

Achievement Standard

Subject Reference Dance 1.2

Title Perform dance sequences

Level 1 **Credits** 6 **Assessment** Internal

Subfield Dance

Domain Dance Performance

Status Approved **Status date** December 2023

Planned review date December 2028 **Date version published** December 2023

Purpose Statement

Students are able to perform dance sequences.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Perform dance sequences	<ul style="list-style-type: none">Perform dance sequences with control	<ul style="list-style-type: none">Perform dance sequences with fluency

Explanatory Notes

1 *Perform dance sequences* involves:

- presenting dance movements as required by choreography
- demonstrating focus and support for the purpose of the sequences.

Perform dance sequences with control involves:

- presenting dance movements with clarity
- using performance energy to express the purpose of the sequences.

Perform dance sequences with fluency involves:

- presenting dance movements with accuracy and assurance
- using performance energy to embody the purpose of the sequences.

- 2 *Dance sequences* mean at least two different sequences. A dance sequence is a series of connected dance movements that work together. A dance sequence could be a portion of a longer choreographed work.

Dance sequences may be choreographed by the teacher, a guest choreographer, a group of students, or the student themselves. Dance sequences may be performed as a solo, duet, or group.
- 3 The *purpose* of a dance sequence refers to the mood, concept, or movement qualities that are to be conveyed through the work. The purpose of the choreography should be identified.
- 4 *Dance movements* means the use of the body in dance. For example, using changes of body parts, body bases, or locomotor and non-locomotor movements.
- 5 *Performance energy* refers to the effort used to communicate the purpose of the sequence and to share that with the audience. It involves the use of:
 - focus
 - weight and flow
 - energy qualities.
- 6 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.
- 7 This achievement standard is derived from the Arts Learning Area at Level 6 of *The New Zealand Curriculum*: Learning Media, Ministry of Education, 2007.

Replacement Information

This achievement standard, AS91936, AS91938, and AS91939 replaced AS90002, AS90005, and AS90858-AS90861.

Quality Assurance

- 1 Schools and institutions must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Schools and institutions with consent to assess must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference 0233
