VCE VET Dance

Performance examination – End of year

Examination specifications

Overall conditions

The examination will be undertaken at a time, date and location to be set annually by the Victorian Curriculum and Assessment Authority (VCAA). [VCAA examination rules](https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/ExaminationRules.aspx) will apply.

Examination Advice Slips with each student’s examination start time, date and venue, along with other examination documentation, will be made available by the VCAA in Term 3 as a VASS download.

Each solo should be a minimum of 2 minutes and a maximum of 4 minutes in duration.

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

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

An audiovisual recording of all performances will be made.

Content

The VCE VET Dance performance examination is designed to assess students’ technical ability and interpretative skills in performance.

Students are required to perform **two solo dances** learnt from the dance repertoire of a choreographer/teacher. Students are not required to create the choreography. Each solo dance performed **must** correlate to the elective units of competency that the student is enrolled in as part of the Units 3 and 4 sequence of the VCE VET Dance program. Each solo dance **must** demonstrate a stylistically distinct movement vocabulary.

The elective units of competency within Units 3 and 4 are as follows:

* CUADAN315 Increase depth of jazz dance techniques Release 1 50 hours
* CUADAN316 Increase depth of ballet dance techniques Release 1 70 hours
* CUADAN317 Increase depth of cultural dance techniques Release 1 45 hours
* CUADAN318 Increase depth of contemporary dance techniques Release 1 45 hours
* CUADAN319 Increase depth of street dance techniques Release 1 45 hours
* CUADAN320 Increase depth of social dance techniques Release 2 45 hours
* CUADAN321 Increase depth of tap dance techniques Release 1 45 hours
* CUADAN322 Increase depth of lyrical dance techniques Release 1 60 hours

Format

The examination will take the form of a single, live, uninterrupted performance of two solo dances, each demonstrating a stylistically distinct movement vocabulary.

The solo dances will be performed approximately 45 minutes apart. The break between the two dances will give students the opportunity to rest and prepare for the second dance.

Examination conditions

Students presenting for assessment **must** be enrolled in the scored component of VCE VET Dance for the year in question. Enrolments need to be entered into VASS by the last day of enrolment for the scored units of competency for VCE VET Units 3 and 4, which is published annually in [Important Administrative Dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx) on the VCAA website. If an enrolment needs to be changed after the last date of enrolment for the scored units, schools will need to contact the Student Records and Results Unit and the Project Manager, Performance, at the VCAA. Fees may apply.

Knowledge and understanding of safe dance principles developed in the units of competency should be applied in all areas of the performance.

1. The VCAA will select venues that provide a non-slip sprung surface of approximately 9 m × 14 m for students to perform on.
2. For the purposes of the examination, students must have music or a soundscape to perform to. The performance may start without sound and/or include sections of silence, but some form of recorded sound is required for each performance. Students are to record 30 seconds of silence at the beginning of the sound recording to allow the assessor to operate the music and return to their seat with plenty of time before the performance begins (refer to point 6).
3. A small stereo playback unit with a 3.5 mm mini-jack input lead will be supplied at examination centres by the VCAA for students using devices such as MP3 players and iPods. CDs and laptops will not be permitted. It is important that a good-quality sound recording is prepared, that is sufficiently clear and audible to both the assessors and students. Students **must** also prepare a sound recording as a backup. Students are not permitted to perform with live accompaniments.
4. 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 examination. Students should manage their practice time effectively and not physically exhaust themselves prior to the examination.
5. Students are not permitted to enter the examination room until directed to do so.
6. An assessor will be assigned to operate the sound system in the examination room.
7. Teachers, parents and the general public are not permitted to enter the examination room or to discuss any aspect of a performance with the assessors.
8. If their performance is interrupted, the student should resume dancing 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 continue with their performance.
9. Students must not bring into the examination room, or use, any substance that alters the surface of the floor, such as water or sand, unless it is in a container and placed on a large mat provided by the student.
10. Students are not permitted to bring any objects or substances deemed hazardous or illegal into the examination centre. All actual and imitation weapons are prohibited. The use of such items is not permitted in the performance. Students are advised not to use any materials or props in the performance that may cause, or that may be seen to cause, injury to themselves or others.
11. 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.
12. Students need to wear attire that is appropriate to the style of dance, that allows for body lines to be clearly visible to the assessors and that is in accordance with safe dance practice.
13. It is the responsibility of the student to choose footwear that is appropriate to the style of dance and that is in accordance with safe dance practice.

Examination documentation

Students are required to provide **personal identification** at the examination centre’s registration point. This personal identification **must** include a colour photograph of the student and their full name.

Each student presenting for assessment **must** submit the following documents at the examination centre immediately prior to the start of the examination:

* The [Program Sheet and Industry Statement](https://www.vcaa.vic.edu.au/assessment/vet-assessment/past-examinations/Pages/VCEVETDance.aspx). This document requires details regarding the dance styles to be performed, the order of the two performances and the cultural dance style to be performed (where applicable). It also requires a description of the specific style, the context of the performance and the appropriate market, for each style performed. Students should note that completion of the Program Sheet and Industry Statement indicates that they are aware that they are not able to perform works also presented for the VCE Dance performance examination. Further information and samples of completed forms are available on the VCE VET Dance [Examination specifications, past examinations and examination reports](https://www.vcaa.vic.edu.au/assessment/vet-assessment/past-examinations/Pages/VCEVETDance.aspx) page of the VCAA website.
* The Examination Advice Slip. This document verifies the student’s enrolment and the electives undertaken for VCE VET Dance. The style-specific electives listed are the styles the student must perform for the examination.

Assessment criteria

Students should present two solo dances, each of which enables them to demonstrate a range of skills to address each criterion.

All criteria are used for each solo dance performed by the student and also applied in relation to the dance style performed. Criteria will be equally weighted.

Students will be assessed against each criterion according to the extent to which they demonstrate the relevant technical ability and interpretative skills.

Each student is expected to present a stylistically authentic and polished performance.

Students will be assessed against the following criteria:

1. Correct posture and body alignment

The performance demonstrates:

* posture when in motion and stationary
* style-specific, whole-body alignment (including head, torso, limbs, knees, ankles, spine and shoulders).

2. Relationship with gravity

The performance demonstrates style-specific gravity and levity (including style-specific elevations and grounded movements).

3. Balance

The performance demonstrates the maintenance and integration of style-specific balance and stability when:

* undertaking movement phrases and when stationary
* using a range of body parts as bases of support in an integrated manner.

4. Flexibility

The performance demonstrates style-specific integrated flexibility in:

* a range of body parts (including articulation of joints and spine)
* a range of folding and extending movements.

5. Stamina

The performance demonstrates muscular and cardiorespiratory stamina across a performance of
2–4 minutes.

6. Isolation, coordination and style-specific weight transference

The performance demonstrates:

* coordination and control of movements
* rotating movements (whole body, single body parts)
* shifting weight and movement transitions within movement sequences
* foot engagement.

7. Successional movement and spatial awareness

The performance demonstrates style-specific skills in:

* the use of personal and general performance space
* orientation within the performance space
* variation in movement patterns and pathways
* variation in the use of locomotor techniques.

8. Expressive use of movement dynamics

The performance demonstrates style-specific skills in:

* the integrated use of a range of movement dynamics
* the integrated use of variation in the force and flow of movement
* variation in the release of energy.

9. Musicality, rhythm and timing

The performance demonstrates the physical interpretation of music and rhythm through:

* the ability to maintain appropriate tempi and phrasing
* the use of variations in tempo, movement accents and rhythmic patterns
* the establishment of an authentic connection between music and dance.

10. Artistic and interpretative expression and polish

The performance demonstrates style-specific skills in:

* performance presence
* maintaining the intention of the Industry Statement
* concentration and focus
* movement memory.

Relevant references

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

* VCE VET Dance Program Booklet
* VCE VET Scored Assessment Guide (published February 2021)
* VCAA Bulletin

Advice

Teachers/trainers with students who are unable to meet the requirements of this performance examination should contact the VCE Assessment Project Manager, Performance, for further advice at vcaa.performance.assessments@education.vic.gov.au