

## Achievement Standard

**Subject Reference** Dance 2.2

**Title** Choreograph a solo dance to communicate an intention

**Level** 2      **Credits** 4      **Assessment** Internal

**Subfield** Dance

**Domain** Dance Choreography

**Status** Registered      **Status date** 17 November 2011

**Planned review date** 31 December 2014      **Date version published** 17 November 2011

This achievement standard involves choreographing a solo dance to communicate an intention.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Choreograph a solo dance to communicate an intention.</li> </ul>	<ul style="list-style-type: none"> <li>Choreograph an effective solo dance to communicate an intention.</li> </ul>	<ul style="list-style-type: none"> <li>Choreograph an imaginative solo dance to communicate an intention.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Level 7. It is aligned with the achievement objectives in the *Developing Practical Knowledge* and *Developing Ideas* strands for Dance, and relates to the material in the *Teaching and Learning Guide for Dance*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
- Choreograph a solo dance to communicate an intention* involves:
  - defining a clear intention
  - using the dance elements, such as using: two different forms of locomotion, more than one level, a variety of pathways (eg a diagonal pathway followed by a circular pathway), more than one facing
  - ordering movements for a solo dancer, such as: including repetition of movements and phrases, beginning and ending the dance with similar movements or shapes
  - relating some of the choreographic decisions to the choreographic intention of the dance.

*Choreograph an effective solo dance to communicate an intention* involves:

- varying the use of the dance elements, such as using: a variety of locomotor movements, a variety of non-locomotor movements, complementary and contrasting shapes, a variety of spacing, contrasting levels, variations in tempo
- making choices of movement material to communicate the choreographic intention such as developing a motif that relates to an idea, mood, or image
- using transitions that smoothly connect to movements before and after
- ordering of movement material for a solo dancer such as: retrograding the beginning of the dance at the end, using repetition and variation of movements and phrases.

*Choreograph an imaginative solo dance to communicate an intention* involves:

- using the dance elements to develop unusual movement material and unexpected combinations of movements
- choosing movement purposefully to convey the idea, mood, or image
- ordering movements for a solo dancer such as: building to a climax, creating a sense of unity, including complementary and contrasting movements, using an evolved version of the beginning movements at the end of the dance
- using transitions to produce a sense of flow throughout the dance.

3 *Choreography* is the planning and producing of the movement for a dance. This may involve the invention of new movement through improvisation or the reordering of known steps or short sequences of movement.

- A *solo dance* is a series of structured movements performed by one dancer that together produce a sense of unity.
- An *intention* is the idea, mood, or image that the choreographer is intending to convey.

4 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).

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### Replacement Information

This achievement standard replaced AS90294.

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### Quality Assurance

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

Consent and Moderation Requirements (CMR) reference

0233