



# 2011 VCE VET Dance

## Performance examination

### Examination specifications

The performance examination is designed to assess the students' technical ability and interpretive skills in performance. The examination will contribute 50 per cent to the study score.

The examination will be assessed by a panel of three examiners, appointed by the VCAA, using the criteria published by the VCAA. (Refer to examination criteria section for details.)

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, commercial dance, social, tap, a nominated culturally specific style or modern/contemporary dance). Refer to Appendix 1 for clarification of dance styles.
- of at least two and a maximum of five minutes in duration.

Each solo dance should also demonstrate achievement in the following units of competence.

- VBQU068 Refine basic dance techniques
- VBQU069 Apply basic dance techniques for performances

Details of the performance must be provided on the **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 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 Student Advice Slip. Schools can print this information from VASS. The publication date for these Student Advice Slips is published annually in the *VCE and VCAL Administrative Handbook*.

### Overall conditions

The two dances will be performed approximately 45 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 units of competence (listed above) should be applied in all areas of performance work.

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

A small stereo play back unit with 3.5 mm mini-jack input lead will be supplied at examination centres by the VCAA for students using devices such as MP3 players (for connection to headphone output). CDs will not be permitted. 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 allow sufficient 'lead in' time prior to the beginning of the recorded music. Students may also prepare an audio cassette of their recorded music/soundscapes as back up. It is not possible for students to perform to live accompaniment.

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 portable stereo 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.

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 they do not wish to proceed with their performance.

Students need to wear a leotard or unitard (with a transparent skirt if appropriate) or appropriate close-fitting dance attire that enables the body to be seen clearly. Over-long trousers and bulky and loose tops 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 only.

## **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 and interpretation consistent with each selected dance style.

### **Techniques**

1. Skill in the expressive use of movement dynamics.
2. Skill in using correct posture and body alignment.
3. Skill in isolating and coordinating the upper and lower body.
4. Skill in the dance principle of balance.
5. Skill in the dance principle of flexibility.
6. Skill in the dance principle of transference of weight and control.
7. Skill in the dance principle of stamina.

### **Interpretation**

8. Skill in the use of individual artistic quality through interpretation and expression.
9. Skill in the use of spatial arrangements.
10. Skill in the interpretation of music and rhythm.

## 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 table provides teachers/trainers with a description of dance styles that are identified in 21764VIC Certificate II in 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.

The student must nominate a minimum of two different dance styles from the left-hand column of the following table. The student cannot nominate two variations within the same style, for example Hip Hop and Funk.

Dance styles	Description
Ballet	Based on the established conventions and movement vocabulary of classical ballet. Genres include: Classical, Romantic, Neo Classical. <i>Ballet flats or Pointe shoes to be worn.</i>
Commercial dance	All styles of jazz dance, musical theatre (no singing), Rap, Break, Hip Hop, Funk and other street techniques
Social	All styles of ballroom, Salsa, Street Latin
Tap	All styles and eras. Metal tap plates to be worn.
A nominated culturally specific style	Including Aboriginal & Torres Strait Islander, Irish dance (soft or hard shoe), Classical Indian Dance, European Folk dance etc.
Modern/Contemporary	Including Graham, Cunningham, Horton, Limon, Dunham and Release techniques, Post-modern approaches, and individual movement vocabulary based on one or more of the above.