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**DANCE PERFORMANCE**  
**Demonstrate dance**

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<b>level:</b>	<b>2</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: demonstrate fundamental movement vocabulary and skills in performing dance; demonstrate safe physical dance practice; articulate knowledge of dance context; and participate in dance in a performance context.
<b>entry information:</b>	Open.
<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>	1 Demonstration at this level involves execution of fundamental vocabulary and patterns in movement sequences.

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- 2 Glossary of terms used in this unit standard:  
*Fundamental* refers to the essential vocabulary of the dance form.  
*Dance form* refers to a particular style of dance with a specific vocabulary.  
*Performance context* refers to performance in front of an audience, which may include workshop setting with fellow students as audience.
- 3 The range of dance contexts provided in element 3 is intentionally broad. It is anticipated that the unit standard provider will locate and narrow the context so that candidates undertaking the unit standard satisfy the outcomes in one specific dance form.
- 4 Group performance or solo work may be used as assessment event(s), but assessment must ultimately be based on individual contribution in dance performance.
- 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 standard must include both developmental process and the performance product.
- 7 Respect for ownership of original ideas and cultural sensitivity underpins the learning and teaching in this unit standard.

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**Elements and Performance Criteria**

**element 1**

Demonstrate fundamental movement vocabulary and skills in performing dance.

**performance criteria**

1.1 Vocabulary and movement patterns of a dance form are identified and displayed in a specific dance form.

Range: locomotor and/or non-locomotor - skills, combinations; variations in use of - space, time, dynamic.

1.2 Response to visual and/or aural instruction demonstrates the ability to reproduce movement sequences.

1.3 Dance presentation demonstrates knowledge of rhythms in relation to dance.

Range: may include but are not limited to - metered, non-metered, internal rhythms; significance of - accent, timing, responding to sound cues.

**element 2**

Demonstrate safe physical dance practice.

**performance criteria**

2.1 Warm up is justified in terms of the physiological reasons for it.

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2.2 Physical warm up process is demonstrated relevant to the dance form.

2.3 Factors that safeguard health and performance of a dancer are evident.

Range: may include but is not limited to - correct alignment; personal hygiene; appropriate clothing and footwear; safe environments, including floor and heating.

**element 3**

Articulate knowledge of dance context.

Range: written, oral, visual, or combination;  
duration - three to five minutes or the equivalent in recorded form.

**performance criteria**

3.1 Knowledge of background context of the specific dance form is explained.

Range: at least one of - cultural, social, historical, political, artistic, spiritual, recreational, geographical, psychological.

3.2 The dance form is justified in relation to its original existence.

3.3 Explanation articulates current relevance of the dance form.

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#### **element 4**

Participate in dance in a performance context.

Range: presentation should be of three to five minutes duration.

#### **performance criteria**

4.1 Fundamental vocabulary and movement patterns of the dance form are presented in a dance work.

4.2 Dance is demonstrated in performance with attention to safe physical dance practice.

4.3 Dance content is demonstrated with attention to proficient execution.

Range: may include but is not limited to evidence of - rhythm, space, energy, purpose, focus, involvement.

4.4 Performance of the work is compatible with the stylistic features of the dance form.

4.5 Personal review reflects on participation in dance performance.

Range: one of - visual, oral, written, combination;  
description of - contribution, feelings, reflection on performance.

#### **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.

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

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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>.