

VCE VET Dance

Performance examination – October

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 requirements and rules will apply. Details of these requirements and rules are published annually in the *VCE and VCAL Administrative Handbook*.

The examination time, date and location for each student, and related examination documentation will be made available by the VCAA directly to education and training providers with students enrolled in the scored component of VCE VET Dance for the year in question in Term 3 as a VASS download.

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

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

Duration of the examination

Each solo should be a minimum of 2 minutes and a maximum of 5 minutes in duration.

Content

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

Students are required to perform **two solo dances** learnt from the dance repertoire of a choreographer/teacher. Each of the solo dances 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 of the two dances **must** demonstrate a distinctly different style.

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

- | | | |
|--|-----------|----------|
| • CUADAN305 Increase depth of jazz dance technique | Release 2 | 50 hours |
| • CUADAN306 Increase depth of ballet dance technique | Release 2 | 70 hours |
| • CUADAN307 Increase depth of cultural dance technique | Release 2 | 45 hours |
| • CUADAN308 Increase depth of contemporary dance technique | Release 2 | 45 hours |
| • CUADAN309 Increase depth of street dance technique | Release 2 | 45 hours |
| • CUADAN310 Increase depth of social dance technique | Release 2 | 45 hours |
| • CUADAN311 Increase depth of tap dance technique | Release 2 | 45 hours |

Format

Each solo dance should be presented as a single, live, uninterrupted performance in a distinct style (refer to Appendix 1 for clarification of dance styles).

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

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

Requirements and 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 Enrolment 2 date. If an enrolment needs to be changed after this date, schools will need to contact the Student Records and Results Unit and the Project Manager, Performance, at the VCAA. Fees may apply. Enrolments cannot be updated after the Enrolment 4 date.

1. The VCAA will select venues that provide a non-slip surface of approximately 9 m × 14 m for students to perform on.
2. For the purposes of the performance 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.
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 will **not** be permitted. It is important that a good-quality sound recording is prepared, one that is sufficiently clear and audible to both assessors and students. Students may also prepare an audio cassette of their recorded music 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 4 minutes to rehearse their dance in the performance space. This will give students an opportunity to orientate themselves prior to the actual examination. Students should manage their practice time effectively and not physically exhaust themselves prior to the assessment of the performance.
5. Students are **not** permitted to enter the examination room until directed.
6. Students may bring another student to operate the portable stereo or they may operate the stereo themselves. Assessors will **not** operate the stereo for students. Where students are to operate the stereo, a suitable lead-in time should be recorded as part of the track. Where another student is to operate the stereo, this student must **not** take an active role in the performance.
7. Teachers, parents and the general public are **not** permitted to enter the examination room or discuss any aspect of a performance with assessors.
8. If the performance is interrupted, students should continue the dance as soon as possible after the interruption. The music will **not** be turned off unless the student has clearly indicated to 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 properties 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 assessors. This distance should enable assessors to assess all aspects of the student's dance movements throughout the performance.
12. Students need to wear appropriate dance-specific attire that allows for accurate and clear assessment of body movements. Should a skirt/tutu be worn, it needs to be short and/or transparent. Over-long trousers are **not** suitable clothing for assessment. Other costumes may be worn if they are appropriate to the dance style. Covering the face at times, for example with a mask or hood, may be appropriate depending on the choreographer's or teacher's intention. Costume and make-up are not part of the criteria for assessment.
13. Appropriate dance footwear for the selected style must be worn when performing the solos, in accordance with safe dance practice. Socks are not appropriate. Students will **not** be permitted to dance in socks only.

Examination documentation

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

- The **Performance Program Sheet** 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). Students should note that completion of the Performance Program Sheet indicates that they are aware that they are not able to perform works also presented for the VCE Dance performance examination.
- The **Industry Statement** requires students to provide details of the specific style of the performance, describe the context for the performance and state the market appropriate for the material being presented. Further information and samples of completed Industry Statements are available on the VCAA website <www.vcaa.vic.edu.au/Pages/vet/programs/dance/exams.aspx>. Confirmation that the Industry Statement has been made available will be via the *VCAA Bulletin*.
- The **Student Advice Slip** 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.
- **Student identification** requires students to provide personal identification at the examination centre's registration point. This personal identification must include a clear photograph of the student and their full name.

These documents will be made available by the VCAA directly to education and training providers with students enrolled in the scored component of VCE VET Dance for the year in question in Term 3 as a VASS download.

Criteria

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

All criteria are used for each solo 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 level at which they demonstrate the relevant technical ability and interpretative skills.

Each student will present a stylistically authentic and polished performance.

Students will be assessed against the following criteria:

1. Correct posture and body alignment

The performance will demonstrate:

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

2. Balance

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

- undertaking movement phrases and when stationary
- extending, folding and rotating a range of body parts
- using body parts as balance points.

3. Flexibility

The performance will demonstrate style-specific integrated flexibility in:

- body parts (including joints and spine)
- movements.

4. Stamina

The performance will demonstrate muscular and cardio-respiratory stamina across a performance of 2–5 minutes.

5. Isolation, coordination, weight transference

The performance will demonstrate:

- coordination and control of style-specific movements
- isolation and articulation of upper and lower body parts, appropriate to the chosen style
- transfer of weight and movement transitions in movement sequences.

6. Travelling and spatial awareness

The performance will demonstrate style-specific skills in:

- the use of personal and general performance space
- orientation within the performance space
- patterns and pathways
- the use of locomotor techniques.

7. Expressive use of movement dynamics

The performance will demonstrate style-specific skills in:

- expressive movement dynamics and their variations
- variations in the force and flow of movement in an integrated manner
- the release of energy.

8. Musicality, rhythm and timing

The performance will demonstrate physical interpretation of music and rhythm through:

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

9. Memory retention, concentration and focus

The performance will demonstrate:

- concentration and focus
- movement memory.

10. Artistic and interpretive expression and polish

The performance will demonstrate style-specific skills in:

- performance presence
- maintaining the intention of the Industry Statement
- stylistic nuance.

Relevant references

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

- *VCE VET Dance Program Booklet – Extract* (published December 2014)
- *VCE VET Dance Program Summary* (published January 2017)
- *VCE VET Assessment Guide* (published February 2010)
- *VCAA Bulletin*

Advice

Teachers/trainers with students unable to meet the requirements and conditions should contact VCE Assessment Operations for further advice.

Appendix 1 – Dance styles

As per the information outlined in this document, the dance styles chosen for each solo performance must correlate to the student's enrolment in the dance-specific units of competency available in the Units 3 and 4 sequence. Each student must undertake a minimum of two style-specific units of competency.

For the purposes of the VCE VET Dance performance examination, the following units of competency may incorporate the specific styles listed. This list is not exhaustive and other specific styles may be considered.

CUADAN305 Increase depth of jazz dance technique

| | |
|------------------------------|------------|
| Broadway (all eras) | commercial |
| musical theatre (no singing) | |

CUADAN306 Increase depth of ballet dance technique

| | |
|-----------|--|
| classical | neo-classical (including Balanchine, Bejart) |
| romantic | |

CUADAN307 Increase depth of cultural dance technique

| | |
|---------------------------------------|------------------|
| Aboriginal and Torres Strait Islander | African |
| Balinese | belly dancing |
| Egyptian | Hungarian |
| Indian (including Bollywood) | Irish |
| Khmer | Pacific Islander |
| Polish | Russian |
| Scottish | Spanish |

CUADAN308 Increase depth of contemporary dance technique

| | |
|--------------------|-----------------------|
| Cunningham | Dunham |
| Graham | Horton |
| Limon | postmodern approaches |
| release techniques | |

CUADAN309 Increase depth of street dance technique

| | |
|------------|-----------|
| breakdance | hip-hop |
| house | krump |
| locking | nu school |
| popping | |

CUADAN310 Increase depth of social dance technique

| | |
|-----------------|-----------|
| Argentine tango | cha-cha |
| foxtrot | mambo |
| paso doble | quickstep |
| rumba | salsa |
| samba | waltz |

CUADAN311 Increase depth of tap dance technique

All styles and eras

Metal tap plates to be worn