

Achievement Standard

Subject Reference Dance 1.6

Title Demonstrate knowledge of a dance genre or style

Level 1 **Credits** 4 **Assessment** External

Subfield Dance

Domain Dance Perspectives

Status Registered **Status date** 9 December 2010

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This achievement standard involves demonstrating knowledge of a dance genre or style.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate knowledge of a dance genre or style. 	<ul style="list-style-type: none"> Demonstrate in-depth knowledge of a dance genre or style. 	<ul style="list-style-type: none"> Demonstrate comprehensive knowledge of a dance genre or style.

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 *Understanding the Arts in Context* and *Developing Practical Knowledge* in Dance, Level 6:
 - Explore, investigate and describe the features and backgrounds of a variety of dance genres and styles;
 - Develop and demonstrate skills in selected dance genres and styles and explore the use of a variety of technologies.
- To *demonstrate knowledge of a dance genre or style* involves, as appropriate:
 - Using descriptions, diagrams and/or drawings to show knowledge of features and/or the background of a dance genre or style.

To *demonstrate in-depth knowledge of a dance genre or style* could typically involve:

- Using detailed descriptions, diagrams and/or drawings to show knowledge of a number of aspects of features and/or background of a dance genre or style.

To *demonstrate comprehensive knowledge of a dance genre or style* could typically involve:

- Using detailed and thorough explanations to show knowledge of the connection between features, or between a feature and the background or context of the dance genre or style.

3 *Knowledge* will be limited to a selection of the following:

- Features of a dance genre or style (eg characteristic movements, design elements, performers and/or practitioners, roles, setting, terminology, themes or ideas, variations within the genre or style).
- Background of the dance genre or style (eg function, origin, purpose, setting, significance, status).

4 *Genre* is a specific category of dance that has a tradition or history and is identifiable by specific characteristics, social functions and cultural contexts (eg Māori performance, ballet, contemporary dance).

Style is the recognised manner or distinguishing way in which a dance is made and communicated and according to which it is interpreted. Style is often associated with a particular performer, performance group, choreographer or period (eg poi dance, Romantic ballet, Martha Graham style).

The genre or style of dance studied for this achievement standard can include, but is not limited to - ballet, bharata natyam, capoeira, Fosse-style jazz, gumboot dance, haka, tango, tap, waiata-a-ringā.

5 Assessment specifications for this achievement standard can be accessed through the dance resources page found at <http://www.nzqa.govt.nz/ncea/resources>.

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