

Grade 7 Arts and Culture Worksheet

Assessment Task: Dance Choreography

Choreographic design concepts

You have learned that there are three choreographic design concepts: **space**, **time** and **force**.

Question 1

Place each of the following choreographic devices into the correct places in the table:

repetition (repeat a movement/action)
rewind (do the movement/action in reverse)
resize (do the movement/action bigger or smaller)
tempo (speed movement/action up or slow it down)
rhythm (change the beat of the movement/action)
quality (add an emotion/feeling to the movement/action)
impact (use more or less force in the movement/action)
change planes (change to horizontal/vertical/diagonal plane)
change levels (change to low/medium/high)

Space	Time	Force

Question 2

Choose four basic movements, for example: bend; jump; step; twist; lunge; slide; etc.

Put the four movements into a short dance sequence, for example: step; twist; bend; slide.

Repeat the sequence until you are confident that you will remember it.

Now add at least four choreographic devices from the table in Task 1 to your dance sequence, for example: step, two quick steps (repetition and tempo), twist in pain (quality), bend, slide body along floor (change plane and level).

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Repeat this new sequence until you are confident that you will remember it and that it is well executed.

Your teacher will use the following rubric to assess your dance sequence.

Rubric to assess dance sequence

Criteria	Level 4	Level 3	Level 2	Level 1
Movement sequence is clear.	Four distinct movements incorporated into the sequence.	Three distinct movements incorporated into the sequence.	Fewer than three distinct movements incorporated into the sequence.	Separate movements cannot be distinguished.
Choreographic devices.	Four choreographic devices added to the sequence.	Three choreographic devices added to the sequence.	Two choreographic devices added to the sequence.	One choreographic device added to the sequence.
Quality of dance sequence.	Sequence flows well and is confidently executed.	Sequence flows and is well executed.	Sequence does not flow very well and is not well executed.	Sequence does not flow at all and is poorly executed.
Learner discipline.	Able to work independently and concentrate and focus on own development.	Mostly able to work independently and concentrate fairly well on own development.	Unable to work independently and cannot focus on own development.	Unable to work independently and is easily distracted from the task.

[16 marks]

Question 3

Your teacher will now partner you with another learner.

Watch each other's dance sequence.

Discuss the similarities and differences between the two sequences.

Find ways of combining the two sequences into a flowing and interesting movement piece that exhibits at least four dance movements and four choreographic devices.

After rehearsing your movement piece, think of a creative name for the item.

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The rubric below will be used to assess your work.

Rubric to assess dance partner sequence

Criteria	Level 4	Level 3	Level 2	Level 1
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Choreographic devices.	Four choreographic devices added to the sequence.	Three choreographic devices added to the sequence.	Two choreographic devices added to the sequence.	One choreographic device added to the sequence.
Quality of dance sequence and partnership.	Sequence flows well and is confidently executed by both partners.	Sequence flows and is well executed by both partners.	Sequence does not flow very well and is not well executed by both partners.	Sequence does not flow at all and is poorly executed by both partners.
Creativity in combining sequences.	The partnership adds greatly to the creativity of the original sequences; ways have been found to create visually effective contrasting and complementary shapes.	The partnership adds to the creativity of the original sequences; some ways have been found to create visually effective contrasting and complementary shapes.	The partnership does not always add to the creativity of the original sequences; limited ways have been found to create visually effective contrasting and complementary shapes.	The partnership does not add to the creativity of the original sequences; the sequence is not visually effective and contains no contrasting or complementary shapes.
Learner discipline.	Able to work independently as a partnership and concentrate and focus on own development.	Mostly able to work independently as a partnership and concentrate fairly well on own development.	Unable to work independently as a partnership and cannot focus on own development.	Unable to work independently as a partnership and is easily distracted from the task.
Name of item.	Creative, meaningful and apt.	A good name that reflects the meaning.	A fairly apt and creative name.	Name not very apt or meaningful.

[24 marks]

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Suggested Solutions

Question number	Possible marks	Solution								
1	10	<table border="1"> <thead> <tr> <th>Space</th> <th>Time</th> <th>Force</th> </tr> </thead> <tbody> <tr> <td>rewind resize quality change planes change levels</td> <td>repetition tempo rhythm quality</td> <td>quality impact</td> </tr> </tbody> </table> <p>Learners should realise that 'impact' can fall into more than one category – award an extra mark for this.</p>	Space	Time	Force	rewind resize quality change planes change levels	repetition tempo rhythm quality	quality impact		
Space	Time	Force								
rewind resize quality change planes change levels	repetition tempo rhythm quality	quality impact								
2	16	See rubric below.								
3	24	See rubric below.								

Appendix of Assessment Tools

Rubric to assess dance sequence

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