

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 2019 **Date version published** 20 November 2014

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"> Choreograph a solo dance to communicate an intention. 	<ul style="list-style-type: none"> Choreograph an effective solo dance to communicate an intention. 	<ul style="list-style-type: none"> Choreograph an imaginative solo dance to communicate an intention.

Explanatory Notes

- 1 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>.

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](#) for the relevant learning area.

- 2 *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 <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.
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Replacement Information

This achievement standard replaced AS90294.

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.