physical skills in their dance works, dance background and training, and cultural, geographic and social contexts
- dance language and terminology.

Key skills

- describe the expressive intention in own and other choreographers' dance works
- identify and document the expressive use of body actions and physical skills to communicate the intention in own and other choreographers' dance works
- discuss the relationship between the selection and expressive execution of body actions through safe use of physical skills and the communication of the expressive intention in own and other choreographers' dance works
- describe influences on the choice of expressive intention, selection of body actions and the use of physical skills in their dance works
- use appropriate dance language and terminology.

AREA OF STUDY 2**Choreography and performance**

In this area of study, students develop an expressive intention and explore and safely use body actions to communicate this expressive intention when creating dance works. Students use processes such as improvisation, selection, arrangement, refinement and evaluation to explore their chosen expressive intention and develop a personal movement vocabulary for the creation of a solo or group dance work.

They also study ways of structuring and developing a unified composition and develop solo and/or group improvisation skills.

Outcome 2

On completion of this unit the student should be able to choreograph and perform a solo or group dance work and complete structured improvisations.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- personal movement vocabulary developed through improvisation
- solo and/or group structured improvisations
- expressive intention of own solo or group dance work
- safe dance practices
- movement creation processes in solo and/or group contexts
- processes for creating body actions and movement sequences which communicate their expressive intention in own solo or group dance

- ways of creating and linking movement sections to structure solo or group dance works
- development of movement memory
- performance practices
- appropriate dance language and terminology.

Key skills

- use safe dance practices
- respond spontaneously in movement within given frameworks
- explore and develop personal movement vocabulary through improvisation
- complete structured solo and/or group improvisations
- use movement creation processes to manipulate and create body actions which explore their expressive intention for a solo or group dance work
- form movement sequences using selected expressive body actions
- expressively execute body actions and movement sequences
- structure own solo or group dance work
- demonstrate movement memory
- rehearse and perform own solo or group dance work
- demonstrate performance practices
- use appropriate dance language and terminology.

AREA OF STUDY 3

Dance technique and performance

In this area of study students develop their capacity to expressively execute a range of body actions through the safe use of physical skills. Students learn, rehearse and perform a solo or group dance work which communicates an expressive intention. Student dance technique is developed through regular and systematic training, focusing on personal and learnt movement vocabulary.

Outcome 3

On completion of this unit the student should be able to safely and expressively perform a learnt solo or group dance work.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

- processes used in effectively warming up and cooling down at appropriate times
- alignment principles that develop ability to safely align body parts in movement and in stillness
- safe and accurate execution of physical skills and body actions
- movement vocabulary of a learnt dance work
- expressive intention of a learnt dance work
- rehearsal practices
- performance practices
- appropriate dance language and terminology.

Key skills

- systematically repeat and refine physical skills through appropriate exercises over time
- demonstrate effective warm-up and cool-down processes at the beginning and end of dance activity
- safely align body parts in movement and in stillness
- accurately execute a range of body actions through the safe use of physical skills
- physically initiate and remember choreographed body actions and physical skills
- demonstrate safe and appropriate use of physical skills required to execute the choreographed body actions in performance
- expressively execute in performance the range of body actions and movement sequences of a learnt dance work
- move with an awareness of self in space and/or others in a group and, as appropriate, use and reproduce group formations, accurately demonstrating understanding of spatial organisation through group formation
- rehearse a learnt dance work
- perform a learnt dance work, demonstrating an understanding of the expressive intention
- use appropriate dance language and terminology.

AREA OF STUDY 4**Awareness and maintenance of the dancer's body**

This area of study focuses on developing in students an understanding of the safe use, maintenance and physiology of the dancer's body. Students develop an understanding of alignment principles, for example the integrated engagement of the muscles of the abdomen to create the core stability needed to facilitate safe placement of the pelvis and spine, enabling ease of movement and efficient use of energy through the torso. Students also study methods of developing physical skills which incorporate safe dance practices. Knowledge and skills from this area of study should be integrated into all other areas of study.

Outcome 4

On completion of this unit the student should be able to describe aspects of the physiology, and demonstrate the safe use and maintenance, of the dancer's body.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 4.

Key knowledge

- aspects of the physiology of the musculo-skeletal system required for safe dance practice
- alignment principles that develop ability to align body parts safely in movement and in stillness
- safe dance practices for the prevention and management of injury
- body maintenance for the dancer
- methods of safely developing and maintaining physical skills
- appropriate dance language and terminology.

Key skills

- describe the movement possibilities of joints and the actions of muscles
- name body parts and describe bone and muscle placement and positioning
- describe safe alignment of body parts to facilitate ease of movement and to avoid injury

- demonstrate understanding of effective methods for preventing and managing injury
- demonstrate understanding of factors which impact on body maintenance, and methods of body maintenance relevant to dancers
- demonstrate understanding of effective methods for safely developing and executing physical skills
- use appropriate dance terminology and terminology to describe aspects of physiology.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and key skills listed for each outcome should be used for course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of four outcomes. As a set these outcomes encompass all areas of study.

Demonstration of achievement of Outcomes 1, 2, 3 and 4 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Assessment tasks for this unit are selected from the following:

Outcome 1

Report/s in one of the following formats:

- written
- oral
- multimedia.

Outcome 2

- choreograph and perform a solo or a group dance work that communicates an expressive intention
- And
- complete structured solo and/or group improvisations.

Outcome 3

Perform a learnt solo or group dance work.

Outcome 4

Report/s in one of the following formats:

- written
- oral
- multimedia.

At least one of the assessment tasks for Outcome 1 or Outcome 4 must be completed in a written format.

Unit 2

This unit focuses on expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement: time, space and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others.

Students are also introduced to dance traditions, styles and works. Dance traditions, styles and works selected for study might encompass dance traditions of indigenous cultures or other culturally specific dance through to the works of ballet choreographers, modern dance, early musical theatre/film choreography and the work of tap/jazz or street performers.

Students describe the movement vocabulary in their own and others' dances by identifying expressive body actions and ways the elements of movement have been manipulated. Students also analyse and discuss the communication of their own and other choreographers' intentions, through the structuring of form, and the choreographic and expressive use of the elements of movement. This analysis supports students' understanding of the link between theoretical and practical aspects of each area of study.

In this unit the terms 'choreographer', 'tradition', 'style' and 'work' can be understood as one or more choreographers, traditions, styles and works.

Terms used in this study, including body actions, dance-making process, elements of movement, expressive intention, personal movement vocabulary, physical skills and unified composition, are defined on pages 10–12.

AREA OF STUDY 1

Dance perspectives

This area of study focuses on ways the elements of movement – time, space and energy – are manipulated to communicate an expressive intention, and explores the influences on selected dance traditions, styles and works. Students are introduced to the types of group structures choreographers can use to communicate an expressive intention.

Outcome 1

On completion of this unit the student should be able to analyse use of the elements of movement – time, space and energy – in selected dance traditions, styles and dance works.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- the elements of movement: time, space and energy
- the ways that the elements of movement are manipulated to communicate an expressive intention in selected dance traditions, styles and works
- the ways that group structures can be formed and manipulated to communicate an expressive intention in selected dance traditions, styles and works
- influences on production aspects of dance traditions, styles and works such as performance space, costume, lighting, sets, and, where appropriate, properties, make-up and mechanical devices
- appropriate dance language and terminology.

Key skills

- describe ways that the elements of movement are manipulated in the selected dance traditions, styles and works
- describe ways that the group structures are manipulated to communicate an expressive intention in selected dance traditions, styles and works
- describe influences on selected dance traditions, styles and works
- use appropriate dance language and terminology.

AREA OF STUDY 2**Choreography, performance and dance-making analysis**

This area of study focuses on the choreographic exploration of the elements of movement and the development of expressive movement vocabulary to communicate the intention of students in the creation and performance of their own works. Students practise the safe physical execution of variations of the elements of movement in structured solo and/or group improvisations. They also explore different types of form and the creation, ordering and linking of sections to create expressive formal structures in a solo or group dance work. Students analyse their dance works, focusing on the description and documentation of movement vocabulary and expressive uses of the elements of movement: time, space and energy. This analysis further develops their understanding of form and ways of ordering and structuring dance sections to create form. They also study dance-making processes and performance practices central to choreographing and performing their own dance works.

Outcome 2

On completion of this unit the student should be able to choreograph and perform a solo or group dance work, complete structured improvisations, and describe the dance-making processes and performance practices used in their own works.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

*Key knowledge***Choreography, rehearsal and performance**

- development of an expressive intention for a solo or group dance work
- choreographic manipulation of the elements of movement
- the expressive use of the elements of movement to communicate intention
- personal movement vocabulary created by combining selected body actions and choreographic manipulations of the elements of movement to communicate the expressive intention
- forms that can be used to structure a unified dance composition
- the formation, ordering and linking of movement sections to create expressive formal structures
- solo and/or group structured improvisations using selected frameworks
- the safe and expressive physical execution of personal movement vocabulary
- rehearsal and performance practices.

Dance-making analysis

- the ways that the elements of movement are manipulated and used to communicate the expressive intention
- the combining of body actions and choreographic variations of the elements of movement to create movement vocabulary
- the creation, ordering and linking of movement sections resulting in expressive formal structures
- dance-making processes and rehearsal and performance practices
- appropriate dance language and terminology.

*Key skills***Choreography, rehearsal and performance**

- manipulate the elements of movement
- create expressive variations of the elements of movement which communicate their intention
- create movement vocabulary which combines selected body actions and choreographic manipulations of the elements of movement to communicate the selected expressive intention
- demonstrate understanding of a range of forms
- create, order and link movement sections resulting in expressive formal structures
- complete solo and/or group structured improvisations
- safely and expressively execute personal movement vocabulary
- rehearse own solo or group dance work
- perform own solo or group dance works before an audience.

Dance-making analysis

- document choreographic manipulations and expressive use of the elements of movement
- document the movement vocabulary in their own dance works by integrating the language and terminology of body actions and the elements of movement
- demonstrate an understanding of a range of forms
- demonstrate an understanding of the processes of creating, ordering and linking sections resulting in expressive formal structures
- demonstrate an understanding of dance-making processes and performance practices required to choreograph, rehearse and perform own dance works
- use appropriate dance language and terminology.

AREA OF STUDY 3

Dance technique, performance and dance analysis

In this area of study students learn, rehearse and perform a learnt solo or group dance work. By using these dance-making processes, students further develop their personal movement vocabulary and understanding of the ways that elements of movement can be used through the expressive execution of body actions and the safe use of physical skills. As students learn the movement vocabulary of the selected work, they also develop their personal movement vocabulary through regular and systematic training. Students analyse processes involved in learning, rehearsing and performing a dance work.

Outcome 3

On completion of this unit the student should be able to expressively perform a learnt solo or group dance work and analyse the processes used.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

Dance technique and performance

- processes used in warming up and cooling down effectively
- safe and accurate execution of body actions and variations of the elements of movement through the development of physical skills
- expressive execution of movement vocabulary
- processes used in learning, rehearsing and performing movement sequences
- movement vocabulary of a learnt dance work
- performance practices appropriate to the learnt dance work.

Dance analysis

- processes used to learn, rehearse and perform a solo or group dance work
- appropriate dance language and terminology.

Key skills

Dance technique and performance

- systemically repeat and refine physical skills through appropriate exercises over time
- effectively warm-up and cool-down at the beginning and end of dance activity
- safely align body parts in movement and in stillness
- accurately execute a range of body actions and variations of the elements of movement through the safe use of physical skills
- memorise and safely execute movement sequences in a learnt dance work
- demonstrate the appropriate use of physical skills required to expressively perform a learnt dance work
- physically articulate in performance the expressive movement vocabulary to communicate the choreographer's expressive intention in a learnt dance work
- memorise and rehearse a learnt dance work and perform it before an audience
- demonstrate artistry in performance.

Dance analysis

- document processes of learning, rehearsing and performing a solo or group dance work
- use appropriate dance language and terminology.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and key skills listed for each outcome should be used for course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Assessment tasks for this unit are selected from the following:

Outcome 1

Report/s in one of the following formats:

- written
- oral
- multimedia.

Outcome 2

- choreograph and perform a solo or a group dance work that communicates an expressive intention

And

- complete structured solo and/or group improvisations.

Outcome 3

- perform a learnt solo or group dance work

And

- report on the processes used to learn, rehearse and perform the dance work.

At least one of the assessment tasks for this unit must be completed in a written format.

Unit 3

This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the execution of a diverse range of body actions and use of performance skills.

Students also learn a group dance work created by another choreographer. The dance-making and performance processes involved in choreographing, rehearsing and performing the solo dance work, and learning, rehearsing and performing the learnt group dance work are analysed. This analysis connects each student's own work as a choreographer to the work of professional choreographers.

Students further develop their understanding of choreographic skills through an analysis of ways that the expressive intentions chosen by choreographers of twentieth and/or twenty-first century solo dance works selected from the Prescribed list of works Units 3 and 4 are developed through the use of choreographic devices and arrangement of phrases and sections. Students analyse the dance design and use of movement vocabulary of selected works, as well as consider influences on the choreographers' choice of expressive intention, and production aspects of the dance works.

In this unit the term 'choreographer' can be understood as one or more choreographers.

Terms used in this study, including body actions, dance-making process, elements of movement, expressive intention, personal movement vocabulary, physical skills and unified composition, are defined on pages 10–12.

Learnt group dance works

Information about the learnt group dance works is provided on page 13.

Prescribed list

Information about selection of works for study is provided on page 13. Two works for study in Outcome 1 must be selected from the Prescribed list of works Units 3 and 4 published annually on the VCAA website.

AREA OF STUDY 1

Dance perspectives

In this area of study students develop an understanding of the ways choreographers of prescribed twentieth and/or twenty-first century solo dance works arrange selected movement vocabulary into phrases and movement sections to create formal structures to communicate their expressive intention.

Students analyse phrasing in selected solo dance works with reference to the choreographers' uses of body actions, physical skills, choreographic devices and choreographic manipulations of the elements of movement. They also analyse the dance design of each work and consider influences on the choreographer's expressive intention.

Two works must be selected for study for this outcome from the Prescribed list of works Units 3 and 4.

Outcome 1

On completion of this unit the student should be able to analyse selected solo dance works.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- expressive body actions and physical skills required to perform selected solo dance works
- the ways that the elements of movement are manipulated to communicate the expressive intention in selected solo dance works
- choreographic devices used by choreographers to create expressive movement vocabulary
- phrases and sections used to communicate the expressive intention in solo dance works
- the form of selected dance works, and appropriate sections of works, including the ordering and linking of sections to create form in selected solo dance works
- dance design of selected solo dance works
- influences on choices made by choreographers in relation to expressive intention, movement vocabulary and form in selected solo dance works
- influences on choices made by choreographers in relation to the production aspects of solo dance works
- appropriate dance language and terminology.

Key skills

- describe the range of body actions used to communicate the expressive intention in selected solo dance works
- describe the physical skills required to perform the movement vocabulary in selected solo dance works
- discuss the choreographic manipulations of the elements of movement used to communicate the expressive intention in selected solo dance works
- discuss the use of choreographic devices in the creation of movement vocabulary in selected solo dance works
- analyse the phrases and sections used to communicate the expressive intention in selected solo dance works
- analyse the form of selected dance works and, as appropriate, sections of works and the ordering and linking of sections to create form in selected solo dance works
- analyse the dance design of selected solo dance works
- discuss influences on choices made by choreographers in relation to expressive intention, movement vocabulary and the production aspects of selected solo dance works
- use appropriate dance language and terminology.

AREA OF STUDY 2

Choreography, performance and dance-making analysis

In this area of study, students choreograph and perform a solo dance work. They study ways of creating a personal movement vocabulary which is then arranged into phrases and sections to create expressive formal structures to communicate an expressive intention. The student's choice of expressive intention informs the expressive execution of a diverse range of body actions and manipulations of the elements of movement through the safe use of a wide range of physical skills. Students analyse and document the ways that phrases are formed, including use of movement creation processes, choreographic devices, choreographic manipulations of the elements of movement, and the expressive use of body actions through the safe use of physical skills. Students also document and analyse the dance-making processes and performance practices they use.

Outcome 2

On completion of this unit the student should be able to choreograph, rehearse and perform a solo dance work and analyse the processes and practices used.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

Choreography, rehearsal and performance of a solo dance work

- the selection and development of an expressive intention
- the ways of manipulating the elements of movement to create movement phrases
- movement creation and a range of choreographic devices
- creation of a range of expressive body actions choreographed to demonstrate physical skills
- the ways of creating movement phrases and sections to communicate their expressive intention
- formal structures which facilitate the communication of their expressive intention
- rehearsal practices
- pre-performance practices to build artistry
- performance practices that enhance artistry.

Dance-making analysis

- dance design
- movement creation, choreographic devices, safe use of physical skills, expressive use of body actions, elements of movement, and movement phrases, sections, and formal structures
- dance-making processes and performance practices used in choreographing, rehearsing and performing a solo dance work to communicate their expressive intention
- appropriate dance language and terminology.

Key skills

Choreography, rehearsal and performance of a solo dance work

- select and develop an expressive intention for a solo dance work which facilitates the execution of a diverse range of expressive body actions, and manipulations of the elements of movement, through the safe use of a wide range of complex physical skills
- manipulate body actions and the elements of movement in a range of ways to create movement phrases which communicate the student's expressive intention and demonstrate their physical skills

- arrange movement vocabulary to create phrases and sections to communicate their expressive intention and demonstrate their physical skills
- select and develop a formal structure which facilitates the communication of the expressive intention in their solo dance work
- use a range of movement selection processes and choreographic devices to create an expressive personal movement vocabulary
- effectively employ rehearsal practices and demonstrate skills in rehearsing their solo dance work
- effectively employ pre-performance and performance practices and perform their solo dance work.

Dance-making analysis

- analyse dance design of own solo dance work
- document and analyse use of movement creation processes, choreographic devices, physical skills, body actions, variations of the elements of movement, and movement phrases, sections and formal structures to communicate their expressive intention in own solo dance work
- document and analyse the dance-making processes and performance practices used to communicate their expressive intention in own solo dance work
- use appropriate dance language and terminology.

AREA OF STUDY 3

Dance technique, performance and analysis

This area of study focuses on expanding the student's physical skills and expressive execution of movement vocabulary to include the safe and accurate execution of group movement sequences, phrases and movement sections of technical complexity in a learnt group dance work. Students continue to undertake regular and systematic dance training as they learn the selected group dance work. They also analyse and document the processes and practices involved in learning, rehearsing and performing the selected dance work.

Outcome 3

On completion of this unit the student should be able to learn, rehearse and perform a group dance work created by another choreographer and analyse the processes and practices used.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

Dance technique

- processes used in warming up and cooling down at appropriate times
- alignment principles that develop ability to safely align body parts in movement and in stillness
- safe execution of physical skills
- safe and accurate execution of body actions
- safe and accurate execution of variations of the elements of movement through the development of physical skills
- movement phrases and sequences used in the learnt group dance work.

Learning, rehearsing and performing a learnt group dance work

- expressive intention of the group dance work
- movement vocabulary, including the body actions and variations of elements of movement, used to communicate an expressive intention in the group dance work
- physical skills central to the safe execution of the movement vocabulary of the group dance work
- movement phrases and sections in the group dance work to communicate an expressive intention
- group formations in the group dance work to communicate the expressive intention
- music or soundscape (if used)
- rehearsal processes and practices
- pre-performance practices
- performance practices.

Dance analysis

- dance-making processes and performance practices including documentation of learning, rehearsing and performing a group dance work
- appropriate dance language and terminology.

*Key skills***Dance technique**

- effectively warm-up and cool-down at the beginning and end of dance activity
- systemically refine physical skills through appropriate exercises repeated over time
- align body parts in movement and in stillness
- accurately execute a range of body actions and variations of the elements of movement through the safe use of physical skills
- memorise and safely execute complex movement phrases and sequences.

Learning, rehearsing and performing a learnt group dance work

- physically imitate movement
- demonstrate an understanding of the expressive intention in the group dance work
- memorise the movement vocabulary, including the range of body actions and variations of the elements of movement, used to communicate the choreographer's expressive intention in the group dance work
- accurately execute the movement vocabulary, complex movement phrases and sections used to communicate the choreographer's expressive intention in the group dance work
- demonstrate the safe and appropriate use of physical skills required to execute the movement vocabulary in the group dance work
- adapt execution of movement vocabulary to timing and structure of music or soundscape (if used)
- work with other dancers to clarify and establish correct timing, spacing and movement qualities
- move with an awareness of others in a group to reproduce group formations accurately and expressively
- effectively employ rehearsal processes and demonstrate skills in rehearsing the group dance work
- effectively employ pre-performance and performance processes and demonstrate artistry in performing the group dance work.

Dance analysis

- document and analyse the processes of learning, rehearsing and performing used to communicate the choreographer's expressive intention in the group dance work
- use appropriate dance language and terminology.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes online an assessment handbook for this study that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and key skills listed for each outcome should be used for course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes.

Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework and an end-of-year examination.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 15 per cent.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year performance examination, which will contribute 50 per cent and an end-of-year written examination which will contribute 25 per cent.

School-assessed Coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with the assessment handbook published online by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where teachers provide a range of options for the same assessment task, they should ensure that the options are of comparable scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Analyse selected solo dance works.	20	Analysis of two works selected from the prescribed list of dance works for Unit 3 in any one of the following formats: <ul style="list-style-type: none"> • a written report • responses to structured questions • a multimedia report.
Outcome 2 Choreograph, rehearse and perform a solo dance work and analyse the processes and practices used.	20	Analysis of the processes and practices used in the choreography, rehearsal and performance of a solo dance work choreographed by the student in one of the following formats: <ul style="list-style-type: none"> • a written report • responses to structured questions • a multimedia report.
Outcome 3 Learn, rehearse and perform a group dance work created by another choreographer and analyse the processes and practices used.	20	Performance of a learnt group dance work created by another choreographer.
Total marks	60	

*School-assessed Coursework for Unit 3 contributes 15 per cent.

Unit 4

This unit focuses on choreography, rehearsal and performance of a unified solo dance work. When rehearsing and performing this work students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of artistry in performance. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the solo dance work.

Students' understanding of choreographic skills is also developed and refined through an analysis of ways in which the choreographers' intention can be expressed through the manipulation of different types of group structures. These include unison, canon, contrast, symmetrical and asymmetrical groupings and formations. Students also analyse the use of the elements of spatial organisation – direction, level, eye/body focus and dimension – in a group dance work by a twentieth and/or twenty-first century choreographer. Influences on choices made by choreographers in these works are also studied.

In this unit the term 'choreographer' can be understood as one or more choreographers.

Terms used in this study, including body actions, dance-making process, elements of movement, expressive intention, personal movement vocabulary, physical skills and unified composition, are defined on pages 10–12.

Prescribed list

Information about selection of a work for study is provided on page 13. One work for study for Outcome 1 must be selected from the Prescribed list of works Units 3 and 4 published annually on the VCAA website.

AREA OF STUDY 1

Dance perspectives

In this area of study students focus on developing an understanding of the ways choreographers of twentieth and/or twenty-first century group dance works choreographically manipulate different types of group structures and the elements of spatial organisation to communicate their expressive intention. Influences on choices made by choreographers of the selected works are analysed.

One work must be selected for study for this outcome from the Prescribed list of works Units 3 and 4.

Outcome 1

On completion of this unit the student should be able to analyse a selected group dance work.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- the ways the elements of spatial organisation including direction, level, eye/body focus and dimension are manipulated to communicate the expressive intention of the choreographer in the selected group dance work
- the ways that types of group structures including unison, canon, contrast, symmetrical and asymmetrical groupings and formations are manipulated to communicate the choreographer's expressive intentions in the selected group dance work
- influences on choices made by the choreographer in relation to expressive intention and movement vocabulary in the selected group dance work
- influences on choices made by the choreographer in relation to production aspects of the selected group dance work
- appropriate dance language and terminology.

Key skills

- analyse the ways the elements of spatial organisation are manipulated to communicate the expressive intention in the selected group dance work
- analyse the ways group structures are manipulated to communicate the expressive intention in the selected group dance work
- discuss influences on choices made by the choreographer in relation to expressive intention, movement vocabulary and production aspects of the selected group dance work
- use appropriate dance language and terminology.

AREA OF STUDY 2**Choreography, performance and dance-making analysis**

This area of study focuses on choreography and performance of a solo dance work. Students explore ways of manipulating the elements of spatial organisation including direction, level, eye/body focus and dimension, and create a unified composition to communicate their chosen expressive intention. Students analyse and document the manipulation of the elements of spatial organisation, and the creation of movement phrases and sections, to create a formal structure and unified composition in their solo dance work. Dance-making processes and performance practices used in the choreography, rehearsal and performance of the student's solo dance work are also identified, documented and analysed. Students present a performance of their solo dance work that demonstrates safe and accurate execution of movement vocabulary, expressive performance practice and artistry.

Outcome 2

On completion of this unit the student should be able to choreograph, rehearse and perform a solo dance work and analyse the processes and practices used.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

*Key knowledge***Choreography, rehearsal and performance of a unified solo dance work**

- selection and development of an expressive intention
- ways of manipulating the elements of spatial organisation to communicate the expressive intention
- creation of movement vocabulary that involves variations of the elements of spatial organisation to communicate the expressive intention
- movement creation processes and choreographic devices to create phrases, sections and a formal structure that facilitates communication of the expressive intention
- unified composition
- rehearsal practices
- pre-performance practices
- performance practices.

Dance-making analysis

- dance-making processes and performance practices used to document the choreography, rehearsal and performance of own solo dance work
- spatial organisation in own solo dance work
- ways a unified composition is created in own solo dance work
- appropriate dance language and terminology.

*Key skills***Choreography, rehearsal and performance of a unified solo dance work**

- select and develop an expressive intention for own solo dance work
- manipulate the elements of spatial organisation in a range of ways to express their expressive intention in own unified solo dance work
- use a range of movement selection processes and choreographic devices to create movement vocabulary and variations of the elements of spatial organisation to communicate the expressive intention in own unified solo dance work
- arrange movement vocabulary to create phrases and sections to communicate their expressive intention in own unified solo dance work
- select and develop a formal structure which facilitates the communication of their expressive intention in own solo dance work
- create a unified composition which communicates their expressive intention
- effectively employ rehearsal practices to rehearse own solo dance work
- effectively employ pre-performance and performance practices to demonstrate artistry in performance of own solo dance work.

Dance-making analysis

- document and analyse the development of the expressive intention, use of movement selection processes and choreographic devices, and use of movement phrases, sections, and formal structures to communicate the expressive intention in own solo dance work
- document and analyse the ways the elements of spatial organisation are manipulated to communicate the expressive intention in own solo dance work
- document and analyse the creation of own unified composition
- document and analyse the dance-making processes and performance practices used to choreograph, rehearse and perform their own solo dance work and communicate their expressive intention
- use appropriate dance language and terminology.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes online an assessment handbook for this study that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and key skills listed for each outcome should be used for course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by School-assessed Coursework and an end-of-year examination.

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 10 per cent.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year performance examination, which will contribute 50 per cent and an end-of-year written examination which will contribute 25 per cent.

School-assessed Coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with the assessment handbook published online by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where teachers provide a range of options for the same assessment task, they should ensure that the options are of comparable scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Analyse a selected group dance work.	20	Analysis of a work selected from the prescribed list of works for Unit 4 in any one of the following formats: <ul style="list-style-type: none"> • a written report • responses to structured questions • a multimedia report.
Outcome 2 Choreograph, rehearse and perform a solo dance work and analyse the processes and practices used.	20	Analysis of the processes used in the choreography, rehearsal and performance of the solo dance work choreographed by the student presented in one of the following formats: <ul style="list-style-type: none"> • a written report • responses to structured questions • a multimedia report.
Total marks	40	

*School-assessed Coursework for Unit 4 contributes 10 per cent.

End-of-year examination

Description

Students will perform two dance works that they have individually choreographed in:

- Unit 3, Outcome 2 – This solo dance work will be based on an expressive intention. The dance work will include a focus on technique and require students to demonstrate physical skills and use of the elements of movement
- Unit 4, Outcome 2 – This solo dance work will be based on an expressive intention. The dance work will include a focus on compositional skills and require students to demonstrate an understanding of spatial organisation and the making of a unified composition. A unified composition is a dance that explores ideas to communicate an expressive intention. A unified composition is structured across a beginning, development/s and a resolution/s. It can be structured using forms such as narrative, binary (AB), ternary (ABA), rondo (ABACA), theme and variations, episodic (ideas build across sections), free-form (each section is different).

Each solo dance work must be based on the key knowledge and skills specified for the relevant outcomes.

Only the dance solo works choreographed in Unit 3, Outcome 2, and Unit 4, Outcome 2, will be assessed.

Students are required to present to assessors immediately prior to performance a written Statement of Expressive Intention of not more than 80–100 words, which outlines the expressive intention of their composition solo in Unit 4. The Statement of Expressive Intention is not assessed. A pro forma for the Statement of Expressive Intention will be published annually by the Victorian Curriculum and Assessment Authority.

Knowledge and understanding of safe dance principles should be applied in the performance of each solo dance work.

Conditions

The examination will be completed under the following conditions:

- Victorian Curriculum and Assessment Authority examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.
- The performance venue is set annually by the Victorian Curriculum and Assessment Authority.
- Each live performance of each solo work should be presented as a single uninterrupted performance of at least two and a half minutes and a maximum of five minutes in duration.

Contribution to final assessment

The performance examination will contribute 50 per cent.

End-of-year written examination**Description**

Students will answer a series of questions focusing on Unit 3, Outcomes 1, 2 and 3, and Unit 4, Outcomes 1 and 2.

Format

The examination will include short and extended response questions. Some questions will require analysis of works from the Prescribed list of works Units 3 and 4 published annually on the VCAA website.

Conditions

The examination will be completed under the following conditions:

- Duration: one and a half hours.
- Date: end-of-year, on a date to be published annually by the Victorian Curriculum and Assessment Authority.
- Victorian Curriculum and Assessment Authority examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.
- The examination will be marked by assessors appointed by the Victorian Curriculum and Assessment Authority.

Contribution to final assessment

The examination will contribute 25 per cent.

Further advice

The Victorian Curriculum and Assessment Authority publishes specifications for all VCE examinations on the Victorian Curriculum and Assessment Authority website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the first year of implementation of the revised Units 3 and 4 sequence together with any sample material.