

## 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 2016      **Date version published** 12 December 2013

This achievement standard involves performing dance sequences.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Perform dance sequences.</li> </ul>	<ul style="list-style-type: none"> <li>Perform dance sequences with clarity and control.</li> </ul>	<ul style="list-style-type: none"> <li>Perform dance sequences with clarity, control and accuracy.</li> </ul>

### Explanatory Notes

1 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.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#).

2 A dance sequence is a series of connected movements that is not a complete dance in itself.

3 *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](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).

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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