

Achievement Standard

Subject Reference Dance 1.5

Title Demonstrate understanding of a dance performance

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

Subfield Dance

Domain Dance Perspectives

Status Registered **Status date** 9 December 2010

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

This achievement standard involves demonstrating understanding of a dance performance.

Achievement Criteria

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

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 strand *Communicating and Interpreting* in Dance, Level 6:
- Describe, explain and respond to the ways that dance uses elements, devices, structures, performance skills, and production technologies to communicate images, themes, feelings and moods.

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 *Demonstrate understanding of a dance performance* involves identifying and describing key aspects of a dance performance.

Demonstrate in-depth understanding of a dance performance involves describing in detail key aspects of a dance performance. For example:

- A production technology (the fabric, style, features, colour and accessories of the costume).

- The opening moment (the dancers' entrance or opening shape, first movements, the appearance of the lighting etc).

Demonstrate comprehensive understanding of a dance performance involves explaining the relationship between key aspects of a dance performance. For example:

- The links between costume design and the movements.
- The connection between the opening moment and the choreographic intention.
- The way the dance relates to the title.

- 3 Key aspects of a *dance performance* involves a selection of the following:
- Choreographic features (eg individual movements, sequences, use of the body, use of space, use of time, use of energy, use of choreographic devices and structures, relationships between performers, visual and aural design).
 - Production technologies (eg lighting, sound, venue, costume, set, props, make-up, accompaniment).
 - Characteristics of the genre or style of dance.
 - Performers (eg gender, role, skill, number of performers).
 - Performance context and/or setting (eg on stage, outdoors).
 - Ideas, moods and emotions communicated in the dance.

A *dance performance* must:

- be a recognised work performed by professional or specialist dancers
- use a variety of choreographic and technical features
- be a good example of a genre (or fusion of genres) or style.

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

Replacement Information

This achievement standard replaced AS90004.

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