# Dance Choreography and Performance

**LEVEL 3**

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>DNC315115</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE SPAN</td>
<td>2015 — 2019</td>
</tr>
<tr>
<td>COURSE STATUS</td>
<td>CLOSED</td>
</tr>
<tr>
<td>READING AND WRITING STANDARD</td>
<td>NO</td>
</tr>
<tr>
<td>MATHEMATICS STANDARD</td>
<td>NO</td>
</tr>
<tr>
<td>COMPUTERS AND INTERNET STANDARD</td>
<td>NO</td>
</tr>
</tbody>
</table>

### 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.

### 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 primarily a non-verbal mode of communication that can express life experiences, observations and reflections.

Dance Choreography and Performance is a theoretical and practical course that challenges the intellect, body and emotions. The study of dance at this level contributes to the learners' total development including their artistic, aesthetic and cultural education. Through the study and practise of dance in this course learners engage in reflective practice, create their own expressive movement and develop an appreciation of how other dance artists represent thoughts and intentions.

This course is designed to enhance the learner's appreciation of dance as an arts form, and the inter-relationship of performance, composition and appreciation. This course will prepare learners pursuing further education options, training and careers in dance and performing arts.

### 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:

- identify dance as an art form and relate dance to historical and cultural contexts
- create original dance work
- communicate ideas and intentions using elements of dance
- present polished dance works using technical skills and artistic expression
- apply reflective practices in order to identify processes for further development
- analyse and document dance-making processes
- assess the effectiveness of a range of dance works of others
- use terminology relevant to dance performance and choreography
- identify and appropriately react to potential hazards in a dance environment, and appropriately apply safe dance principles and practices
- identify and apply the structure of dance works
- 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 (e.g. CD players, amplification devices).

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

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

**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 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.

**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
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. appraise personal dance skills*
2. appraise dance work of others*
3. work autonomously and constructively with others
4. apply anatomical principles of movement and safe dance practice
5. demonstrate kinaesthetic awareness and movement skills
6. apply awareness of 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: appraise 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 A:**
  - accurately uses grammatical conventions, spelling and punctuation in written responses
- **Rating B:**
  - critically selects relevant concepts and dance specific terminology to clarify and augment communication
  - reflects 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
- **Rating C:**
  - evaluates own dance work within relevant reference to choreographic intent and its relationship to performance
  - clearly identifies information, images, ideas and words of others used in the learner’s work
  - 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
  - creates appropriate, well structured reference lists/bibliographies.

**Rating A:**
The learner *reflects on* own dance works. The learner:

- **Rating A:**
  - accurately uses grammatical conventions, spelling and punctuation in written responses
- **Rating B:**
  - accurately uses grammatical conventions, spelling and punctuation in written responses
- **Rating C:**
  - uses grammatical conventions spelling and punctuation to achieve clarity in written responses

### Criterion 2: appraise dance work of others

This criterion is both internally and externally assessed.

The learner:

- **Rating A:**
  - accurately uses grammatical conventions, spelling and punctuation in written responses
- **Rating B:**
  - accurately uses grammatical conventions, spelling and punctuation in written responses
- **Rating C:**
  - uses grammatical conventions spelling and punctuation to achieve clarity in written responses
critically analyses and evaluates dance works of others using methods, formats and styles appropriate to task and audience  
appraises dance works of others 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 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 various features in dance work of others, and assesses their impact on the overall work.

<table>
<thead>
<tr>
<th>Criterion 3: work autonomously and constructively with others</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
</tr>
<tr>
<td><strong>Rating A</strong></td>
</tr>
<tr>
<td>facilitates group in planning, developing and presenting agreed dance works, analysing and selecting most appropriate options</td>
</tr>
<tr>
<td>adjusts own actions to serve and enhance group intent</td>
</tr>
<tr>
<td>works collaboratively with others, recognises individual strengths and weaknesses, and supports others in achieving agreed goals</td>
</tr>
<tr>
<td>effectively employs a range of collaborative strategies to address issues affecting achievement of group goals</td>
</tr>
<tr>
<td>gives group members constructive, meaningful relevant feedback on, and suggestions about, their dance performance and choreography in an appropriate manner.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion 4: apply anatomical principles of movement and safe dance practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
</tr>
<tr>
<td><strong>Rating A</strong></td>
</tr>
<tr>
<td>correctly explains, and at all times applies safe dance practice (WHS*), posture and body alignment</td>
</tr>
<tr>
<td>explains correct anatomical execution of exercises and movements to minimise injury</td>
</tr>
<tr>
<td>assumes a leadership role by devising effective warm-up and cool-down activities before and after physical activity</td>
</tr>
<tr>
<td>uses a wide range of terminology to accurately explain anatomy, physiology,</td>
</tr>
</tbody>
</table>
**Criterion 5: demonstrate kinaesthetic awareness and movement skills**

The learner:

<table>
<thead>
<tr>
<th>Rating A</th>
<th>Rating B</th>
<th>Rating C</th>
</tr>
</thead>
<tbody>
<tr>
<td>*uses the body in dance work efficiently, to</td>
<td>*uses the body in dance work efficiently, to</td>
<td>*uses the body in dance work efficiently,</td>
</tr>
<tr>
<td>minimise energy expended, and modifies</td>
<td>minimise energy expended, and modifies</td>
<td>to minimise energy expended and</td>
</tr>
<tr>
<td>movement to suit a range of different dance</td>
<td>movement to suit context/intent</td>
<td>appropriately to context/intent, with some</td>
</tr>
<tr>
<td>contexts and intentions</td>
<td></td>
<td>inconsistencies</td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*executes and sustains physical control in an</td>
<td>*executes physical control in a range of</td>
<td>*executes some physical control in a</td>
</tr>
<tr>
<td>extensive range of movement actions and skills</td>
<td>movement actions and skills</td>
<td>limited range of movement actions and skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*correctly recalls complex movement phrases</td>
<td>*correctly recalls complex movement phrases,</td>
<td>*correctly recalls movement phrases,</td>
</tr>
<tr>
<td>and dance works, self correcting as required.</td>
<td>sequences and dance works.</td>
<td>sequences and dance works of varying complexity.</td>
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</tbody>
</table>

**Criterion 6: apply awareness of performance skills and appropriate dance technique**

This criterion is both internally and externally assessed.

The learner:

<table>
<thead>
<tr>
<th>Rating A</th>
<th>Rating B</th>
<th>Rating C</th>
</tr>
</thead>
<tbody>
<tr>
<td>*selects performance skills, to convey</td>
<td>*uses appropriate performance skills to reflect</td>
<td>*uses a limited range of performance skills</td>
</tr>
<tr>
<td>choreographic intent, and performs dance</td>
<td>choreographic intent</td>
<td>to reflect choreographic intent</td>
</tr>
<tr>
<td>works that clearly convey the choreographic</td>
<td></td>
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<tr>
<td>intention</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>*applies selected performance skills including</td>
<td>*uses selected performance skills to reflect</td>
<td>*performs dance works using basic</td>
</tr>
<tr>
<td>accurate technique to reflect artistic</td>
<td>artistic expression and maintain appropriate</td>
<td>performance skills</td>
</tr>
<tr>
<td>expression and stylistic nuance in dance</td>
<td>technique in dance works</td>
<td></td>
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<tr>
<td>works</td>
<td></td>
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<tr>
<td>*shares dance works in an engaged manner,</td>
<td>*shares dance works with sustained focus and</td>
<td>*shares dance works with focus and energy</td>
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<tr>
<td>demonstrating sustained focus and energy</td>
<td>energy appropriate to character</td>
<td>appropriate to character</td>
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<td>appropriate to character</td>
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<tr>
<td>*engages audience within the intention of the</td>
<td>*engages audience within the intention of the</td>
<td>*engages audience without drawing</td>
</tr>
<tr>
<td>performance, while supporting group members</td>
<td>performance</td>
<td>inappropriate focus</td>
</tr>
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<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*executes movement with control over body</td>
<td>*executes movement with control over body</td>
<td>*executes movement with limited control over</td>
</tr>
<tr>
<td>shape, space, time, dynamics, rhythm, weight</td>
<td>shape, space, time, dynamics, rhythm, weight</td>
<td>body shape, space, time, dynamics, rhythm,</td>
</tr>
<tr>
<td>transfer and energy whilst maintaining</td>
<td>transfer and energy whilst maintaining</td>
<td>weight transfer and energy whilst maintaining</td>
</tr>
<tr>
<td>extension, alignment and stability.</td>
<td>extension, alignment and stability.</td>
<td>alignment and stability.</td>
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<tr>
<td></td>
<td></td>
<td>Some minor errors in control occur during</td>
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<td>performance.</td>
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</tbody>
</table>
**Criterion 7: create a personal movement vocabulary to express an intent**

This criterion is both internally and externally assessed.

The learner:

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

* 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:

<table>
<thead>
<tr>
<th>Rating A</th>
<th>Rating B</th>
<th>Rating C</th>
</tr>
</thead>
<tbody>
<tr>
<td>manipulates elements of construction* to demonstrate a high level of knowledge and artistic judgement in creating dance works to communicate an intention</td>
<td>appropriately uses elements of construction* in creating dance works to communicate an intention</td>
<td>uses some elements of construction* in creating dance works to communicate an intention</td>
</tr>
<tr>
<td>manipulates, orders and links movement phrases and sections to produce a sophisticated and unified form which expresses a choreographic intent</td>
<td>manipulates, orders and links movement phrases and sections to produce a unified form which expresses a choreographic intent</td>
<td>manipulates, orders and links movement phrases and sections to create a basic form that expresses a choreographic intent</td>
</tr>
<tr>
<td>creates, forms and arranges movement phrases and dance sections to create a unified composition which achieves aesthetic and conceptual expression of an intent.</td>
<td>creates and arranges movement phrases and dance sections into a form, to create a dance composition which expresses an intent.</td>
<td>creates and manipulates phrases and sequences to shape a dance in response to an intent.</td>
</tr>
</tbody>
</table>

* 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 2015 to 31 December 2019.

Version History


Supporting documents including external assessment material

- DNC315115 Assessment Report 2016.pdf (2017-07-21 01:05pm AEST)
- DNC315110 Assessment Report 2014.pdf (2017-07-26 01:57pm AEST)
- DNC315110 Assessment Report 2013.pdf (2017-07-26 01:58pm AEST)
- DNC315110 Assessment Report 2012.pdf (2017-07-26 01:58pm AEST)
- DNC315115 Assessment Report 2015.pdf (2017-07-26 01:58pm AEST)
- DNC315115 Choreographic Reflections Folio Guidelines.pdf (2018-09-06 01:49pm AEST)
- DNC315115 Choreographic Reflections Folio Template.dotx (2018-09-06 01:50pm AEST)
- DNC315115 Critical Appraisal Folio Guidelines.pdf (2018-09-06 01:50pm AEST)
- DNC315115 Practical Assessment Cover Page.dotx (2018-09-06 01:51pm AEST)
- DNC315115 Practical Assessment Requirements.pdf (2018-09-06 01:51pm AEST)