



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 91209

Perform a repertoire of dance

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: Excellence
1.	<p>For Excellence, the student needs to perform a repertoire of dance showing in-depth understanding of the stylistic requirements.</p> <p>This typically involves:</p> <ul style="list-style-type: none"> • displaying details of each dance in the series (e.g. defined hand movements, use of the breath) • sustaining appropriate performance energy over the series of dances • clearly communicating the underlying emotional content or concepts of each dance. <p>There is no student work available at this grade.</p> <p>A student would perform at least three dance pieces at a refined and polished level across the body of work. The student's performances would demonstrate in-depth understanding of stylistic details of each learned dance.</p> <p>The student would display the details of each dance (e.g. defined, fluid, articulate hand movements, precise timing and rhythm) and sustain engaging performance energy over all dances. Clear movements, focus, energy quality and expression would be combined to communicate the emotional content or ideas in each dance.</p> <p>For example, for a Pasifika dance repertoire, hip movements would be clear and fulfilled, with emphasis or flick used when required. Hand movements would be clear and fluid, as if they represent water, or as if there are no bones in the hand.</p> <p>Further, in a Pasifika dance repertoire, the student would demonstrate an upright posture with knees consistently well bent. Shoulders and torso would be stable and remain at the required level throughout as the hips move independently underneath. Eyes would be consistently directed at the hands or out to the audience. A warm welcoming smile (or other expression appropriate to the dance) and generous performance persona would be projected to the audience consistently throughout.</p>

	Grade: Merit
2.	<p>For Merit, the student needs to perform a repertoire of dance showing understanding of the stylistic requirements.</p> <p>This typically involves:</p> <ul style="list-style-type: none"> • clarity of movement and body shapes required for each dance in a series of dances • varying posture appropriately for each dance in a series of dances • differentiating and maintaining the timing, focus, and expression required for each dance • conveying the idea, mood, or feeling of each dance. <p>A student at this level would dance the repertoire accurately and with correct timing showing an understanding of the stylistic requirements of each dance. Spacing and formations would be precise, and unison work would be solid throughout. Movements would be performed with correct size and shape. Some details of the style relating to expression and energy qualities would be developing.</p> <p>Performances would begin to display details of each dance, e.g. in musicality, but this would need to be more consistent for Excellence to be reached.</p> <p>Performances would convey the mood of each dance. Students at this level can differentiate timing, focus, and expression in the repertoire and show clarity of shape and movement. Some expression is used to convey the idea of each dance.</p> <p>For example, for a Pasifika repertoire, hip movements would be strong. Hand movements would be fluid. An upright posture with knees consistently bent would be used. Occasional movements of the upper body may be seen as the student tries to fulfil hip movements. Eyes would be directed appropriately. A warm smile would be generally seen.</p>

	Grade: Achieved
3.	<p>For Achieved, the student must perform a repertoire of dance.</p> <p>This involves:</p> <ul style="list-style-type: none"> • reproducing the movements required by each dance in a series of dances • differentiating the timing and focus required for each dance • conveying aspects of the idea behind each dance. <p>Students at this level show that the criteria have been met through the performance of a repertoire of dances, all at a consistent level across the body of work. The students are able to perform the repertoire on repeated occasions, i.e. a programme of dances that may be performed in multiple venues. Dances may be rested or re-mounted.</p> <p>The student would recall the dances without the prompting of others, and reproduce the movements for each dance. The movement quality intended by the choreographer is present at times but may not be consistent. The expression and mood of the dance are not always clearly conveyed.</p> <p>Students would show clarity of shape and accuracy of timing. Understanding of the timing and how focus should be directed for each dance would be seen, e.g. the student would understand how the dances differ in timing and focus. These would be maintained in each dance, and aspects of the idea behind each dance would be conveyed.</p>

	Grade: Not Achieved
4.	<p>For Achieved, the student must perform a repertoire of dance.</p> <p>This involves:</p> <ul style="list-style-type: none"> • reproducing the movements required by each dance in a series of dances • differentiating the timing and focus required for each dance • conveying aspects of the idea behind each dance. <p>Students need to meet the required criteria in all three dances in the repertoire in order to meet the standard. For a student at this level, there would be a genuine attempt to perform the three required dances.</p> <p>This would typically involve knowing and recalling the movements, although there may be some hesitations and/or an obvious reliance on the other dancers to prompt them. Evidence would show the student can demonstrate generally accurate timing and spatial awareness but often movements will appear tentative and be limited in breadth, definition and energy. Expression may be absent and shapes and movements are only approximated.</p> <p>The dancer would show some basic awareness of the key ideas in the dances.</p> <p>To reach Achieved, the student would also need to ensure shapes and movements are clearly formed and show accurate spacing, formations and positioning. They would need to perform the repertoire with focus and some performance energy and ensure that the stylistic features of the three routines are somewhat evident.</p> <p>The student would need to reproduce the movement with sufficient accuracy of shape (that is, some clarity) and convey aspects of the idea behind the dance to confirm the Achieved grade.</p>