

## Grade 7 Arts and Culture Worksheet

### Assessment Task: Dance; Elements

#### Elements of dance

#### Part One: Dance terminology

Match the terms in column B with the description in column A.

Column A	Column B
The speed of the dance or steps – fast or slow.	Space
The speed, energy level and force of the movement combined.	Warm-ups
Keeping in time to beat and pace of the music while dancing.	Tempo
Body parts moving together in harmony.	Rhythm
Using the exact amount of energy and force to execute dance steps.	Choreographer
If the body is highly controlled or relaxed and flowing.	Co-ordination
The 3-dimensional area in which the dance takes place.	Rehearsal
The person who designs a dance.	Tension
Practising to get a dance right.	Dynamics
Exercises performed before dancing.	Control

[20 marks]

#### Part Two: Design a dance warm-up routine

- Together with a partner, design a dance warm-up routine which lasts five minutes and does the following:
  - can be used for warming up and cooling down;
  - demonstrates good postural and joint alignment;
  - demonstrates released/soft use of joints;
  - practises safe landing from elevation (jumping);
  - demonstrates stretching with safety.
- After you have designed your warm-up routine, together with your partner, design a rubric that could be used to assess a warm-up routine based on the instructions you were given.

Use the following format for your rubric. Your rubric should total 20 marks.

Criteria	Level 4 – 4 marks	Level 3 – 3 marks	Level 2 – 2 marks	Level 1 – 1 mark

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- Now get together with another group and use the rubric you designed to assess their warm-up routine. They will assess your warm-up routine using their rubric. After the peer assessment, sit together and discuss the results and marks awarded. Submit your rubrics and marks to your teacher for moderation.

### Part Three: Choreographic design concepts

The following are some examples of choreographic design concepts:

- ☒ Space – direction, levels, symmetry, asymmetry;
- ☒ Time – duration, pace, pulse, phrasing;
- ☒ Force – yielding to and assisting gravity, active and passive movement towards dance, and attitudes towards gender and disability in dance;
- ☒ Creating visually effective contrasting and complimentary shapes;
- ☒ Counterbalancing weight with a partner.

- Get together with your partner again. Design a short dance routine that demonstrates all of the above design concepts. Choose your own piece of music to dance to.
- After you have designed your dance routine, together with your partner, design a rubric that could be used to assess a dance routine based on the instructions you were given.

Use the following format for your rubric. Your rubric should total 20 marks.

Criteria	Level 4 – 4 marks	Level 3 – 3 marks	Level 2 – 2 marks	Level 1 – 1 mark

- Now get together with another group and use the rubric you designed to assess their dance routine. They will assess your dance routine using their rubric. After the peer assessment, sit together and discuss the results and marks awarded. Submit your rubrics and marks to your teacher for moderation.

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### Part Four: A reflective paragraph

Carefully study the rubrics that you have constructed for this set of tasks. Remember the warm-up routine and the dance routine you and your partner devised. How do YOU feel about your performance in dance? Do you feel that you are capable? Do you feel that there are areas you need to work on?

Write a paragraph in which you self-reflect and formulate a critical appraisal of your own performance as a dancer. Be honest and remember to highlight your positive points as well as the areas you need to work on.

[12 marks]

### Rubric to assess paragraph

Criteria	Level 4 – 4 marks	Level 3 – 3 marks	Level 2 – 2 marks	Level 1 – 1 mark
<b>Paragraph writing style and grammar</b>	Excellent.	Good.	Satisfactory.	Poor.
<b>Addressing the questions posed</b>	Understanding of the questions is complete, able to answer with insight.	Understanding of the questions is good, able to answer in general.	Understanding of the questions is fair, able to answer in a limited manner.	Understanding of the questions is poor, not able to answer satisfactorily.
<b>Learner commitment to self appraisal, reflection and honest critique of own work</b>	Excellent.	Good.	Satisfactory.	Poor.

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### Suggested Solutions

Question number	Possible marks	Solution
1	20	See table in Appendix of Assessment Tools.
2	20	Peer assessed – teacher moderated activity. Check to see that rubrics are valid and reliable and that work has been fairly assessed.
3	20	Peer assessed – teacher moderated activity. Check to see that rubrics are valid and reliable and that work has been fairly assessed.
4	12	See rubric in Appendix of Assessment Tools.

### Appendix of Assessment Tools

#### Table to match column A with column B

Column A	Column B
The speed of the dance or steps – fast or slow.	Tempo
The speed, energy level and force of the movement combined.	Dynamics
Keeping in time to beat and pace of the music while dancing.	Rhythm
Body parts moving together in harmony.	Co-ordination
Using the exact amount of energy and force to execute dance steps.	Control
If the body is highly controlled or relaxed and flowing.	Tension
The 3 dimensional area in which the dance takes place.	Space
The person who designs a dance.	Choreographer
Practising to get a dance right.	Rehearsal
Exercises performed before dancing.	Warm-ups

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### Rubric to assess paragraph

Criteria	Level 4 – 4 marks	Level 3 – 3 marks	Level 2 – 2 marks	Level 1 – 1 mark
<b>Paragraph writing style and grammar</b>	Excellent.	Good.	Satisfactory.	Poor.
<b>Addressing the questions posed</b>	Understanding of the questions is complete, able to answer with insight.	Understanding of the questions is good, able to answer in general.	Understanding of the questions is fair, able to answer in a limited manner.	Understanding of the questions is poor, not able to answer satisfactorily.
<b>Learner commitment to self appraisal, reflection and honest critique of own work</b>	Excellent.	Good.	Satisfactory.	Poor.