

DANCE ACTIVITIES

Irish Dancing

Unit 2564 (AS)

National Governing Body: Irish Dancing Commission
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ASSESSMENT

The candidate is assessed on their ability to choreograph and perform a solo dance with the use of music as a sound stimulus lasting between two and three minutes. The dance must include the following elements:

- **Leaps / Jumps**
E.g. standard Irish dance jump, straight jump, hop back jump, cut and double cut jumps, long clicks, back clicks, 'didi-dums'.
- **Balances**
E.g. up onto toes, variety of 'rocks'.
- **Step patterns**
E.g. 'threes', 'sevens', 'trebles', 'twists'.

Candidates will produce a written programme prior to assessment. This programme **must** be available at moderation.

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skills is measured through the movement phases identified below.

- **Shape**
 - style and aesthetic quality
 - consistency and maintaining ambience throughout
 - control – movement and use of space
 - overall efficiency
- **Form**
 - the quality of the individual elements of the sequence, its accuracy as well as its conformity to regulations
- **Consistency**
 - the continuity / flow of the sequence
 - the aesthetic quality
 - the quality of the individual elements and the overall sequence in relation to amplitude, timing and spatial awareness
- **Control**
 - success in both the individual elements and the sequence as a whole

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations. The candidate is assessed out of a maximum of 30 marks.

Marks	Description
25 – 30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is the successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate has introduced appropriate strategies and demonstrated an understanding of composition and choreography. Performances in the conditioned competitive situations have been excellent and progress has allowed them to achieve their performance-based targets.
19 – 24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good. The candidate has shown a good understanding of the perceptual requirements to perform and introduce a range of successful compositional and choreographic strategies. Performances in the conditioned competitive situations have been very good and improvement has been such as to allow a high standard of learning and understanding.
13 – 18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the events. There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. The candidate has been able to introduce and use sound compositional and choreographic strategies to show understanding of the performance requirements. Performances in the conditioned competitive situations have been good and improvement reflects satisfactory learning and understanding.
7 – 12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the events. There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a perception of the requirements of performance and is able to introduce and use satisfactory compositional and choreographic strategies. Performances in the conditioned competitive situations have become more consistent and progress has allowed some learning and understanding.
0 -6	Candidate demonstrates a moderate level of acquired and developed skills that allows for a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate has been able to incorporate some compositional and choreographic strategies with a limited perception of the requirements of performance. Performances in the conditioned competitive situations have some consistency with a degree of learning and understanding.

STANDARDISATION

The activity will be assessed by an experienced assessor and adjudicator of Irish Dancing. The standardisation process will be carried out and examined by the PE Head of Department. The Head of Department together with other members of the department will compare the standards in Irish Dancing to those in other activities, so that consistency in assessment may be established.

DANCE ACTIVITIES

Irish Dancing

Unit 2567 (A2)

ASSESSMENT

The candidate is assessed on their ability to choreograph and perform a formal (competition standard) solo dance with the use of music as a sound stimulus lasting a maximum of four minutes. The following regulations apply:

- no floor size requirement
- choreography and performance of a solo dance sequence of a maximum of four minutes to competition standard
- use of music or sound system
- the candidate will produce a written programme prior to assessment and moderation.

The formal (competition standard) solo dance should contain the following technical elements:

- step patterns, e.g. sevens
- jumps, including standard Irish Dance jumps, jump backs and straight jumps
- balances, including 'up on toes'

Balanced footwork:

- equal aptitude of right and left feet
- use of variety of moods to include light and heavy stepping using relevant shoes
- adaptability of different rhythms according to the music need
- intricacy of stepping

Patterns:

- use of patterns prescribed by the Irish Dancing Commission

Aesthetic quality:

- continuity flow of the sequence
- creativity
- quality of individual elements and overall timing, including upper and lower limb use, head position and posture

Control and consistency

These assessment phases are used in conjunction with the following assessment criteria for the formal choreographed solo dance.

Marks	Description
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite performance pressures. The candidate introduces strategies at a high level and demonstrates an understanding of sequence composition and choreography. Performances in the formal performance situations are excellent and progress has allowed them to achieve their performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques in the dance. Under performance pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of successful sequence compositional and choreographic strategies. Performances in the formal performance situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the dance. There is a sound level of success in the selection and application of advanced techniques in the dance and under performance pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use sound sequence compositional and choreographic strategies to show an understanding of the performance requirements. Performances in the formal performance situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the dance. There is an attempt to select and apply advanced techniques in the dance and under performance pressure accuracy, control and fluency are usually achieved. The candidate has a perception of the requirements of performance and is able to introduce and use a satisfactory compositional and choreographic strategies. Performances in the formal performance situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performance. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some compositional and choreographic strategies with a limited perception of the requirements of performance. Performances in the formal performance situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate dances occasionally in a team.

STANDARDISATION

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