



SELECTIONS FROM VCE SEASON OF EXCELLENCE

VCAA Bulletin Supplement 1

VCE VET Performance examinations Criteria and Conditions

VCE VET Dance

Performance Examination – October

Description

Contribution to study score – 50%

The performance examination is designed to assess the students' technical ability and interpretive skills in performance.

The examination will be assessed by a panel of three examiners, using criteria published annually by the Victorian Curriculum and Assessment Authority (VCAA).

Students are required to perform **two solo dances** learnt from the dance repertoire of a choreographer/teacher. The two dances must not be in the same style.

Each solo dance should be:

- presented as a single live uninterrupted performance in a distinct style (selected from ballet, jazz, contemporary, social, tap, Aboriginal Torres Strait Islander styles, or a nominated culturally specific style) (see Appendix 1 for further clarification of dance styles)
- of between two and seven minutes duration.

Each solo dance should also demonstrate achievement of the outcomes in the following modules

- VBJ677 Dance Technique – Elevation
- VBJ678 Dance Technique – Turning
- VBJ679 Dance Technique – Falling
- VBJ680 Dance Technique – Locomotion
- VBJ682 Dance Repertoire – Solo

Details of the performance must be provided on the **2005 Performance Program Sheet** (provided on VASS by the VCAA prior to the examination period). The student will be required to verify that there is no duplication in dances presented for this performance examination with any other Dance Performance examination.

Students should present their Student Advice Slips, Student Identification and 2005 Performance Program Sheet at the examination centre immediately prior to the commencement of the examination.



Performance examinations will be held in October. Schools are advised of the date, time and location of the examination on the advice slip, which can be printed by schools from VASS. Advice slips will be available for printing on Monday 8 August 2005.

Conditions

The two dances will be performed approximately 48 minutes apart. The time lapse between the two dances will give students the opportunity to rest and prepare for the second dance.

Knowledge and understanding of safe dance principles developed in the above listed modules should be applied in all areas of performance work.

Venues will be selected which provide a non-slip surface of approximately 9 x 14 metres for students to perform on.

Students will need to allow sufficient time to warm up in a small area prior to their scheduled examination time. Each student will be given approximately four minutes to rehearse their dance in the performance space. This will give students an opportunity to orientate themselves prior to the actual examination. Students should endeavour to manage their practice time effectively and not physically exhaust themselves prior to the assessment of the performance. Students are not to enter the room until directed. Students may bring another student to operate the tape recorder or may request the assistance of the assessors. Teachers, parents and the general public are not permitted to enter the examination room or discuss any aspects of a performance with the assessors.

Students must not bring into the examination room, or use, any substance that alters the surface of the floor, such as water, sand or other substance unless it is in a container and placed on a large mat provided by the student.

Any recorded music/soundscapes must be presented in audio cassette format. A portable tape player will be supplied at the centres. CD, MD and record player are not available. It is important that a good quality sound recording is prepared that is sufficiently clear and audible for both assessors and students. It is recommended that students have sufficient 'lead in' time at the beginning of the tape and have a spare recording of the music. It is not possible for students to perform to live accompaniment.

Students should dance at a reasonable distance from the assessors. This distance should enable the assessors to assess all aspects of the student's dance movements throughout the performance.

If the performance is interrupted, the student should continue the dance as soon as possible after the interruption. The music will not be turned off unless the student has clearly indicated to the assessors that he/she does not wish to proceed with his/her performance.

Students need to wear a leotard or unitard (with a transparent skirt if appropriate) that enables the body to be seen clearly. Over-long trousers and non-transparent skirts are not suitable clothing for assessment. Other costumes may be worn if they are appropriate to the performance dance style. Covering the face at times, for example with a mask or hood, may be appropriate depending on the choreographer/teacher's intention. Costume and make up are not criteria for assessment.

Appropriate dance footwear for the selected style must be worn when performing the solos in accordance with safe dance practice. Socks are not appropriate. Students will not be permitted to dance in socks.

Examination criteria

Students should present two solos, each of which enables students to demonstrate a range of skills and to address each criterion.

The assessment criteria are grouped under two categories, techniques and interpretation. All criteria are used for each solo performed by the student and must be applied in relation to the dance style performed.

The following assessment criteria will be used in assessing both solo performances.

The student should demonstrate the following aspects of technique consistent with each selected dance style.

1. Correct posture including the appropriate use of muscle tone and the safe placement and alignment of the spine, shoulder girdle, hip, knee and ankle joints.
2. Skill in creating appropriate body line and shapes using both upper and lower body parts.
3. Skill in the use of elevation techniques involving:
 - balance
 - flexibility
 - transference of weight
 - coordination.
4. Skill in the use of turning techniques involving:
 - balance
 - flexibility
 - transference of weight
 - coordination.
5. Skill in the use of falling techniques involving:
 - balance
 - flexibility
 - transference of weight
 - coordination.
6. Skill in the use of locomotor techniques involving:
 - balance
 - flexibility
 - transference of weight
 - coordination.
7. Skill in the use of spatial arrangements including aerial and floor pathways.

The student should demonstrate the following aspects of interpretation consistent with each selected dance style.

8. Skill in the expressive use of dynamic qualities of movement.
9. Skill in the use of sustained and appropriate stamina throughout the performance.
10. Skill in the control of movement transitions to maintain the flow of movement throughout the performance.
11. Skill in the expressive relationship between the movement and the music and/or sounds.
12. Skill in performance presentation.

Appendix 1

VCE VET Dance Performance Examination

Advice to providers regarding the classification of dance styles

Students are required to perform **two solo dances** learnt from the dance repertoire of a choreographer/teacher. The two dances must not be in the same style.

The following advice provides teachers/trainers with further clarification of **dance styles** that are identified in 21078VIC

Certificate II in Dance. The classification of dance styles is for the purposes of scored assessment in VCE VET Dance. This is not a comprehensive list of individual dance styles but identifies the broad range from which students would normally select their solo performances. If you are uncertain as to the classification of the dance style your student/s may be performing, please contact the VCAA VET Unit on (03) 9651 4458.

Dance Style	Style includes:
Ballet	Classical, Romantic, Neo Classical ('pointe' shoes are not compulsory)
Jazz	Commercial dance, Rap, Break, Hip Hop, Funk and other 'new' street techniques
Contemporary	Graham, Cunningham, Horton, Limon, Release Techniques, Post-Modernist approaches, an individual technique based upon one or more of these.
Social	All ballroom styles (without partner)
Tap	All tap styles
Aboriginal and Torres Strait Islander	All Aboriginal and Torres Strait Islander styles
A nominated culturally specific style	Folk, National, Character

VCE VET Music Industry Certificate III in Music

End-of-year Performance Examination

Description of Performance Examination Task

Contribution to study score – 34%

The student/s will give a live performance, either as a single performer (either as a solo performance or as the only assessed performer within a music group), or in a music group of between two and eight performers.

The examination will be assessed by a panel of examiners, using criteria published annually by the Victorian Curriculum and Assessment Authority (VCAA).

The examination will be completed under the following time conditions:

- single performer being assessed within a group – 25 minutes
- two or three performers being assessed within a group – 30 minutes
- four or five performers being assessed within a group – 35 minutes
- six performers (maximum) being assessed within a group – 45 minutes.

The time indicated will be the maximum time for performance. If the performance is still in progress when the maximum time has been reached, the assessors will stop the performance. Students are encouraged to use the allotted time for their performance.

The student/s will be assessed in relation to the following units of competence:

- CUSMPF04A Prepare self for performance
- CUSMGE01A Maintain self or group in music

CUSMGE12A Maintain and expand music knowledge and critical listening skills

CUSMPF06A Extend technical skills in performance

Students will demonstrate specialist performing skills in a prepared program. The program will be from arrangements/orchestrations which show the work of the student clearly and should include contrasting works within a cohesive set.

The work of each student presenting for assessment within the group must be clearly discernible. The overall group program should allow each student presenting for assessment to clearly demonstrate his/her performance skills in accordance with the assessment criteria.

Details of the performance order in the program must be provided on the performance program sheet (provided by the VCAA prior to the examination period). This program sheet must be presented by the student/s at the examination centre immediately prior to the commencement of the examination.

The performance program sheet will form part of the assessment and should present a written outline of the performance and program, as well as a statement outlining the market appropriate for the material.

Each student/group is required to perform works artistically and in a cohesive set of repertoire.

Students must use at least three works in their performance examination.

The student's part within the group performance (or within a single performer situation) will enable the student to demonstrate the ability to perform on an instrument/s (or voice) with technical accuracy, control and flexibility, and with an understanding of the overall concept of the works in the program.

Conditions

An examination is defined as a single assessment period between 25 and 45 minutes.

Students presenting for assessment may only be assessed in one examination.

Students presenting for examination may not perform as non-assessed performers until they have completed the examination in which they are to be assessed.

No audience will be allowed in the examination room during the examination.

Performers may change instruments during the examination.

Students presenting for assessment will be assessed on all nominated instruments (including voice) on which they perform during the examination.

There should only be one performer per musical part to ensure that the work of each assessed student can be clearly identified.

The sound volume during the examination must be within the limits prescribed by health and safety regulations as 'safe'.

Students will bring their own instrument/s to the performance examination. An acoustic piano will be provided if required. All other equipment including PA systems, amplifiers and music stands must be provided by the student/s. Provision should be made for equipment failure: for example, students should bring spare strings, reeds, cables etc.

The performers may use any resources normally used by the group. No electronic mixing or adjusting of the sound by

a person, other than a student performer, will be allowed during the performance.

A maximum of 30 minutes will be allowed for groups to set up and complete any required sound-check/warm up activities.

Students are encouraged to perform original works and perform without written prompts; however, sheet music may be used. At least one work in the program must be completed without the aid of written prompts (i.e. from memory). If sheet music is used, students are advised to provide a copy for use by the assessors during the performance.

Works submitted as 'original' works must be verified, as the original work of the student/s, by the school – this verification must be included on the performance program sheet.

Where students are enrolled in more than one of the VCE Music Performance: Group and/or Music Performance: Solo and VCE VET Certificate III in Music, the programs presented for each performance examination **must not** include any duplication. That is, no work and/or arrangement may be performed in more than ONE performance examination. Students are required to sign an acknowledgment on candidates' Performance Program Sheets provided by the VCAA on VASS that works and/or arrangements presented for this examination will not be presented by the candidate for assessment in VCE Music Performance: Group and/or Music Performance: Solo performance examinations.

Group Composition

For the purposes of assessment in this subject, a student performer is defined as a person enrolled (in the current calendar year) in the scored assessment component of the VCE VET Certificate III in Music.

A group may be composed of student performers and non-student performers according to the following guidelines:

- The number of performers, student and non-student, in the group is to be limited to a maximum of eight (8).
- For the purposes of the examination, the student performers within the group who are being assessed in the examination will be identified to the assessors.
- The non-assessed performers in the group may be drawn from the following categories:
 - students who are enrolled (in the current calendar year) in a Unit 3/4 sequence in a VCE or VCE VET music program
 - teachers (to a maximum of two (2) in the group)
 - non-VCE and non-VCE VET persons (to a maximum of four (4) in the group).
- During the examination performance, the non-assessed performers must contribute only in a support role, as supporting

instrumentalists/vocalists, to the assessed performers. The program must be designed and performed in such a way that the non-assessed performers do not assume anything other than a support role for the performance.

Authentication

The works performed will be determined by the school in accordance with the description of the task.

Details of group formats should be submitted by a date determined annually by the VCAA.

Performance examinations will be conducted in an acoustically suitable space, determined by the VCAA.

Performance examinations will be conducted on a date or dates to be notified in the VCE Administrative Handbook.

VCAA examination rules will apply. Details of these rules are published annually in the VCE and VCAL Administrative Handbook.

The performance examination will be marked by a panel appointed by the VCAA.

Examination criteria

The examination will address all of the criteria. All students will be assessed against each criterion. Criteria are equally weighted.

Each student will be assessed on the extent to which their performance demonstrates accomplishment of the criteria. In this context, the term 'extent' refers to the **range** of ways in which each criterion is met, and the **degree of difficulty** involved in meeting each criterion.

1. Compliance with the requirements of the task (see **Description of Performance Examination Task** on page 4).
2. Skill in using performance techniques relevant to the area of specialisation with accuracy and control.
3. Skill in realising the potential expressiveness and versatility of instrument/s (or voice/s) or technology throughout the program.
4. Skill in performing with musicality through creativity, individuality and originality.
5. Ability to place the sound of the instrument or voice within the performance environment and /or interact with other performers when appropriate.
6. Skill in presenting a cohesive program of music.
7. Ability to communicate through the use of non-musical elements of the performance, such as stage management, visual appearance, performance etiquette, manner and/or movement, as appropriate to the performance.
8. Skill in OHS principles appropriate to the performance program.



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