

Assessment Schedule – 2025**Scholarship Dance (93311)****Choreography**

| | | | |
|--|---|--|---|
| <p>The candidate creates choreography with some original elements:</p> <ul style="list-style-type: none"> • Develops a concept. • Uses dance elements and some structural features. | <p>The candidate creates original choreography:</p> <ul style="list-style-type: none"> • Conceptualises and communicates ideas. • Uses dance elements and structures in an interesting way. | <p>The candidate creates original choreography with some sense of unity:</p> <ul style="list-style-type: none"> • Conceptualises, synthesises, and communicates ideas. • Uses dance elements and structures in a discerning way. | <p>The candidate creates original/innovative choreography that has a strong sense of unity:</p> <ul style="list-style-type: none"> • Conceptualises, synthesises, and communicates ideas with clarity. • Uses dance elements and structures in a discerning and innovative way. |
| <p>The dance elements are used in simple ways, but may not be used to communicate ideas or to structure movement effectively.</p> <p>Movements are ordered using a basic structure.</p> <p>Use of production technologies that does not support the movements or communication of ideas.</p> | <p>Ideas are not clearly communicated or are communicated in literal or superficial ways.</p> <p>The dance elements are used to create mostly literal/gestural movement.</p> <p>Uses a combination of known dance steps and original movement.</p> <p>More selecting and editing of movement is required.</p> <p>Reliance on production technologies to communicate the idea, e.g. lyrics of a song, literal costume.</p> | <p>Most aspects of the dance contribute to the communication of the idea.</p> <p>The dance elements are used to convey abstract ideas in movement.</p> <p>A motif is repeated and varied throughout the dance.</p> <p>Repetition and variation of an idea and /or movement may create a sense of progression and some unity.</p> | <p>The intention is clearly and imaginatively communicated through all the different aspects of the dance, e.g. the movements, sophisticated use of dance elements, music/sound, structure, and costume.</p> <p>Movement ideas are introduced at the beginning of the dance, repeated, developed, reinforced throughout, and resolved at the end.</p> <p>Innovation is seen in unusual or unexpected choices of movement, structure, music/sound, or costume.</p> |
| 1, 2, 3 marks | 4 marks | 5, 6 marks | 7, 8 marks |
| Below Scholarship | | Scholarship | Outstanding Scholarship |

Critical reflection on choreography

| | | | |
|--|---|---|--|
| <p>The written reflection on the candidate's own choreography shows some understanding and some ability to reflect:</p> <ul style="list-style-type: none"> • Conceptualises and communicates ideas. • Demonstrates understanding of some of the principles of choreography. • Demonstrates some reflective skills relating to the process or product of choreography. | <p>The written reflection on the candidate's own choreography shows understanding and some analysis:</p> <ul style="list-style-type: none"> • Conceptualises and communicates ideas. • Demonstrates understanding of the contexts and principles that critically inform their choreography. • Demonstrates some analytical and reflective skills relating to the processes and products of choreography. | <p>The written reflection on the candidate's own choreography shows depth of understanding and analysis:</p> <ul style="list-style-type: none"> • Conceptualises, synthesises, and communicates ideas. • Demonstrates depth of understanding of the contexts and principles that critically inform their choreography. • Demonstrates analytical and reflective skills relating to the processes and products of choreography. | <p>The written reflection on the candidate's own choreography shows perceptive understanding and strong analysis:</p> <ul style="list-style-type: none"> • Conceptualises, synthesises, and communicates ideas with clarity. • Demonstrates perceptive understanding of the contexts and principles that critically inform their choreography. • Demonstrates strong analytical and reflective skills relating to the processes and products of choreography. |
| <p>An idea is planned but may be inappropriate for choreography, e.g. an idea that does not suggest movement.</p> <p>Simple choreographic processes to create and structure movement are described.</p> <p>Reasons given for choreographic decisions may be unconvincing.</p> <p>The reflection mostly describes the choreographed dance.</p> | <p>An intention is thought out, but not clearly defined or includes too many ideas.</p> <p>Shows some understanding of the topic.</p> <p>Understanding of choreographic principles may be limited to repetition and variation.</p> <p>Reasons given for choreographic decisions may be superficial.</p> | <p>A clear and specific intention has been thought out and explained succinctly.</p> <p>The candidate has selected an intention and stimuli that can be translated into a short choreography.</p> <p>Demonstrates a clear understanding of the topic.</p> <p>Clear and authentic explanations are given for choreographic choices.</p> <p>In-depth understanding of the dance elements and their purposes within the choreography.</p> | <p>There is a clear relationship between the specific intention, the choreographic processes selected, and choreographic and design decisions.</p> <p>Selected stimuli or imagery relates directly to the intention.</p> <p>Authentic explanations are given for relevant and purposeful choreographic processes used to make the dance.</p> <p>Explains significant artistic choices that impacted the choreography.</p> <p>Valid explanations are given for the ways in which specific dance elements were used to create and develop movement, to structure movement, to communicate ideas, and create visual effect.</p> |
| 1, 2, 3 marks | 4 marks | 5, 6 marks | 7, 8 marks |
| Below Scholarship | | Scholarship | Outstanding Scholarship |

Critical reflection on performance

| | | | |
|--|--|--|--|
| <p>The written reflection on the candidate's performance shows some understanding and some ability to reflect:</p> <ul style="list-style-type: none"> • Conceptualises and communicates ideas. • Demonstrates understanding of some of the principles that inform performance. • Demonstrates some reflective skills relating to the process or product of performance. | <p>The written reflection on the candidate's performance shows understanding and some analysis:</p> <ul style="list-style-type: none"> • Conceptualises and communicates ideas. • Demonstrates understanding of the contexts and principles that critically inform their performance. • Demonstrates some analytical and reflective skills relating to the processes and products of performance. | <p>The written reflection on the candidate's performance shows depth of understanding and analysis:</p> <ul style="list-style-type: none"> • Conceptualises, synthesises, and communicates ideas. • Demonstrates depth of understanding of the contexts and principles that critically inform their performance. • Demonstrates analytical and reflective skills relating to the processes and products of performance. | <p>The written reflection on the candidate's performance shows perceptive understanding and strong analysis:</p> <ul style="list-style-type: none"> • Conceptualises, synthesises, and communicates ideas with clarity. • Demonstrates perceptive understanding of the contexts and principles that critically inform their performance. • Demonstrates strong analytical and reflective skills relating to the processes and products of performance. |
| <p>The purpose, intention or style of the dance is identified.</p> <p>Some performance practices are identified. These may relate to the process of learning, rehearsing, preparing for performance, and/or the product – the performance(s) of the dance(s).</p> <p>Explanations given for how and why performance practices were used may be superficial or unconvincing.</p> <p>The reflection of the dance(s) performed is mostly descriptive.</p> | <p>Some understanding of the purpose, intention, or style is demonstrated.</p> <p>Relevant performance practices and/or features of the dance(s) are described, e.g. specific ways of moving, learning, practising, or performing, specific techniques, movements, expression, etc.</p> <p>Explanations may be general to the dance and not specific to the candidate's own performance.</p> | <p>Demonstrates a clear understanding of the purpose, intention, or style of the dance.</p> <p>Convincingly explains performance practices and their significance to the purpose/intention/style of the dance(s) performed.</p> <p>Some explanations are given for ways in which ideas are communicated through their performance.</p> <p>Convincing explanations of the actions the candidate took to demonstrate relevant features or skills in their own performance of the dance(s).</p> | <p>There is a perceptive understanding of the relationship between the style/purpose/intention of the dance(s) and the performance practices used to contribute to an effective performance.</p> <p>Authentic and insightful explanations are given for ways in which ideas are communicated through their performance.</p> <p>A range of relevant practices from throughout the performance process are convincingly explained and analysed.</p> <p>Specific examples are provided of actions the candidate took to perform their own role effectively.</p> |
| 1, 2, 3 marks | 4 marks | 5, 6 marks | 7, 8 marks |
| Below Scholarship | | Scholarship | Outstanding Scholarship |

Cut Scores

| Scholarship | Outstanding Scholarship |
|-------------|-------------------------|
| 13–21 | 22–24 |