

# 2019 March Moderation - Report



## Meeting Details

Meeting took place in:	Statewide
AM or PM session?	AM
Which AM Meeting is this report for?	Arts - Dance Level 2
Moderation Leader Name	Casey-Rae McCrickard
Moderation Leader Email	casey.mccrickard@tasc.tas.gov.au
Minute Keeper	Angela Strk
Minute Keeper Email	angela.strk@education.tas.gov.au

## Attendance

Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.	Nichole Smith Charlea Edwards Angela Barnard Amelia Boughton Casey-Rae McCrickard Angela Strk Christine Gilmour Tanya Lanham Sophie Lucas Josie Emery Sally Snell
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who	Fiona Hickman

did not attend the meeting.

### Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 3 = Overall, Element 1, Element 2, Element 3

Sample 1 - What rating (or ratings) has the group assigned this sample?

A - Criteria 3, all elements

Sample 1 - What evidence supports the rating (or ratings) the group has given?

Element 1 - It was evident a range of composition devices were used: canon, tableau, levels, elevation, unison, dynamic variations including slow and sustained movements and percussive movements. Element 2 - The group work used structural elements to create a simple form of beginning, middle and end, which had a climax using strong percussive movements. A motif was also evident. Also present were the use of duos, trios, group of four and a variety of spatial configurations to develop the theme. Element 3 - The work was cohesive in its transitions, reflecting the intent of the work which was 'Control.'

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?

NA

Sample 1 - Summary of group consensus with comments to element level if applicable.

We reminded ourselves this was a level 2 work, and that the criterion does not ask for sophistication and nuance at the element level. In contrast the criterion element descriptors at element 2 for instance describes achieving 'simple forms' pertinent for an 'A' rating and similarly for a 'B' rating at element 3 it asks students to link and order 'simple phrases, and for the 'A' rating: being able to create a 'cohesive work, realising an intent,' as opposed to a developing a degree of sophistication. Hence this sample was rated an 'A'As above, we can describe the work in relation to the elements as having the following evidence: Element 1 - It was evident a range of composition devices were used: canon, tableau, levels, elevation, unison, dynamic variations including slow and sustained movements and percussive movements. Element 2 - The group work used structural elements to create a simple form of beginning, middle and end, which had a climax using strong percussive movements. A motif was also evident via the backward reaching arm movement. Also present were the use of duos, trios and group of four work, and a variety of spatial configurations to develop the theme which included weight taking. Element 3 - The

**Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?**

work was cohesive in its transitions, reflecting the intent of the work which was 'Control'.

The work could be improved by making the links and transitions more accurate and rehearsed.

Moderation Details for Calibration - Sample 2

**Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion**

Criterion 3 = Overall, Element 1, Element 2, Element 3

**Sample 2 - What rating (or ratings) has the group assigned this sample?**

B+

**Sample 2 - What evidence supports the rating (or ratings) the group has given?**

Element 1 - a range of dance composition processes were evident including choreographic devices: unison, a motif, theme and variation, echoing, canon, unison, levels, tableau, stillness and variation. A Element 2 - the work created a cohesive whole with a definite beginning, middle and end. There was definite and deliberate use of groupings to convey the intent of 'Conformity.' Notably the repetition of the whole group dancing and a soloist breaking away, moving in contrast to the trio and then re joining the other three dancers. B+ Element 3 - transitions were thought out with the work in sections. Links were deliberately thought out and configurations in the space blended and moved smoothly from one to the other. B+

**Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?**

Use of elevation. Greater experimentation in links/transitions as these were often walking or running. Greater use of travelling, however, it was noted the dancers were operating in a constricted studio space.

**Sample 2 - Summary of group consensus with comments to element level if**

Again, there was conjecture as to whether this really was an 'A' overall as the descriptor calls for 'simple forms' at element 2, and for an achievement of 'cohesiveness' (element 3) and using a 'range of processes' for an "A" at element 1. Discussion covered the issue of whether this course is stand alone or whether it is the precursor to level 3 and if it is the latter, the sample sits in the B+ range as it underlines the fact regarding the level of sophistication which distinguishes a level 3

applicable.

piece. So, to reiterate: Element 1 - a range of dance composition processes were evident including choreographic devices: unison, a motif, theme and variation, echoing, canon, unison, levels, tableau, stillness and variation. A Element 2 - the work created a cohesive whole with a definite beginning, middle and end. There was definite and deliberate use of groupings to convey the intent of 'Conformity.' Notably the repetition of the whole group dancing and a soloist breaking away, moving in contrast to the trio and then re joining the other three dancers. B+ Element 3 - transitions were thought out with the work in sections. Links were deliberately thought out and configurations in the space blended and moved smoothly from one to the other. B+

**Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?**

Greater variation in transitions. Greater range of compositional devices.

**Planning for September Moderation 2019 - Statewide Samples**

**For all courses please nominate the criteria and elements (if desired) for moderation.**

Criteria 1 - Apply kinaesthetic awareness skills - all elements

**State the name of the person who will be providing the samples for September moderation.**

Christine Gilmour

**Email address of the person providing the samples for September moderation**

christine.gilmour@education.tas.gov.au

### Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.

We noted dance industry people who could provide workshops and another eye to view works, giving feedback.

### Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:

NA