

NCEA Dance Remote Learning and Assessment

Subject matrices are a guide to assessment where remote teaching, learning and assessment have to take place due to a significant event leading to closure of schools over an extended period of time. For example, lockdown, natural disaster, etc.

General Guidance

For some standards, students may need access to a camera/phone and internet to upload video evidence to a platform for assessors. This may pose issues around access and equity for some students, which you will need to consider in your programme planning.

[Authenticity](#) of student evidence needs to be assured regardless of the method of collecting evidence. This must be in line with the learning centre's policy and NZQA's [Assessment Rules for Schools with Consent to Assess](#).

Assessors need to ensure that the evidence represents the student's own work. For example, the assessor could check progress with set milestones, or a student could use a journal or photographic entries to record progress.

Supporting Evidence

Most Dance standards do not require group work. There are only two standards that do require a group - all others can be achieved individually. The exceptions are Level 2 91205 Choreograph for a group, and Level 3 91591 Perform a group dance.

- Although group choreography is preferred, this is not a requirement of the standard, so the Level 1 and 3 choreography standards could be solo choreography if the need arises.
- Consider including the portfolio type standards in your programme (Choreographic processes at Level 2, and Performance practices at Level 3). These standards do not need to be a research project, but instead a guided process that collects online evidence (written, verbal, visual, etc) can be achieved remotely. The Level 2 choreographic processes would work well if the students were also undertaking a solo choreography task. This process would require regular check in points along the way, e.g. "Send a photo of your opening shape and explain its purpose/significance", "film a traveling movement from your dance and explain why you have used this and why you are traveling in that direction", etc. Provide students with links to online examples of dance to look at, and then set some analysis type activities around these works. Resist letting the students just write their answers for these standards. They will still need to physically explore the dance elements and

try out different choreographic processes, much of which could be filmed as evidence.

- Use a platform that students are already familiar with for sharing their videos.
- Most dance standards (both performance and choreography) do not require an audience to perform to, so there is no requirement for the student to dance in front of a public audience or even other students.
- The standards do state that the assessment should occur live, which in ideal circumstances means the assessor is present for the performance. In the case of remote assessment, a live stream or a video would suffice.
- Reconsider the inclusion of repertoire standards, as these are the standards where work is expected to be presented at a more formal setting and over a series of performances. This may not be as easy to arrange under remote learning conditions. Instead replace these with the one-off performance standards which do not require an audience or public performance and only need to be performed once. Exceptions would be those students who have naturally occurring evidence towards the repertoire standards e.g. they already have a repertoire of dance works that they have had the opportunity to present formally e.g. in dance competitions or festivals during in the year.
- Further support can be found in the clarifications and exemplar documents on the NZQA Dance page.

Dance Matrix

COLOUR KEY: A colour-coding system to categorise standards according to the advice in this document.

Green:	These standards are suitable for remote teaching, learning and assessment.
Blue:	Teachers can facilitate assessment against these standards by remote learning with guidance (refer to General Guidance above).
Orange:	These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.
Red:	These standards require a collaborative process or interaction with others, and are not suitable for remote teaching, learning and assessment.

Level 1	Level 2	Level 3
<p>AS 91936 1.1</p> <p>Internal (5 credits)</p> <p>Compose a dance sequence in response to a brief</p> <p>Assessment could take place remotely, with the sequence being composed and shown (and recorded) live via an online video conferencing platform with the assessor. The assessor should check in regularly while the sequence is being developed, to ensure a choreographic process that will likely lead to success is being adhered to. Students are required to compose one dance sequence, and this can be a solo.</p> <p>The Subject Learning Outcomes, standard, Unpacking, Conditions of Assessment, and Internal Assessment Activities give guidance on the requirements of the standard.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the development of the composition is recommended.</p> <p>For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work, and also the Conditions of</p>	<p>AS 91205 2.1</p> <p>Internal (4 credits)</p> <p>Choreograph a group dance to communicate an intention</p> <p>It is suggested this be assessed at a time when it is safe for students to participate in a group dance in a school situation.</p>	<p>AS 91588 3.1</p> <p>Internal (8 credits)</p> <p>Produce a dance to realise a concept</p> <p>The dance that is produced can be a solo. Assessment could take place remotely, with the dance being performed (and recorded) live via an online video conferencing platform with the assessor.</p> <p>The use of production technologies can be the consideration of how what was available has been used to support the concept. For example, there is no need for the use of full lighting rigs and elaborate costumes, but the design elements that are used (e.g. the music or sound) should enhance the concept.</p> <p>It is suggested that students avoid choreographing for a group until a later opportunity, although they can work together via digital platforms.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the development of the choreography is recommended.</p> <p>For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake</p>

Level 1	Level 2	Level 3
Assessment for this standard found through the NCEA website.		module: Tāku Reo, Tāku Mahi - My Voice, My Work, and also the Conditions of Assessment for this standard found through the NCEA website.
	<p>AS 91206 2.2 Internal (4 credits) Choreograph a solo dance to communicate an intention.</p> <p>Assessment could take place remotely, with the choreography being performed (and recorded) live via an online video conferencing platform with the assessor.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the development of the choreography is recommended.</p> <p>For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work, and also the Conditions of Assessment for this standard found through the NCEA website.</p>	<p>AS 91589 3.2 Internal (4 credits) Choreograph a dance to develop and resolve ideas.</p> <p>Assessment could take place remotely, with the choreography being performed (and recorded) live via an online video conferencing platform with the assessor.</p> <p>The dance being choreographed can be a solo. It is suggested that students avoid choreographing collaboratively until this can be managed in person, although they can work together via digital platforms.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the development of the choreography is recommended.</p> <p>For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work, and also the Conditions of Assessment for this standard found through the NCEA website.</p>

Level 1	Level 2	Level 3
<p>AS 91937 1.2</p> <p>Internal (6 credits)</p> <p>Perform dance sequences</p> <p>Sequences can be taught using online digital platforms. Assessment could take place remotely, with the sequences being performed (and recorded) live by the student via an online video conferencing platform with the assessor.</p> <p>Students are required to perform two sequences, and these can both be solos.</p> <p>The Subject Learning Outcomes, standard, Unpacking, Conditions of Assessment, and Internal Assessment Activities give further guidance on the requirements.</p>	<p>AS 91207 2.3</p> <p>Internal (4 credits)</p> <p>Perform an ethnic or social dance to communicate understanding of the style</p> <p>The dance can be taught using online digital platforms. Assessment could take place remotely, with the sequences being performed (and recorded) live by the student via an online video conferencing platform with the assessor.</p> <p>This dance can be a solo performance of an ethnic or social dance.</p>	<p>AS 91590 3.3</p> <p>Internal (4 credits)</p> <p>Perform a solo or duet dance</p> <p>A dance can be taught using online digital platforms. Assessment could take place remotely, with the dance being performed (and recorded) live by the student via an online video conferencing platform with the assessor.</p> <p>A solo dance is appropriate for remote learning and assessment.</p> <p>If choosing to assess a duet, this should be left for a suitable time when it is safe for students to perform a duet.</p>
	<p>AS 91208 2.4</p> <p>Internal (4 credits)</p> <p>Perform a theatre dance to communicate understanding of the dance</p> <p>The dance can be taught using online digital platforms. Assessment could take place remotely, with the dance being performed (and recorded) live by the student via an online video conferencing platform with the assessor.</p> <p>This can be a solo performance.</p>	<p>AS 91591 3.4</p> <p>Internal (4 credits)</p> <p>Perform a group dance</p> <p>It is suggested this be assessed at a time when it is safe for students to participate in a group dance in a school situation.</p>

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	<p>AS 91209 2.5 Internal (6 credits)</p> <p>Perform a repertoire of dance</p> <p>It is suggested this be assessed at a time when it is safe for students to participate in group dances in a formal performance setting.</p>	<p>AS 91592 3.5 Internal (6 credits)</p> <p>Perform a repertoire of contrasting dances</p> <p>It is suggested this be assessed at a time when it is safe for students to participate in group dances under formal performance protocols.</p>
<p>AS 91938 1.3 External (4 credits)</p> <p>Demonstrate understanding of the relationship between cultural context and key features of a dance genre or style</p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>	<p>AS 91210 2.6 Internal (4 credits)</p> <p>Demonstrate understanding of a range of choreographic processes</p> <p>Ideal for distance learning and assessment using digital platforms for word processing, video conferencing and sharing online documents. The evidence can be presented using any mode that clearly communicates the student's understanding.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended.</p> <p>For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice,</p>	<p>AS 91593 3.6 Internal (4 credits)</p> <p>Demonstrate understanding of dance performance practices</p> <p>Ideal for distance learning and assessment using digital platforms for word processing, video conferencing and sharing online documents. The evidence can be presented using any mode that clearly communicates the student's understanding.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period, is recommended.</p> <p>For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice,</p>

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	My Work, and also the Conditions of Assessment for this standard found through the NCEA website.	My Work, and also the Conditions of Assessment for this standard found through the NCEA website.
<p>AS 91939 1.4</p> <p>External (5 credits)</p> <p>Demonstrate understanding of the elements of dance in a dance sequence</p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>	<p>AS 91211 2.7</p> <p>External (4 credits)</p> <p>Provide an interpretation of a dance performance with supporting evidence</p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>	<p>AS 91594 3.7</p> <p>External (4 credits)</p> <p>Analyse a dance performance</p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>
	<p>AS 91212 2.8</p> <p>External (4 credits)</p> <p>Demonstrate understanding of a dance genre or style in context</p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>	<p>AS 91595 3.8</p> <p>External (4 credits)</p> <p>Demonstrate understanding of the development of dance in Aotearoa/New Zealand</p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>