

Achievement Standard

Subject Reference	Dance 3.7		
Title	Analyse a dance performance		
Level	3	Credits	4
		Assessment	External
Subfield	Dance		
Domain	Dance Perspectives		
Status	Registered	Status date	4 December 2012
Planned review date	31 December 2019	Date version published	17 November 2016

This achievement standard involves analysing a dance performance.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Analyse a dance performance. 	<ul style="list-style-type: none"> Analyse a dance performance in depth. 	<ul style="list-style-type: none"> Comprehensively analyse a dance performance.

Explanatory Notes

- This achievement standard is derived from The Arts learning area in *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Level 8. It aligns with the Communicating and Interpreting strand of Dance.
 - Critically analyse, interpret, and evaluate the artistic features and the communication of ideas in a range of dance works.
 It also relates to the material in the *Teaching and Learning Guide for Dance*, Ministry of Education, 2012 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.

- Analyse a dance performance* involves demonstrating knowledge and understanding of and evaluating key aspects of a dance performance, with supporting evidence. This typically involves:
 - describing key aspects of the dance performance
 - evaluating the use of a range of those key aspects
 - explaining the ideas that are communicated in the dance performance.

Analyse a dance performance in depth involves:

- interpreting the significance of key aspects of the dance performance

- evaluating their effect, purpose, or contribution
- explaining the connections and relationships between key aspects of the dance performance.

Comprehensively analyse a dance performance involves:

- discussing the ways different aspects combine to produce an effect or convey meaning
- critically evaluating the contribution of key aspects to the overall effectiveness of the dance performance.

3 Key aspects of a dance performance typically include:

- choreographic features (e.g. individual movements, sequences, use of the body, use of space, use of time, use of energy, use of choreographic structures, the use of repetition and variation, the use of formations, groupings, relationships between the performers and the visual and aural design)
- aspects of form such as the use of unison, sequential, contrasting and complementary movements
- structural components (e.g. opening and closing sequences, entrances and exits, use of climax, and structures such as narrative, ABA etc)
- production technologies (e.g. lighting, sound, venue, costume, set, props, make-up, accompaniment)
- characteristics and context of the genre or style of dance
- performers (e.g. gender, role, skill, number of performers)
- performance context and/or setting (e.g. on stage, outdoors)
- ideas, moods and emotions communicated in the dance
- the choreographic intention of the choreographer.

4 The *dance performance*:

- is a recognised work performed by professional or specialist dancers
- uses a variety of choreographic and technical features
- is a good example of a genre or style, or a fusion of genres
- has depth of meaning and complexity.

5 Using supporting evidence involves using specific and relevant details from the dance performance to support an interpretation and may also include reference to:

- reviews of the dance
- comments from the choreographer
- programme notes.

6 Descriptions and explanations may include diagrams and drawings.

7 Assessment Specifications for this achievement standard can be accessed through the Dance Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/>.

Replacement Information

This achievement standard replaced AS90597.

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