

# VCE Dance

## 2019–2023

### Performance examination – End of year

#### Examination specifications

##### Overall conditions

The examination will be undertaken at a time, date and venue to be set annually by the Victorian Curriculum and Assessment Authority (VCAA). VCAA examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.

Examination time: 2.5–5 minutes for each solo dance work

Examination forms and each student's examination start time will be made available by the VCAA in Term 3 as a VASS download.

Students must be present at least 30 minutes prior to their examination start time for warm-up and preparation.

The VCAA will select performance examination venues that provide a non-slip surface of approximately 9 m × 14 m for students' performances.

The examination will be assessed by a panel appointed by the VCAA.

The examination will contribute 50 per cent to the study score.

##### Content

The *VCE Dance Study Design 2019–2023* is the document for the development of the examination.

Students will perform **two** solo dance works:

- a skills-based solo dance work individually composed in Unit 3, Area of Study 2
- a cohesive composition solo dance work individually composed in Unit 4, Area of Study 2

Each solo dance work should be based on the key knowledge and key skills specified in the *VCE Dance Study Design 2019–2023* for Unit 3, Area of Study 2 and Unit 4, Area of Study 2.

Each solo dance work will be equally weighted in the performance examination.

## Format

The live performance of each solo dance work should be presented as a single uninterrupted performance of at least 2.5 minutes, with a maximum duration of 5 minutes.

Each solo dance work will be timed from the moment the student engages in movement. If a performance is interrupted, the student should continue the performance as soon as possible after the interruption.

Schools are required to verify that there is no duplication between dances presented by a student for this performance examination and those presented for any other VCE performance examination.

## Statement of Intention

Students are required to complete a Statement of Intention. This form will be available as a VASS download in Term 3. Students must use the form to provide the following information:

- skills-based solo dance work
  - identify the title and/or music used
- cohesive composition solo dance work
  - identify the title\*
  - outline the intention throughout the sections of the solo in fewer than 100 words
  - identify the formal structure
  - identify the main choreographic devices used in structuring the solo in fewer than 100 words

\*Note that the title of the dance work may be the same as the title of the music.

The Statement of Intention is not assessed; however, it will be used by the assessors to inform their assessment of the cohesive composition solo dance work and should outline the intention of this solo. Students must bring **three** copies of the Statement of Intention to the performance examination.

Students should identify the formal structure and main choreographic devices used, and provide a guide to the formal structure of the cohesive composition solo dance work; for example, through the use of letters (such as A, B, C, D, etc.) or a diagram. Students should also provide succinct information concerning the ideas being expressed in each section of the cohesive composition solo dance work and provide a guide to the form of the solo. At times, it may be necessary to include some diagrammatic information; however, it is not necessary to describe the spatial organisation of the movement vocabulary.

## Performance examination conditions

### Examination room conditions

Students will be provided with a non-slip surface of approximately 9 m × 14 m for their performance examination.

### Music

A music playback system with appropriate connections for audio devices (for example, mobile phones, tablets, MP3 players, iPods, laptops) will be supplied at performance examination venues.

It is important that a sound recording of good quality is prepared, one that is sufficiently clear and audible to both the assessors and students.

Students must allow sufficient lead-in time prior to when the recorded music starts playing.

Students must also prepare an audio backup of their music.

Students are not permitted to perform with live accompaniments.

If required, only another secondary school student will be permitted in the examination room to operate the sound system. Family members, teachers or student teachers will not be permitted in the examination room to operate the sound system.

If students elect to combine different pieces of music, they need to ensure that there are appropriate transitions between the pieces. Any cuts in the music need to be clean when combining the piece as extraneous noise may affect the quality of the overall performance.

### **Dress requirements**

When presenting their skills-based solo dance work, students should wear plain, form-fitting dance wear that is neither too loose nor overly tight (i.e. form-fitting T-shirt, leotard, shorts, tights or unitard, with transparent skirt, if appropriate) to ensure appropriate assessment of body alignment. Overly long trousers, loose-fitting leg wear and long skirts that are not transparent are not suitable clothing for the assessment of the skills-based solo dance work.

Knee pads may be worn, if appropriate and part of safe dance practice, but should not interfere with the student's body alignment.

Hair should be secured off the face to enhance the student's projection and use of eyeline.

It is the responsibility of the student to choose appropriate footwear when presenting both solos. Bare feet or appropriate dance footwear are recommended to promote safe dance practice. High-top sneakers or runners, if appropriate for the selected movement vocabulary, are acceptable.

When presenting the cohesive composition solo dance work students may wear an appropriate costume.

### **Props**

Students must not bring into the examination room any water or other substance that might alter the surface of the floor unless the substance is in a container and placed on a large mat provided by the student. If students wish to use props, they should ensure that the surface of the floor is completely protected.

The use of any objects or substances deemed hazardous or illegal is not permitted in the performance examination. The use of open flames, including candles and matches, is not permitted either.

Props should be positioned in the performance area during the allocated preparation time.

### **Assessors**

Students should perform both solo dance works at a distance that will enable assessors to see all aspects of their dance movements throughout each performance. Students should use their allocated preparation time to ensure correct orientation in the performance space. If another student is assisting with the operation of the sound system, this student must not move during the performance and must look away from the performance.

## Assessment criteria

Students will be assessed against the following criteria. All criteria are applied with equal weighting.

### Skills-based solo dance work

The skills-based solo dance work will be assessed according to the extent to which the performance demonstrates:

- control of body alignment and coordination of body parts within a range of movement categories
- maintenance of stamina and control of muscular strength within a range of movement categories
- control in the use of transference of weight and balance within a range of movement categories
- control in the use of flexibility within a range of movement categories
- skill in the manipulation of time throughout the phrases and sections
- skill in the manipulation of space (shape)
- skill in the manipulation of energy
- skill in the projection of the whole body to demonstrate artistry and communicate to the audience.

### Cohesive composition solo dance work

The cohesive composition solo dance work will be assessed according to the extent to which the performance communicates the choreographer's intention, creates a cohesive composition and demonstrates:

- skill in the selection of movement vocabulary
- skill in the arrangement of movement vocabulary to create an appropriate formal structure
- skill in the manipulation of choreographic devices
- skill in the manipulation of level
- skill in the manipulation of direction
- skill in the manipulation of eye/body focus
- skill in the manipulation of dimension
- skill in the use of performance practices and artistry to communicate the intention to the audience.

## Relevant references

The following publications should be referred to in relation to the VCE Dance performance examination:

- *VCE Dance Study Design 2019–2023*
- *VCE Dance – Advice for teachers 2019–2023*
- *VCAA Bulletin*