

## Achievement Standard

**Subject Reference** Dance 1.1

**Title** Compose dance sequences for given briefs

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

**Subfield** Dance

**Domain** Dance Choreography

**Status** Registered      **Status date** 9 December 2010

**Planned review date** 31 December 2019      **Date version published** 17 November 2016

This achievement standard involves composing dance sequences for given briefs.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Compose dance sequences for given briefs.</li> </ul>	<ul style="list-style-type: none"> <li>Compose effective dance sequences for given briefs.</li> </ul>	<ul style="list-style-type: none"> <li>Compose imaginative dance sequences for given briefs.</li> </ul>

### 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 *Developing Practical Knowledge* and *Developing Ideas* in Dance, Level 6:
  - Select and use choreographic devices, structures, processes and technologies to develop and give form to dance ideas;
  - Develop and demonstrate skills in selected dance genres and styles.

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.

- Definitions
  - A *dance sequence* is a series of connected movements that work together to communicate the composition brief. A sequence is not a complete dance.
  - A *given brief* is the idea, movement problem or framework for the composition task provided by the teacher. The brief should focus on students using the elements of dance (space, time, body, relationships and energy) and transitions. Students may use choreographic devices to develop movement material.

- *Composing* may involve personal ways of moving that emerge from improvisation and creative work. Composition may also consist of stylistic techniques and movements usually associated with particular dance genres or styles.

3 To *compose dance sequences* students will create movement that interprets the different briefs and involves demonstrating understanding, as appropriate, of:

- action content (locomotor or non-locomotor) and spatial concepts
- the use of positive and negative shapes
- ways of reordering known steps
- the effect of timing, rhythmic qualities and/or musicality
- relationships of individuals and/or groups to each other and to the environment
- the use of motif and development.

*Effective dance sequences* involves one or more of the following, as appropriate:

- variation in locomotor movement, body base, tempo, weight, level
- an emphasis on the use of a variety of body parts, including the torso and head
- still beginning and ending shapes or an exit/entrance that reflects the given brief
- appropriate use of repetition.

*Imaginative dance sequences* involves one or more of the following, as appropriate:

- movement choices that are unusual or unexpected
- variation in facings, formations, energy quality etc
- complementary or contrasting use of body shapes, movements, levels etc
- purposeful ordering of material
- repetition with variation.

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 AS90001.

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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