Dance Choreography and Performance

LEVEL 3	15 TCE CREDIT POINTS
COURSE CODE	DNC315120
COURSE SPAN	2020 — 2023
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2022. Use A-Z Courses to find the current version (if available).

Dance Choreography and Performance is a Level 3 course in which students learn the principles of composition and use these to choreograph a group and solo piece for external assessment

Critical analysis of the works of others and reflection on the learners own work form the basis for the theory component and for external assessment. Dance Choreography and Performance may lead on to further tertiary studies in Dance.

Course Description

Dance Choreography and Performance provides opportunities for learners to develop and refine their skills in the practical presentation and performance of contemporary dance work to audiences.

Learners will engage in theoretical and practical activities leading to the creation of original choreography for solo and group work.

Learners develop as performers and choreographers, through learning about and experiencing works of dance professionals and companies, including some Australian examples.

Fundamental to all aspects of the course is learners' awareness and application of safety, for self, around others, and in the space.

Rationale

Dance is recognised as a significant component of Australian performing arts. Dance is the universal language of movement that conveys meaning and evokes emotions in audiences from all social and cultural communities. Dance is an embodied mode of communication that can express life experiences, observations and reflections.

Dance Choreography and Performance is a theoretical and practical course that engages the intellect, body and emotions. Through the study and practice of dance, this course prepares learners to be; discerning, reflective and critical viewers of dance, and creative, innovative and productive contributors to society as performers and makers of new dance works. *Dance Choreography and Performance* provides pathways to training and tertiary study in dance performance and associated careers within the dance industry.

Aims

Dance Choreography and Performance aims to extend learners' previous knowledge, skills and appreciation acquired as a result of completion of other TASC accredited courses, and/or other dance experiences.

The course aims to develop the learners' potential as a performer and/or choreographer.

Learners will have opportunities to further their knowledge and appreciation of professional dance artists and dance companies, including notable Australian examples. Learners will also have the opportunity to extend their knowledge of, and appreciation of, local dance events and activities.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. create original dance work
2. communicate ideas and intentions using elements of dance
3. present polished dance works using technical skills and artistic expression
4. reflect on - and evaluate - own dance practices
5. document and evaluate dance-making processes
6. evaluate the use of genres, styles historical and cultural contexts and elements of movement in dance works
7. use relevant terminology relevant to dance performance and choreography
8. identify and appropriately react to potential hazards in a dance environment, and appropriately apply safe dance principles and practices
9. critically analyse and apply the structure of dance works
10. work as a soloist and/or member of an ensemble to achieve rehearsal and performance outcomes.

Access

There are no access restrictions or prerequisite requirements for entry to this course.

Some learners with physical disabilities will be able access this course and receive an award commensurate with their ability to successfully meet the assessment standards. For some learners, this may be a preliminary Achievement (PA) or a Satisfactory Achievement (SA).

This course requires learners to work in groups.

Pathways

Dance Level 2 is a pathway course leading to study of *Dance Choreography and Performance* Level 3.

The study of *Dance Choreography and Performance* is relevant to learners who wish to pursue further study at tertiary level, in vocational education training settings or to pursue industry or community related pathways.

This course is also suitable for learners with career pathways that include: Musical Theatre; Performing Arts; Human Movement; Dance Therapy; Dance Education.

Resource Requirements

This course requires access to a suitable and safe space for movement activities and dance work, free from potentially hazardous obstacles. The space will be adequate in size and ventilation to cater for the movement activities of individuals and small groups, and whole class work as required.

Access to audio equipment will be required.

Access to technology equipment for the viewing of recorded dance works will be required (e.g. YouTube).

Some learners may choose to use personal sound/music devices in practical activities (e.g. MP3 players, phones).

Course Size And Complexity

This course has a complexity level of 3.

At Level 3, the learner is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgement when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. Level 3 is a standard suitable to prepare learners for further study at tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

This course has a size value of 15.

Course Requirements

Some learning activities will be specific to one unit. Some learning activities will cover more than one unit.

Learners are to study at least **one** (1) Australian choreographer and dance company. The context of the study is not prescribed. It could be in relation to performance style and technique, choreography, or in relation to their place and role in the Australian dance environment.

Course Content

This course has four (4) units. All units are compulsory.

Units 1, 2 and 3 will be delivered sequentially. Unit 4 will be delivered concurrently with all other units.

UNIT 1 CHOREOGRAPHIC DESIGN SKILLS
UNIT 2* COMPOSITION
UNIT 3* PREPARATION AND PERFORMANCE
UNIT 4* ANALYSIS AND REFLECTION

*There are specific Work Requirements for Unit 2, Unit 3 and Unit 4.

UNIT 1 CHOREOGRAPHIC DESIGN SKILLS

Content will include, but not limited to:

- Elements of dance
    - the components present in all movement
    - time: rhythm; tempo; accent; stillness
    - space (including size, floor surface, position of audience, personal and general space, direct and indirect space)
    - shape
    - pathways (floor and air)
    - weight transfer
    - effort and energy
    - dynamics (including release of energy, weight, force)
    - levels
- Techniques for generating movement using choreographic/structural devices
    - universal writing
    - exploring movement options
    - improvisation
    - abstraction
    - tableaux
    - movement selection and refinement
    - relationships between dancers
    - group formations (including partnering activities, weight taking)
    - use of a stimulus
    - development of a concept/theme
- Techniques for manipulating movement
    - accumulation
    - retrograde
    - splicing
    - abstraction
    - arrangement of movements
- Techniques for structuring choreography
    - spatial patterns
    - groupings
    - transitions
    - motif
    - phrase
    - section
    - combinations and sequencing
    - repetition
    - variation and contrast
    - highlights and climax
    - logical development
    - unity
    - development of intent
    - progression of intent

UNIT 2 COMPOSITION

Content will include, but not limited to:

- Generating personal movement vocabulary
    - creating personal voice through dance
    - utilising generation techniques
- Organising movement
    - editing movement to suit the intent
    - arranging movement to suit the intent
    - using techniques for generating movement
- Arrangement of dance for a purpose
    - considering and deciding on choreographic choices
    - shape of the dance work
    - form of the dance work (including binary, ternary, rondo, narrative, theme and variation)
    - structural devices
    - using structural techniques
- Aesthetics of the dance work
    - decorative, ornamental, graceful, elegant, exquisite, beautiful, attractive, pleasing, lovely, stylish, artistic etc.
    - qualities include sensory, expressive, formal, intensity, complexity, illusory
    - visual appeal of the dance work: does it suit / enhance the intent?

UNIT 3 PREPARATION AND PERFORMANCE

Content will include, but not limited to:

- Posture and alignment
    - anatomical analysis
    - alignment principles
    - core stability
- Techniques relevant to contemporary dance
    - parallel
    - turnout
    - neutral alignment
    - biomechanical principles
    - employing examples of pioneers of modern dance to inform techniques (e.g. Martha Graham (contract and release) and Merce Cunningham (points in space))
- Preparation of the body for dance
    - warm up
    - cool down
    - returning to resting state
    - general body maintenance
- Safe dance
    - workplace health and safety guidelines
    - guidelines from other recognised dance authorities (e.g. Ausdance)
    - know and apply First Aid guidelines as recommended by recognised authorities (e.g. St Johns)
- Allied technique - may include, but not limited to:
    - Laban
    - Alexander technique
    - Yoga
    - Feldenkrais
    - pilates
    - ballet (Xtend barre, Ballet fitness, New York City ballet workout)
- Execution
    - rhythm
    - timing
    - clarity of body line and actions
    - accuracy
    - technical proficiency
    - extension
    - characterisation
    - consistent reproduction
    - emotional connection
    - sustaining control
    - eye/body focus

    - facial expression
    - projection through the whole body
    - orientation in performance space
    - kinaesthetic awareness
    - confidence and concentration
    - commitment to the choreography
    - consistency in performance across a range of dance work.

UNIT 4 ANALYSIS AND REFLECTION

Learners will be provided with opportunities to view recorded dance works and experience live performances of movement and/or dance works (wherever practical and possible).

Content will include, but not limited to:

- use of dance terminology
- understanding dance from artistic and aesthetic perspectives
- context (with use of appropriate examples)
    - historical
    - social
    - cultural
    - socio-economic
    - socio-political
- describing dance work
    - reviews
    - overviews
    - synopsis
    - critical appraisal
- reflection on dance work
    - decision making processes
    - identifying choices
    - selecting choices
- identifying themes, ideas, subject matter
- identifying form and structural elements used by the choreographer
- movement vocabulary and qualities
- analysis and interpretation of dance work
    - identifying context
    - meaning
    - audience appeal
- evaluation of dance work
    - effectiveness
    - conveying the intention
    - aesthetic choices
    - use of production tools
- training regimes, dance company structures, funding.

Work Requirements

Unit 2 Composition

Learners are required to **choreograph**:

- a solo work (2-4 minutes duration)
- a group dance work (4-6 minutes duration)

The works will exhibit a diverse range of movement vocabulary.

Unit 3 Preparation and Performance

Learners are required to perform in:

1. solo choreographed by self, **and**
2. a group dance work choreographed by self or another learner

Unit 4 Analysis and Reflection

In written work, learners will use appropriate written conventions such as correct spelling, grammar, punctuation, essay structure, referencing.

Work Requirement A

Learners are required to produce a minimum of two reflective essays:

1. on own choreographed solo, **and**
2. on own choreographed group work.

Work Requirement B

Learners are required to:

1. view a minimum of three professional dance works (live or recorded), **and**
2. produce one (1) critical appraisal of two professional dance works

For further information see the current external assessment specifications and guidelines for this course available in the Supporting Documents below.

GENERAL WORK EXPECTATIONS

This course requires a class of learners to undertake and fulfill the role of a performer working as a member of a group, and individually. Individual learners must be aware that such roles involve expectations that they will:

- complete necessary tasks in preparation for rehearsals and performances (e.g. memorising choreography)
- take responsibility for ensuring that they know and understand rehearsal rosters and performance calls
- be punctual to all rehearsals and performances
- notify in advance of inability to attend.

USE OF A DANCE WORKBOOK

Learners will maintain a Dance Workbook.

The use of a Dance Workbook provides a framework through which learners can reflect and comment on personal dance experience, including peer evaluation of own work.

Learners will record personal planning, stimulus material and details of research for development of intent in composition.

They will record problem-solving strategies and development of skills in observing, recalling and articulating information about dance.

The Dance Workbook will be a useful resource when learners write their personal reflection folio.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

External Assessment Requirements

The external assessment for this course will comprise:

- a practical assessment of criteria: 6, 7 and 8
- written work used to assess criteria: 1 and 2.

For further information see the current external assessment specifications and guidelines for this course available in the Supporting Documents below.

Criteria

The assessment for Dance Choreography and Performance Level 3 will be based on the degree to which the learner can:

1. analyse personal dance skills*
2. analyse dance work of others*
3. work autonomously and constructively with others
4. apply anatomical principles of movement and safe dance practice
5. apply kinaesthetic awareness and movement skills
6. apply performance skills and appropriate dance technique*
7. create a personal movement vocabulary to express an intent*
8. apply structure and form to the design of own dance works to suit intent*

* = denotes criteria that are both internally and externally assessed

Standards

Criterion 1: analyse personal dance skills

This criterion is both internally and externally assessed.

Rating 'A':
The learner ***reflects on and critically analyses*** own dance works. The learner:

Rating 'B':
The learner ***reflects on and analyses*** own dance works. The learner:

Rating 'C':
The learner ***reflects on*** own dance works. The learner:

Rating A	Rating B	Rating C
accurately uses grammatical conventions, spelling and punctuation in written responses	accurately uses grammatical conventions, spelling and punctuation in written responses	uses grammatical conventions spelling and punctuation to achieve clarity in written responses
critically selects relevant concepts and dance specific terminology to clarify and augment communication	selects and applies relevant concepts and dance terminology to analyse and develop ideas for own work	selects and applies concepts and dance terminology when appraising own work
reflects and critically analyses in writing on a wide range of performance techniques, application of elements of dance, and movement vocabulary to develop ideas and to explain in detail own dance work	reflects in writing on a range of performance techniques, application of elements of dance, and movement vocabulary to develop ideas in own dance work	reflects in writing on performance techniques, application of elements of dance, and movement vocabulary to develop and explain own dance work
evaluates own dance work within relevant reference to choreographic intent and its relationship to performance	analyses own dance work within detailed reference to choreographic intent and its relationship to performance	appraises own dance work within reference to choreographic intent
clearly identifies information, images, ideas and words of others used in the learner's work	clearly identifies information, images, ideas and words of others used in the learner's work	differentiates information, images, ideas and words of others from the learner's own
clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed with a high degree of accuracy	clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed correctly	identifies the sources of information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are generally followed correctly
creates appropriate, well structured reference lists/ bibliographies.	creates appropriate, structured reference lists/ bibliographies.	creates appropriate reference lists/bibliographies.

Criterion 2: analyse dance work of others

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
accurately uses grammatical conventions, spelling and punctuation in written responses	accurately uses grammatical conventions, spelling and punctuation in written responses	uses grammatical conventions spelling and punctuation to achieve clarity in written responses
critically analyses and evaluates dance works	analyses dance works of others in	appraises dance works of others in

in writing and using methods, formats and styles appropriate to task and audience	writing and using methods, formats and styles appropriate to task	writing and using methods, formats and styles appropriate to task
uses a wide range of appropriate terminology to analyse and evaluate dance works of others	uses a range of appropriate terminology to discuss and analyse dance works of others	uses a limited range of appropriate terminology to support discussion about dance works of others
identifies and compares a wide range of distinguishing features of dance works of others, and analyses and evaluates their use in different works	identifies and compares a range of distinguishing features in dance works of others, and analyses their use in different works	identifies various features in dance work of others, and assesses their impact on the overall work
clearly identifies information, images, ideas and words of others used in the learner's work	clearly identifies information, images, ideas and words of others used in the learner's work	differentiates information, images, ideas and words of others from the learner's own
clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed with a high degree of accuracy	clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed correctly	identifies the sources of information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are generally followed correctly
creates appropriate, well structured reference lists/ bibliographies.	creates appropriate, structured reference lists/ bibliographies.	creates appropriate reference lists/bibliographies.

Criterion 3: work autonomously and constructively with others

The learner:

Rating A	Rating B	Rating C
facilitates group in planning, developing and presenting agreed dance works, analysing and selecting most appropriate options	co-ordinates planning, developing and presenting agreed dance works	uses self-management strategies in planning, developing and presenting dance works
adjusts own actions to serve and enhance group intent	appropriately adjusts own actions to serve group intent	adjusts own actions to serve group intent
works collaboratively with others, recognises individual strengths and weaknesses, and supports others in achieving agreed goals	works collaboratively with others, and supports group and individuals to achieve agreed goals	works collaboratively with others to achieve agreed goals
effectively employs a range of collaborative strategies to address issues affecting achievement of group goals	employs a range of collaborative strategies to address issues affecting achievement of group goals	employs collaborative strategies to address issues affecting achievement of group goals
gives group members constructive, meaningful relevant feedback on, and suggestions about, their dance performance and choreography in an appropriate manner	gives group members constructive, detailed and relevant feedback on their dance performance and choreography in an appropriate manner	gives group members relevant feedback on their dance performance and choreography in an appropriate manner
adjusts own actions to improve and enhance own performance skills and technique.	adjusts own actions to develop own performance skills and dance technique.	adjusts own actions to develop dance technique.

Criterion 4: apply anatomical principles of movement and safe dance practice

The learner:

Rating A	Rating B	Rating C
correctly explains, analyses and applies safe	correctly explains and applies safe	correctly identifies and describes

dance practice (WHS*), posture and body alignment	dance practice (WHS*), posture and body alignment	examples of safe dance practice (WHS*), posture and body alignment
explains correct anatomical execution of exercises and movements to minimise injury	describes correct anatomical execution of exercises and movements to minimise injury	identifies correct anatomical execution of exercises and movements to minimise injury
leads effective warm-up and cool-down activities before and after physical activity	warms-up and cools-down before and after physical activity	warms-up and cools-down before and after physical activity, as directed
uses a wide range of terminology to accurately explain anatomy, physiology, technique and safe dance practice.	uses a range of terminology to explain anatomy, physiology, technique and safe dance practice.	uses a limited range of terminology to discuss anatomy, physiology, technique and safe dance practice.

* WHS: Workplace Health and Safety

Criterion 5: apply kinaesthetic awareness and movement skills

The learner:

Rating A	Rating B	Rating C
uses the body in dance work efficiently, to minimise energy expended, and modifies movement to suit a range of different dance contexts and intentions	uses the body in dance work efficiently, to minimise energy expended, and modifies movement to suit context/intent	uses the body in dance work efficiently, to minimise energy expended and appropriately to context/intent, with some inconsistencies
executes and sustains physical control in an extensive range of movement actions and skills	executes physical control in a range of movement actions and skills	executes some physical control in a limited range of movement actions and skills
correctly recalls and executes complex movement phrases and dance works, self correcting as required	correctly recalls and executes complex movement phrases, sequences and dance works	correctly recalls and executes movement phrases, sequences and dance works of varying complexity
moves accurately and with awareness of others, adjusting spatial and dynamic movements, to achieve the choreographic intent.	moves accurately and with awareness of others to achieve the choreographic intent.	moves with awareness of others to achieve choreographic intent.

Criterion 6: apply performance skills and appropriate dance technique

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
selects performance skills, to convey choreographic intent, and performs dance works that clearly convey the choreographic intention	uses appropriate performance skills to reflect choreographic intent	uses a limited range of performance skills to reflect choreographic intent
applies selected performance skills including accurate technique to reflect artistic expression and stylistic nuance in dance works	uses selected performance skills to reflect artistic expression and maintain appropriate technique in dance works	performs dance works using basic performance skills
shares dance works in an engaged manner,	shares dance works with sustained focus and energy appropriate to character	shares dance works with focus and energy

demonstrating sustained focus and energy appropriate to character		
engages audience within the intention of the performance, while supporting group members	engages audience within the intention of the performance	engages audience without drawing inappropriate focus
executes movement with control over body shape, space, time, dynamics, rhythm, weight transfer and energy whilst maintaining extension, alignment and stability.	executes movement with control over body shape, space, time, dynamics, rhythm, weight transfer and energy whilst maintaining extension, alignment and stability. Some minor errors in control occur during performance.	executes movement with limited control over body shape, space, time, dynamics, rhythm, weight transfer and energy whilst maintaining alignment and stability. Some errors in alignment and stability occur during performance.

Criterion 7: create a personal movement vocabulary to express an intent

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
selects and manipulates an extensive range of dance actions*, to suit and successfully convey intent	selects dance actions* and combines to suit intent	appropriately selects and combines dance actions*
makes temporal, spatial, and dynamic decisions that convey ideas and concepts of the intention, in solo and group work	makes temporal, spatial and dynamic choices to communicate ideas, concepts and information in solo and group work	makes choices in respect to time, space and dynamics that show a relationship to the intention, in solo and group work
generates movement in response to an abstract concept/idea, reflecting an understanding of dance making techniques.	generates movement relevant to a concept/intent, reflecting an understanding of abstraction and dance making techniques.	generates movement relevant to a concept/intent that reflects a basic understanding of abstraction and dance making techniques.

* Dance actions: gesture; elevation; locomotion; falling; turning; and stillness.

Criterion 8: apply structure and form to the design of own dance works to suit intent

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
manipulates elements of construction* to demonstrate a high level of knowledge and artistic judgement in creating dance works to communicate an intention	appropriately uses elements of construction* in creating dance works to communicate an intention	uses elements of construction* in creating dance works to communicate an intention
manipulates, orders and links movement phrases and sections to produce a sophisticated and unified form which expresses a choreographic intent	manipulates, orders and links movement phrases and sections to produce a unified form which expresses a choreographic intent	manipulates, orders and links movement phrases and sections to create a basic form that expresses a choreographic intent

creates, forms and arranges movement phrases and dance sections to create a unified composition which achieves aesthetic and conceptual expression of an intent.	creates and arranges movement phrases and dance sections into a form, to create a dance composition which expresses an intent.	creates and manipulates phrases and sequences to shape a dance in response to an intent.

* Elements of construction: motif; repetition; variation and contrast; highlights; climax; transition; logical development; and unity.

Qualifications Available

Dance Choreography and Performance Level 3 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from the 13 ratings (8 ratings from the internal assessment and 5 ratings from the external assessment).

The minimum requirements for an award in this course are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
10 'A' ratings, 3 'B' ratings (4 'A' ratings, 1 'B' rating from external assessment)

HIGH ACHIEVEMENT (HA)
5 'A' ratings, 5 'B' ratings, 3 'C' ratings (2 'A' ratings, 2 'B' ratings, 1 'C' rating from external assessment)

COMMENDABLE ACHIEVEMENT (CA)
7 'B' ratings, 5 'C' ratings (2 'B' ratings, 2 'C' ratings from external assessment)

SATISFACTORY ACHIEVEMENT (SA)
11 'C' ratings (3 'C' ratings from external assessment)

PRELIMINARY ACHIEVEMENT (PA)
6 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Ms Christine Gilmour and Ms Rebecca Miller in the development of this course.

Expectations Defined By National Standards

There are no statements of national standards relevant to this course.

Accreditation

The accreditation period for this course is from 1 January 2020 to 31 December 2023.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 29 October 2019 for use from 1 January 2020 to 31 December 2021. This course replaces Dance Choreography and Performance (DNC315115) that expired on 31 December 2019.

Version 1.a - Addition of academic integrity standards to Criterion 2 to ensure their assessment in both parts of the externally assessed folio. 25 May 2020.

Version 1.b - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2023, without amendments.

Supporting documents including external assessment material

- DNC315115 - Assessment Panel Report 2018.pdf (2019-02-05 05:16pm AEDT)
- DNC315115 Assessment Report 2019.pdf (2020-02-03 09:23am AEDT)
- Dance Choreography and Performance DNC315120 - Practical Assessment Cover sheet proforma.docx (2020-04-02 01:27pm AEDT)
- Dance Choreography and Performance DNC315120 - Choreographic Reflections Cover sheet proforma.docx (2020-04-02 01:28pm AEDT)
- DNC315120 Assessment Report 2020.pdf (2021-01-29 03:18pm AEDT)
- DNC315120 - External Assessment Specifications.pdf (2021-02-22 02:08pm AEDT)
- DNC315120 Assessment Report 2021.pdf (2022-01-24 12:58pm AEDT)
- TASC Student Folio Declaration form Information Sheet.pdf (2022-02-08 11:28am AEDT)
- 2022 DNC315120 Choreographic Reflections TASC Student Folio Declaration Form.pdf (2022-02-08 11:29am AEDT)
- 2022 DNC315120 Critical Appraisals TASC Student Folio Declaration Form.pdf (2022-02-08 11:29am AEDT)
- 2022 DNC315120 Dance Choreography and Performance Timetable.pdf (2022-08-18 02:21pm AEST)

Tasmanian Government

© 2024 TASC. All rights reserved.