

Achievement Standard

Subject Reference Dance 1.2

Title Perform dance sequences

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

Subfield Dance

Domain Dance Performance

Status Registered **Status date** 9 December 2010

Planned review date 31 December 2014 **Date version published** 9 December 2010

This achievement standard involves performing 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 clarity and control. 	<ul style="list-style-type: none"> Perform dance sequences with clarity, control and accuracy.

Explanatory Notes

- This achievement standard is derived from the Arts learning area in *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and relates to the strands *Communicating and Interpreting* and *Developing Practical Knowledge* in Dance, Level 6:
 - Develop and demonstrate skills in selected dance genres and styles;
 - Prepare, rehearse and perform a range of dances and demonstrate an understanding of the performance requirements of the genres and contexts.
- A dance sequence is a series of connected movements that is not a complete dance in itself.
- Dance sequences* will consist of two or more sequences that:
 - demonstrate stylistic techniques and movements usually associated with particular dance genres or styles or that include personal ways of moving that emerge from improvisation and creative work
 - may be performed as a solo, duet or group.

- 4 *Perform* means:
- recalling and reproducing a dance sequence as required by the demonstration and/or description of the dance being performed.

Depending on the context, *clarity and control* involves one or more of the following:

- clear shapes and movements
- appropriate size of movement
- concentration on the task (eg maintaining composure).

Depending on the context, *clarity, control and accuracy* involves one or more of the following:

- appropriate posture
- skilled use of weight shifts and balance
- accurate use of space and timing
- appropriate energy.

- 5 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.
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Quality Assurance

- 1 Providers and Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against achievement standards.
- 2 Accredited providers and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Accreditation and Moderation Action Plan (AMAP) reference

0233