



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard Dance Level 2

This exemplar supports assessment against:

Achievement Standard 91206

Choreograph a solo dance to communicate an intention

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to choreograph an imaginative solo dance to communicate an intention.</p> <p>This involves:</p> <ul style="list-style-type: none"> • using dance elements to develop unusual movement material and unexpected combinations of movements • choosing movement purposefully to convey the idea, mood, or image • ordering movements for a solo dancer, e.g. building to a climax, creating a sense of unity, including complementary and contrasting movements • using transitions to produce a sense of flow. <p>This sequence demonstrates the use of imaginative, unexpected and unusual movement choices that combine to clearly communicate the choreographic intention.</p> <p>All movements are clearly linked to the choreographic intention of depicting feelings evoked by Francois Millet's painting <i>The Gleaner's</i>. The student has defined her intention as the portrayal of the long, tiring, repetitive days of the women working in the fields. This is clearly conveyed in the purposefully chosen movement.</p> <p>A variety of successful facings are used and appropriate energy changes within the choreography help create an imaginative dance that flows well. Curved body shapes are a central motif which links directly to the communication of the choreographic intention.</p> <p>The movement material is carefully structured, with the skilful and appropriate use of repetition to create order in the work. Key movements are repeated to good effect, with some appropriate variation such as a change in level or direction.</p> <p>For a more secure Excellence, the student could further manipulate movements to build to a climax within the dance. Variation of tempo could be pushed further for greater impact.</p>

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to choreograph an effective solo dance to communicate an intention.</p> <p>This involves:</p> <ul style="list-style-type: none"> • varying the use of the dance elements, such as using: a variety of locomotor movements, a variety of non-locomotor movements, complementary and contrasting shapes, contrasting levels, variations in tempo • making choices of movement material to communicate the choreographic intention such as developing a motif that relates to an idea, mood, or image • using transitions that smoothly connect to movements before and after • ordering of movement material for a solo dancer. <p>This student has choreographed a dynamic solo dance that incorporates effective variation in movement, tempo, body base, shape and level. There are appropriate changes in dynamics and pace throughout the sequence and some sense of order to help create an effective piece overall.</p> <p>There is a defined choreographic intention of what the dance intended to communicate, i.e. an interpretation of Wassily Kandinsky's painting <i>Composition VI</i> with a particular intention of contrasting soft suspended, light movements with sharp, straight movements. The majority of the composed movements aim to communicate this choreographic intention.</p> <p>To reach Excellence, contrasting aspects of the choreography need more emphasis and distinction to make them truly effective and imaginative. Incorporating more light and shade into the timing and dynamics of the dance would assist with this. The chosen facings need further refinement to ensure they are the best way of highlighting the movement and communicating the ideas. The dance requires more flow in parts.</p>

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to choreograph an effective solo dance to communicate an intention.</p> <p>This involves:</p> <ul style="list-style-type: none"> • varying the use of the dance elements, such as using: a variety of locomotor movements, a variety of non-locomotor movements, complementary and contrasting shapes, contrasting levels, variations in tempo • making choices of movement material to communicate the choreographic intention such as developing a motif that relates to an idea, mood, or image • using transitions that smoothly connect to movements before and after • ordering of movement material for a solo dancer. <p>This student's sequence shows a variety of appropriate and carefully chosen movements to communicate the choreographic intention, which related to ideas taken from a stimulus painting – the neoclassical work <i>Oath of the Horatii</i> by Jacques-Louis David. This included showing ideas such as '<i>straight lines to represent the men and their swords contrasted with lower softer movements to represent the defenceless women and children</i>'. These ideas are clearly evident in the movements.</p> <p>Movements generally connect smoothly to each other and a sense of order is evident in the dance. Tempo and energy have been considered and a variety of facings and levels have been included.</p> <p>For a more secure Merit, there needs to be further exploration of the development and manipulation of a central motif and more use of effective repetition of the most important movements and phrases. Additional variation in tempo, dynamics and expression would create a more effective dance overall. Presently the movement has a sense of the familiar and needs more refinement to make it truly effective.</p>

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to choreograph a solo dance to communicate an intention.</p> <p>This involves:</p> <ul style="list-style-type: none"> • defining a clear intention • using the dance elements, such as: using two different forms of locomotion, more than one level, a variety of pathways, more than one facing • ordering movements for a solo dancer, such as: including repetition of movements and phrases, beginning and ending the dance with similar movements or shapes • relating some of the choreographic decisions to the choreographic intention. <p>This student has appropriately ordered movement into a sequence that communicates the defined choreographic intention of <i>'portraying the bent backs of women working in the harvest and their repetitive gathering movements'</i> developed from Francois Millet's painting <i>The Gleaner's</i>. This intention is clear, and is communicated by including movements based on low levels, curved air and floor pathways, arching of the back and placing of hands on lower back.</p> <p>Dance elements have been suitably used, e.g. use of more than one level, pathway and facing. Repetition has been appropriately included. Effective development and variation of a key motif has started to be explored in this choreography. The use of the <i>'hands motif'</i> movements in unpredictable ways adds some interest to the piece.</p> <p>To reach Merit, transitions need to smoothly connect sequences more effectively and locomotor movement requires more variation and complexity. Facings need further consideration to ensure the most effective ones are included to better show the movement and more effectively communicate the key ideas.</p>

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to choreograph a solo dance to communicate an intention.</p> <p>This involves:</p> <ul style="list-style-type: none"> • defining a clear intention • using the dance elements, such as using: two different forms of locomotion, more than one level, a variety of pathways, more than one facing • ordering movements for a solo dancer, such as: including repetition of movements and phrases, beginning and ending the dance with similar movements or shapes • relating some of the choreographic decisions to the choreographic intention of the dance. <p>The student has defined an intention using the painting <i>Oath of the Horatii</i> by Jacques-Louis David as a stimulus and choreographed a solo dance to communicate that intention of '<i>showing the strength and anger of the men in the painting as they fight with their swords in contrast to the inferiority and purity of the woman in the white dress</i>'.</p> <p>Simple movements are used, which generally relate to and communicate the stated intention. Movements have been ordered using an AB structure, which relates to the intention of contrasting two aspects in the dance, i.e. slow and soft, then faster and stronger.</p> <p>For a more secure Achieved, a greater variety of movement, facings, energy and timing contrasts is needed to ensure the choreographic intention is met. Presently the dance is largely frontal and flat, and the movements are often predictable (especially in section B) and could be further developed and varied. The ending needs to provide a more effective and satisfactory conclusion to the dance.</p>

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to choreograph a solo dance to communicate an intention.</p> <p>This involves:</p> <ul style="list-style-type: none"> • defining a clear intention • using the dance elements, such as using: two different forms of locomotion, more than one level, a variety of pathways, more than one facing • ordering movements for a solo dancer, such as: including repetition of movements and phrases, beginning and ending the dance with similar movements or shapes • relating some of the choreographic decisions to the choreographic intention of the dance. <p>There is no student work available at this grade boundary.</p> <p>A student at this level would demonstrate a genuine attempt to choreograph a solo dance, with some limited and simplistic links to the choreographic intention.</p> <p>The evidence would show that the student is able to order movements such as including repetition of key movements and/or beginning and ending the dance with similar shapes. Dance elements are used in straightforward ways.</p> <p>A choreographic intention will be stated but may be vague and not clearly seen. The start and/or end of the dance may be linked to the choreographic ideas, although much of the rest of the sequence is unrelated or has tenuous links.</p> <p>To reach Achieved, movements need to show development and be clearly linked to the communication of the choreographic intention. Predictable movements should be eliminated. Some of the dance elements will need to be addressed in more significant ways, e.g. avoid having an unvaried tempo and demonstrate more varied movement.</p>