



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

Exemplar for Internal Achievement Standard Dance Level 3

This exemplar supports assessment against:

Achievement Standard 91592

Perform a repertoire of contrasting dances.

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

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| | Grade: Excellence |
| 1. | <p>For Excellence, the student needs to perform a repertoire of contrasting dances showing in-depth understanding of the distinct stylistic requirements of the dances.</p> <p>This typically involves:</p> <ul style="list-style-type: none"> • displaying the contrasting details of each dance in the series • use of varied dynamics and flow appropriate to each dance • conveying the emotional content and expressiveness of each of the contrasting dances. <p>There is no student work currently available at this grade.</p> <p>A student at this grade would typically perform three dances, with a refined and polished level evident across the body of work. The student's performances would demonstrate refined understanding of the distinct stylistic details of each dance in the repertoire.</p> <p>The student would clearly sustain engaging performance energy over all dances. Performances would consistently show clear movements, focus, energy quality, dynamics, flow and expression combined to communicate the emotional content and ideas in each dance.</p> <p>For example, when performing a Māori dance repertoire, a student would perform strong and aggressive haka movements that contrast with gentler, more fluid movement in the waiata-a-ringā, thereby demonstrating in-depth understanding of the distinct stylistic requirements of the dances.</p> <p>The student would use varied dynamics appropriate to each dance, aided significantly by the correct use of breath to support the movements and their flow.</p> <p>The emotional content and expression of each dance would be clear, e.g. includes spontaneous gestures such as pukana appropriately, supports without dominating the main action in the poi section, and uses eyes to express the different emotions of each piece.</p> <p>The student would communicate broadly, using projection and focus to engage the audience.</p> |

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| | Grade: Merit |
| 2. | <p>For Merit, the student needs to perform a repertoire of contrasting dances showing understanding of the distinct stylistic requirements of the dances.</p> <p>This involves:</p> <ul style="list-style-type: none"> • clarity of movement and contrasting body shapes • demonstrating use of different postural alignment • differentiating and maintaining the timing, focus and expression required for each dance • conveying the different ideas, moods or feelings of each dance. <p>There is no student work currently available at this grade.</p> <p>A student at this grade would typically dance three works, with clarity and accuracy of shape and movement. They would have accurate posture and rhythm and would vary facial expression to convey the different ideas of each dance.</p> <p>The dancer would maintain the timing, focus and expression required for each piece. The performances would show energy, and display details of each dance.</p> <p>For example, a Merit level Māori dance repertoire would include proficient wiri, and sharpness in the manipulation and catching of the poi. The dancer would use different postural alignment, such as upright posture in the haka and poi, and then a still upright but more fluid torso alignment in the waiata-a-ringā.</p> <p>The rhythm of the takahia and the poi would be maintained, with the student's focus on the poi, and on their hands in the waiata-a-ringā, as well as out to the audience when appropriate.</p> <p>The dance ideas would be clearly conveyed, especially through the use of voice and song, but may need more projection to the audience. The subtleties of the styles may be inconsistent - their inclusion could add more light and shade to the performance, making it more dynamic and convincing.</p> |

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| | Grade: Achieved |
| 3. | <p>For Achieved, the student needs to perform a repertoire of contrasting dances.</p> <p>This involves:</p> <ul style="list-style-type: none"> • reproducing the different movement vocabulary required of each dance in a series of dances • demonstrating generally accurate timing in each dance • conveying aspects of the different ideas behind each dance. <p>There is no student work currently available at this grade.</p> <p>A student at this grade would typically perform a repertoire of three dances, all danced at a consistent Achieved level across the body of work. The student would perform the repertoire on repeated occasions, i.e. it would be a programme of dances that may be performed in multiple venues and may be rested or re-mounted.</p> <p>The student would recall the dances without the prompting of others, and reproduce the movements with general clarity of shape and accuracy of timing. Some of the key ideas of each dance would be communicated through the performances.</p> <p>For example, an Achieved level Māori dance repertoire would include generally accurate movement and use a wide stance as required by the dance. The dancer would maintain correct spacing and maintain the takahia correctly throughout. The dancer would concentrate throughout the three dances, and show some basic awareness of the key ideas of the dances.</p> <p>At Achieved, the size of movement may need more accuracy, and a stronger upper body alignment may be required. More awareness would be required of the key focus points to be used when performing.</p> <p>The student may show limited understanding of the variations in movement quality between the dances, and this would need to be addressed in order to reach Merit.</p> |

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| | Grade: Not Achieved |
| 4. | <p>For Achieved, the student needs to perform a repertoire of contrasting dances.</p> <p>This involves:</p> <ul style="list-style-type: none"> • reproducing the different movement vocabulary required of each dance in a series of dances • demonstrating generally accurate timing in each dance • conveying aspects of the different ideas behind each dance. <p>There is no student work currently available at this grade.</p> <p>Students need to meet the required criteria in all three dances in the repertoire to meet the standard. For a student at this level, there would be a genuine attempt to perform the three required dances which must be contrasting in nature.</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 that the student can demonstrate generally accurate timing and spatial awareness but often movements will be limited in breadth, definition and energy.</p> <p>The dancer would show some basic awareness of the key ideas in the dances. Expression may be absent, and shapes and movements may be only approximated.</p> <p>To reach Achieved, the student would need to ensure that the contrasting aspects of the three routines are evident. If each dance is performed with similar energy, technique and focus the student has not differentiated between the dances and as such not met the requirements of the standard.</p> |