

Achievement Standard

Subject Reference	Dance 2.7		
Title	Provide an interpretation of a dance performance with supporting evidence		
Level	2	Credits	4
		Assessment	External
Subfield	Dance		
Domain	Dance Perspectives		
Status	Registered	Status date	17 November 2011
Planned review date	31 December 2020	Date version published	20 November 2014

This achievement standard involves providing an interpretation of a dance performance with supporting evidence.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Provide an interpretation of a dance performance with supporting evidence. 	<ul style="list-style-type: none"> Provide an in-depth interpretation of a dance performance with supporting evidence. 	<ul style="list-style-type: none"> Provide a perceptive interpretation of a dance performance with supporting evidence.

Explanatory Notes

- 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 *Communicating and Interpreting* and *Understanding the Arts in Context* 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.

- Provide an interpretation of a dance performance with supporting evidence* involves:

 - describing key aspects of a dance performance such as individual movements, sequences, use of space, use of energy, use of choreographic structures, the use of repetition and variation, the use of formations and groupings, set, costumes, music and lighting

- demonstrating understanding of ways in which meaning is conveyed such as through the costume designs, movements choices, groupings, characterisation
- responding to aspects of a dance performance such as conveying the reasons for enjoying or not enjoying the dance, enjoying or not enjoying the performance of specific dancers, enjoying or not enjoying the genre.

Provide an in-depth interpretation of a dance performance with supporting evidence involves:

- explaining the ways in which meaning is conveyed in detail such as the ways the production technologies contribute to conveying meaning, interpreting the symbolism of individual movements (eg in Bharata Natyam or ballet, the way the opening movements introduce the ideas in the dance)
- making reasoned responses to aspects of the performance such as evaluating the impact of the dance on an audience, evaluating the effectiveness of the designs and movement choices, discussing the importance of the theme, interpreting the possible choreographic intention of the dance.

Provide a perceptive interpretation of a dance performance with supporting evidence involves:

- explaining perceptively the ways in which meaning is conveyed such as the relationships between the movements used and the lighting designs, the way the structure contributes to conveying meaning, the way the choreography references other art works
- making perceptive responses to key aspects of the performance such as critically evaluating the relationships between performers, the movements and the visual and aural design, explaining personal interpretations of the designs and movement choices, evaluating the comments of reviewers.

3 *Key aspects* of the dance performance typically include:

- choreographic features (eg 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)
- the use of unison, sequential, contrasting and complementary movements
- structural components (eg opening and closing sequences, entrances and exits, use of climax, and structures such as narrative, ABA etc)
- production technologies (eg lighting, sound, venue, costume, set, props, make-up, accompaniment)
- characteristics and context 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
- the choreographic intention of the choreographer.

4 The 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 style, or a fusion of genres
- have 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 at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/>.
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Replacement Information

This achievement standard replaced AS90297.

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