

Field Arts and Crafts**Review of *Dance* Level 2 achievement and unit standards****Unit standards**

Subfield	Domain	ID
Dance	Dance Choreography	11500
	Dance Performance	11497, 14876-14884
	Dance Perspectives	11501

Achievement standards

Domain	ID	Subject reference
Dance Choreography	90293	Dance 2.1
	90294	Dance 2.2
Dance Performance	90295	Dance 2.3
	90296	Dance 2.4
Dance Perspectives	90297	Dance 2.5
	90298	Dance 2.6

The Ministry of Education and NZQA National Qualifications Services have completed a review of the achievement and unit standards listed above.

New Registration date **November 2011**

Date new versions published **November 2011**

Planned review date **December 2014**

Summary of review and consultation process

In 2008 the Ministry of Education (MoE) and NZQA began to review achievement and unit standards in light of the revised New Zealand Curriculum (NZC). This Alignment of Standards (AoS) review also addressed duplication of outcomes, credit parity, fairness, consistency, and coherence. The AoS review was guided by the revised NZC itself and the Principles for Standards Review. A copy of the NZC is available at: <http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum>.

Teacher subject associations were involved in the review, and draft achievement standards were the focus of wide consultation, especially with secondary schools and teachers. Extensive resources, including student exemplars, were also developed to support these standards, and are available on the MoE and/or the NZQA websites.

The review of unit standards included consultation with tertiary providers to assess continued relevance and likely future use of the standards. Unit standards that duplicate achievement standard outcomes and those without the likelihood of future tertiary use were recommended for expiry.

National consultation was undertaken in 2010, with the results analysed by Research New Zealand. The responses were generally positive.

The review of these Level 2 unit and achievement standards was completed in time for implementation in schools in 2012. The review of unit and achievement standards at Level 1 was completed in time for implementation in schools in 2011. Standards at Level 3 will be implemented in 2013.

Main changes resulting from the review

- All NZC Level 7 (NZQF Level 2) outcomes derived from the NZC are now assessed using achievement standards, and there are no longer any unit standards linked to the NZC.
- Existing achievement standards were reviewed and new achievement standards were developed to align with the NZC. See [table](#) below.
- Grading criteria for achievement standards were reviewed in accordance with the Standards Review Guidelines.
- Unit standards that recognised similar outcomes as achievement standards were recommended for expiry. See [table](#) below.

For a more detailed description of the review of, and the changes to, the Dance standards see the appendix at the end of this report.

Impact on Consent and Moderation Requirements (CMR)

All new achievement standards have been registered on CMR 0233.

Impact of changes on [NCEA Exclusions List](#)

For transition purposes, the following exclusions will apply for new achievement standards.

Achievement standard	Excluded against each of these standards
91205	90293
91206	90294
91207	90295
91208	90296
91209	11497, 14876
91211	90297
91212	90298

Review Categories and changes to classification, title, level, and credits

The following summary shows the changes made to the standards as a result of the review. All changes are in **bold**. Where a new or a new version of an externally assessed achievement standard is registered, the following designation appears after the title **[Externally Assessed]**.

Key to review category	
A	Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number
B	Changes made, but the overall outcome remains the same - the new version of the standard carries the same ID and a new version number
C	Major changes that necessitate the registration of a replacement achievement standard with a new ID
D	Achievement standard will expire and not be replaced

Externally assessed achievement standards categorised as category C expire at the end of	December 2011
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Internally assessed achievement standards and unit standards categorised as category C or D expire at the end of	December 2012
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Arts and Crafts > Dance > Dance Choreography

ID	Title	Level	Credit	Review Category
11500	Explore the making of dance	2	6	D
90293 91205	Choreograph a section of dance for a group Choreograph a group dance to communicate an intention	2 2	5 4	C
90294 91206	Choreograph a solo dance Choreograph a solo dance to communicate an intention	2 2	5 4	C

Arts and Crafts > Dance > Dance Performance

ID	Title	Level	Credit	Review Category
11497	Demonstrate dance	2	6	C
14876	Experience dance	2	4	C
91209	Perform a repertoire of dance	2	6	
14877	Experience and compare two dance forms	2	4	D
14878	Demonstrate dance - Ballet	2	6	D
14879	Demonstrate dance - improvisation	2	6	D
14880	Demonstrate dance - Highland	2	6	D
14881	Demonstrate dance - Jazz	2	6	D
14882	Demonstrate dance - Sailor's Hornpipe	2	6	D
14883	Demonstrate dance - Tap	2	6	D
14884	Demonstrate dance - Irish Step	2	6	D
90295 91207	Perform an ethnic or social dance Perform an ethnic or social dance to communicate understanding of the style	2 2	3 4	C
90296 91208	Perform in a theatre dance work Perform a theatre dance to communicate understanding of the dance	2 2	3 4	C

Arts and Crafts > Dance > Dance Perspectives

ID	Title	Level	Credit	Review Category
11501	Investigate dance context	2	4	D
90297 91211	Analyse and discuss a dance performance Provide an interpretation of a dance performance with supporting evidence [Externally Assessed]	2 2	4 4	C
90298 91212	Demonstrate knowledge of influences on a selected dance genre or style Demonstrate understanding of a dance genre or style in context [Externally Assessed]	2 2	4 4	C

ID	Title	Level	Credit	Review Category
91210	Demonstrate understanding of a range of choreographic processes	2	4	New

Appendix

Development of Level 2 Dance Standards

Process of Aligning Standards with *The New Zealand Curriculum*

The achievement standards were reviewed to align them with the Achievement Objectives (AOs) for *Dance in The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007. A revised matrix was also developed to align the standards with the new *Dance* AOs.

Consideration was given to the learning area statement for *The Arts* in order to give students the opportunity to work both independently and collaboratively. There are opportunities in all of the internally assessed standards for students to engage meaningfully with the *Key Competencies*.

The values of *The New Zealand Curriculum* are acknowledged with students encouraged to value excellence, innovation, inquiry, and curiosity through critical, reflective and creative thinking. The standards allow for diversity; equity; community and participation, through reference to culture and heritage.

Addressing Duplication

Where outcomes (or parts of the outcomes) of standards were duplicated, unit standards were recommended for expiry (for example, Unit 14880, *Demonstrate dance - Highland*, can be assessed under AS91207 (2.3) *Perform an ethnic or social dance*.

The Performing Arts Technology matrix allows assessment opportunities of technology and production aspects of dance.

Addressing Credit Parity

Credits have been allocated to the standards on the basis of one credit representing approximately ten hours of learning, including time for assessment. The complexity and nature of the standards were also considered in making these decisions.

External and Internal Assessment

No changes have been made to the number of standards available for external assessment. Consultation feedback indicated that the previous balance is appropriate.

What has changed?

Many of the changes in title and criteria reflect the principles outlined at the beginning of this appendix. The outcomes of many standards have not changed substantially.

The 24 credit limit on the matrix of achievement standards has been lifted in order to ensure that the matrix reflects all the key outcomes of the curriculum. New standards have been added accordingly as follows:

AS91210 (2.6) *Demonstrate understanding of a range of choreographic processes*
 AS91209 (2.5) *Perform a repertoire of dance*.

AS91205 (2.1)

- Title (and content) of AS 2.1 now refers to 'Choreograph a group dance to communicate an intention'
- Credits of new standard set at 4 (previous standard was 5) to better reflect the time taken for teaching and learning, preparation for assessment, and assessment.
- Students now choreograph a complete dance (rather than a section as per the previous standard). The choreography for AS 2.1 may now involve a collaborative process, which better reflects that collaborative processes are an integral part of choreography.
- The explanatory notes better clarify and distinguish the requirements at each grade.

AS91206 (2.2)

- Change of title of AS 2.2 'Choreograph a solo dance to communicate an intention' to include the words 'to communicate a choreographic intention'.
- Reduction of credits from 5 to 4 to better reflect the time taken for teaching and learning, preparation for assessment, and assessment.
- Less emphasis on choreographic devices and a broadening of the criteria to better reflect the variety of processes and components used in choreography.
- Significant rewrite of the explanatory notes to clarify and distinguish the requirements at each grade.

AS91207 (2.3)

- Change of title to include 'to communicate understanding of the style'
- Rewrite of explanatory notes for AS 2.3 to clarify and distinguish the requirements at each grade.
- Increase of credits from 3 to 4 to better reflect the time taken for teaching and learning, preparation for assessment, and assessment.

AS91208 (2.4)

- Change of title to include 'to communicate understanding of the dance'
- Rewrite of explanatory notes for AS 2.4 to clarify and distinguish the requirements at each grade.
- Increase of credits from 3 to 4 to better reflect the time taken for teaching and learning, preparation for assessment, and assessment.

AS91209 (2.5)

- The addition of new standard AS 2.5 'Perform a repertoire of dance'. This standard replaces unit standards 11497 and 14876 that were used to assess students' ability to perform a programme of dances.
- The standard aligns with the 'Developing Practical Knowledge'; and 'Communicating and Interpreting' strands for Dance within The Arts learning area.
- A repertoire is a stock of dances that is known and can be performed. As opposed to one dance that is performed for assessment, a repertoire of dance is maintained so that it can be performed on more than one occasion.
- The performance of 3 or more dances allows the student to demonstrate greater depth of understanding of the chosen genre. It may allow for exploration of a number of styles within the genre.
- In this standard performance skills need to be sustained over a series of dances.
- Dancers in tertiary education and the dance profession are required to vary techniques and expressive qualities over a series of dances. This achievement standard allows students to demonstrate this ability.

- This standard reflects the Principle of inclusion in the Curriculum that requires students' abilities and talents to be recognised and affirmed (p9 NZC).
- This standard reflects the Principles and Values in the Curriculum of striving to achieve personal excellence, connecting learning with students' wider lives, providing opportunities for participation and working together to achieve goals, and opening up pathways to further learning.

AS91210 (2.6)

- The addition of new standard AS 2.6 'Demonstrate understanding of a range of choreographic processes'.
- Aligns with the 'Developing Ideas'; 'Developing Practical Knowledge'; and 'Communicating and Interpreting' strands for Dance within The Arts learning area.
- Assesses the processes involved in choreography rather than assessing the product.

AS91211 (2.7)

- Change of title of AS 2.7 to 'Provide an interpretation of a dance performance with supporting evidence'. This was to remove the conjunction in the previous title.
- Rewrite of explanatory notes for AS 2.6 to clarify and distinguish the requirements at each grade.

AS91212 (2.8)

- Change of title of AS 2.8 to 'Demonstrate understanding of a dance genre or style in context'. This was to remove the conjunction in the previous title.
- Rewrite of explanatory notes for AS 2.8 to clarify and distinguish the requirements at each grade and broaden the possibility of questions that could be developed for examinations.