

Achievement Standard

Subject Reference Dance 1.1

Title Compose a dance sequence in response to a brief

Level 1 **Credits** 5 **Assessment** Internal

Subfield Dance

Domain Dance Performance

Status Approved **Status date** September 2024

Planned review date December 2028 **Date version published** December 2024

Purpose Statement

Students are able to compose a dance sequence in response to a brief.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Compose a dance sequence in response to a brief 	<ul style="list-style-type: none"> Compose an effective dance sequence in response to a brief 	<ul style="list-style-type: none"> Compose an inventive dance sequence in response to a brief

Explanatory Notes

- 1 *Compose a dance sequence in response to a brief* involves:
- using dance movements and dance elements intentionally to create choreography
 - selecting dance movements in response to the brief.

Compose an effective dance sequence in response to a brief involves:

- using variations of dance movements and dance elements within the choreography
- developing dance movements to communicate ideas in response to the brief.

Compose an inventive dance sequence in response to a brief involves:

- using variations of dance movements and dance elements creatively to enhance choreography
- communicating ideas clearly in response to the brief.

- 2 The *brief* provides the scope, theme, length of time, and purpose of the proposed composition, and is intended to act as a stimulus for the student to compose a dance sequence. The brief must be approved by the teacher.

- 3 A *dance sequence* is a series of connected dance movements that work together. A sequence is not a complete dance.

An *inventive dance sequence* means creative choices have been made which enhance choreography. An inventive sequence may include, for example:

- movement choices that are unusual or unexpected
- creative use of repetition, facings, formations, and energy qualities
- complementary or contrasting use of body shapes, movements, levels.

- 4 *Dance movements* means the use of the body in dance.

Developing dance movements refers to purposefully shaping, ordering, refining, or extending dance movements in response to a brief.

- 5 *Dance elements* are the key components of dance movement. These include:

- body
- space
- time
- energy
- relationships.

- 6 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.

- 7 This achievement standard is derived from the Arts Learning Area at Level 6 of *The New Zealand Curriculum: Learning Media*, Ministry of Education, 2007.

Replacement Information

This achievement standard and AS91937-AS91939 replaced AS90002, AS90005, and AS90858-AS90861.

Quality Assurance

- 1 Schools and institutions must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Schools and institutions with consent to assess must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference 0233
