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**DANCE CHOREOGRAPHY**  
**Choreograph dance**

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<b>level:</b>	<b>3</b>
<b>credit:</b>	<b>6</b>
<b>final date for comment:</b>	December 2003
<b>expiry date:</b>	December 2004
<b>sub-field:</b>	Dance
<b>purpose:</b>	People credited with this unit standard are able to: display knowledge of choreographic elements; incorporate structures and devices in choreography; incorporate choreographic processes and methods; generate an idea into a plan; workshop dance; demonstrate people skills; and present choreographed dance.
<b>entry information:</b>	Recommended: prior credit for Unit 11500, <i>Explore the making of dance</i> ; or demonstrate equivalent knowledge and skills.
<b>accreditation option:</b>	Evaluation of documentation by NZQA.
<b>moderation option:</b>	A centrally established and directed national moderation system has been set up by NZQA.
<b>special notes:</b>	<p>1 Glossary of terms used in this unit standard:</p> <p><i>Inner space</i> refers to internal movement, rhythms and emotions.</p> <p><i>Personal space</i> refers to the immediate space around the body.</p> <p><i>General space</i> refers to the space beyond personal space.</p> <p><i>Visualising</i> refers to mental image making which may be guided or self initiated.</p> <p><i>Choreographic idea</i> refers to a notion in the mind, or a concept for making a dance work.</p> <p><i>Conceptualisation</i> refers to the process of taking an initial stimulus and developing it into an idea for dance making.</p> <p><i>Collaboration or collaborative choreography</i> refers to the incorporation of the input of other individuals and is not restricted to input of performers.</p>

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*Critical evaluation* refers to personal reflection in, on, and about, the process and product of dance making.

- 2 On-going critical reflection of the process and evaluation of the end product by the choreographer(s) is intended throughout this unit.
- 3 Recording and presentation of plan and process folio may include permanent evidence, e.g., creative journal, including electronic, video, drawings, and may involve oral presentations.
- 4 Collaborative choreography may be used as assessment event(s) but assessment must ultimately be based on individual contribution to the work.
- 5 It is intended that the demonstration of the elements within this unit standard is displayed in an integrated manner.
- 6 Assessment of this unit must include both the process and the end product.
- 7 The performance context in which the choreographed dance is presented must include presentation to an open audience.
- 8 As an approximate guide, three minutes is the suggested length of the choreographic work. The length of the work should not necessarily be longer than that required for Unit 1150, *Explore the making of dance* as the quality of the work in relation to the outcomes of this unit standard is the factor rather than quantity of time covered.

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- 9 Respect for ownership of original ideas and cultural sensitivity underpins the learning and teaching in this unit standard.

### **Elements and Performance Criteria**

#### **element 1**

Display knowledge of choreographic elements.

#### **performance criteria**

- 1.1 Physical presentation and explanation display a range of space elements.
- Range: space - inner, personal, general, space between an individual and other people and objects;  
levels, planes, directions, lines, points of focus, pathways.
- 1.2 Physical presentation and explanation display a range of time elements.
- Range: tempo, rhythm, accent, phrasing including musical phrasing.
- 1.3 Physical presentation and explanation display dance dynamics as required by choreographic intention.
- Range: intensities, qualities.
- 1.4 Physical presentation and explanation display integration of dance elements.
- Range: space, time, dynamics, relationships.

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**element 2**

Incorporate structures and devices in choreography.

**performance criteria**

2.1 Dance making processes explore choreographic structures.

Range: may include but are not limited to - phrasing, musical structures, individual, pair, group relationship.

2.2 Dance making processes explore choreographic devices.

Range: may include but are not limited to - motif, juxtaposition, repetition.

**element 3**

Incorporate choreographic processes and methods.

**performance criteria**

3.1 Dance making processes incorporate choreographic methods.

Range: may include but are not limited to - visualising, improvisation.

3.2 Facilitation method incorporates use of collaboration and direction.

Range: facilitation method involves at least one of - individual, pair, small group, large group.

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**element 4**

Generate an idea into a plan.

**performance criteria**

4.1 Conceptualisation maximises use of a range of starting points.

Range: may include but are not limited to - exposure to other art forms, observation of human and animal behaviour, nature, dreams, personal and group experience.

4.2 Conceptualisation demonstrates evidence of individual contribution towards generation of an idea and plan.

4.3 Recorded plan develops the idea.

Range: discuss, record, evaluate, select, plan, reflect.

**element 5**

Workshop dance.

**performance criteria**

5.1 Workshopping demonstrates a range of interactive processes in generating movement vocabulary.

Range: may include but are not limited to - improvisation, problem solving; pair, group collaboration.

5.2 Workshopping processes demonstrate use of individual contribution.

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- 5.3 Work in progress displays use of choreographic structures and devices.
- Range: may include but are not limited to -  
structures - musical structures, phrasing, individual, pair, group relationship;  
devices - motif, juxtaposition, repetition.
- 5.4 Work in progress displays use of choreographic processes and methods.
- Range: may include but are not limited to -  
processes - visualising, improvisation;  
methods - individual, pair, small group, large group.
- 5.5 Evaluation reflects on use of methods and processes.

**element 6**

Demonstrate people skills.

**performance criteria**

- 6.1 Organisational skills are demonstrated.
- Range: scheduling, time management, physical and technical arrangements.
- 6.2 Working relationships display concern, respect for and appreciation of self, individuals and individual differences.
- 6.3 Working with others displays a range of communication skills suited to tuition needs.
- 6.4 Working processes incorporate clear strategies to preserve safety and health of others.

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- 6.5 Working relationships and methods demonstrate and encourage in others trust and commitment to the work in progress.

**element 7**

Present choreographed dance.

Range: presentation should be of approximately three minutes duration.

**performance criteria**

- 7.1 The presentation communicates a physical and emotional representation of an idea.

- 7.2 The presentation is evidence of refinement as a product of rehearsal.

- 7.3 Personal review is recorded which displays critical evaluation and reflection of the presentation and how it was developed.

Range: choreographic elements, structures, devices, methods and processes relevant to the realisation of the idea.

- 7.4 Work displays a range of choreographic elements, structures, devices, and methods.

Range: space, time, dynamics, relationships;  
phrasing, musical structures;  
motif, juxtaposition, repetition;  
visualising, improvisation.

**Comments on this unit standard**

Please contact the NZQA National Qualifications Services [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.

**Please Note**

Providers must be accredited by the Qualifications Authority or a delegated inter-institutional body before they can register credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by the Qualifications Authority before they can register credits from assessment against unit standards.

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Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for providers wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

This unit standard is covered by AMAP 0226 which can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.