

2019 March Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	AM
Which AM Meeting is this report for?	Arts - Dance Choreography & Performance Level 3
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 6 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5

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

-B

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

Element 1 - Use appropriate performance skills to reflect intent, soloist remained focused throughout B Element 2 - Performs work using basic performance skills C Element 3 - shares the work in an engaged manner, sustaining focus and energy appropriate to character B Element 4 - Engages audience within the intention of performance C Element 5 - exercises control over movement, including a range of dynamics, however, some minor errors C

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

1. Performance skills need to reflect intent which includes 'tornado', which wasn't evident. 2. Facial expression needs to reflect three aspects of wind as indicated in intention statement, and technique needs to be accurate to reflect these also. 3. Energy of performance needs to reflect the three aspects on intent. 4. Greater outward projection to audience and wider space to express expanse of intent. 5. Greater rehearsal to avoid inaccuracies in movement execution.

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

B-A good work requiring greater sophistication and development of 'tornado' aspect of intent.

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

Exploring the implications of the written intent with what is actually performed. Emphasis that accuracy in execution is vital to achieve a higher mark - rehearsal and core stability focused on at a class level.

Moderation Details for Calibration - Sample 2

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

Criterion 6 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5

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

A

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

Element 1 -conveys clearly the three aspects stated in intent. A Element 2 - Uses accurate technique, uses stylistic nuances to reflect different traffic lights A Element 3 - Focus was sustained throughout, however, dancer seemed to lose energy in final section B+ Element 4 - engages audience appropriately in line with intent Element 5 - has control over all movement execution, maintaining extension and alignment - shows nuance in movement, movement execution is connected to intent.

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

Sustained energy throughout

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

A This was a well executed solo that explored the stimulus and was consistent in its performance with its intent.

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

Stamina training to increase endurance over the duration of the solo.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 6 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5

Sample 3 - What rating (or ratings) has the group assigned this sample?

C+

Sample 3 - What evidence supports the rating (or ratings) the group has given?

Element 1 - Doesn't convey intent as it speaks of 'accounts' of the Lochness monster and this performance is limited - with a focus on the cheeky, humorous aspect of the monster. Element 2 - Performs work using basic performance skills C Element 3 - shares the work in an engaged manner, sustaining focus and energy appropriate to character B Element 4 - Engages audience within the intention of performance C Element 5 - exercises control over movement, including a range of dynamics, however some minor errors C

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Element 1 - change the intention statement to fit the work or the other way around; thereby including performance skills that convey mystery and secrecy. The intent specified 'accounts of the Lochness monster' so the performance skills would need to reflect those darker elements as well as the lighter, which this solo tended to highlight. Element 2. Greater selection of performance skills to convey mood changes: use of focus could have been varied and facial expression used to convey darker elements element 3. The dancer did sustain focus and energy throughout. Element 4.Engagement of the audience needed to include a greater sophistication - with less emphasis of performing 'for' an audience as opposed to a performance that is focused on the nature of the intent and conveying that using greater selection and artistic, stylistic nuance Element 5. Minimise wobbling in specific movements, no shaking of head to get hair off face during performance.

Sample 3 - Summary of group consensus with comments to element level if applicable.

C+

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or

Emphasis on exploration of intent: 'accounts of the monster' implies an expression of the darker elements, perhaps teasing this out to investigate mythology, the symbolism of what is submerged in our subconscious, as a means to bring about a more sophisticated performance. Greater rehearsal to eradicate wobbling. Secure hair tightly.

ratings)?

Planning for September Moderation 2019 - Statewide Samples

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

Criteria 1 - Appraise personal(all 7 elements) and Criteria 2 Appraise dance work of others(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.

It was decided because of new teachers a 't' sample would be provided of a Criterion 2 - Critical appraisal essay.

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to

NA

consider in
relation to this
course: