



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

Exemplar for Internal Achievement Standard Dance Level 1

This exemplar supports assessment against:

Achievement Standard 91936

Compose a dance sequence in response to a brief

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

New Zealand Qualifications Authority

To support internal assessment

Grade: Achieved

For Achieved, the student needs to compose a dance sequence in response to a brief. The brief should provide the purpose and stimulus for the composition.

Composing a sequence at this level involves using dance movements and elements to create choreography, and selecting movements that respond to the brief. The sequence should comprise connected dance movements that work together.

In this evidence, the brief was to use Tapa cloth as the stimulus for the composition. The student's statement of intention for their composition has been provided.

The student has used a range of movements and dance elements in the composed sequence, e.g. use of levels, groupings, unison, canon, near and far, use of general space, diagonal facings and body bases. Shapes of flower petals and circular air pathways with arms are related to the brief, and have clearly been selected to respond to it. Overall, the movements work together as a connected sequence.

For Merit, the student could show further evidence of variety in the use of dance elements, and more development of the movement (e.g. motif and variation). While there is a range of elements used, there is not evidence of variation in their use.

For example, energy and time elements (e.g. tempo) could have been further varied. Transitions should also be further sequenced and developed, for example by including more variation in the loco-motor movement used.

Achieved

NZQA Intended for teacher use only

Statement of intention for the composed sequence

“Exploring patterns from Tapa cloth such as birds, flowers and circular pathways”

Tapa cloth 1 - Fijian Tapa cloth



Tapa cloth 2 - Tongan Tapa cloth



Grade: Merit

For Merit, the student needs to compose an effective dance sequence in response to a brief.

This involves using variations of dance movements and elements, and sequencing developed movements to communicate ideas that respond to the brief. Developed dance movement should show evidence of having been purposefully shaped, refined, or extended.

In this evidence, the brief was to use a whakataukī as the stimulus for the composition. The specific whakataukī used and the student's statement of intention for their composition has been provided.

The student has used varied dance elements (e.g. energy quality, facings, body parts, tempo, contrasting, and complementary groupings) and movements which have been sequenced in a considered way. There is effective use of repetition of key movements that relate to the whakataukī (e.g. the sharp turn of the head to look in a different direction).

Movements have been thoughtfully and purposefully used to create effective choreography, with some structuring and sequencing evident. The ending relates to the beginning, with effective use of variation.

For Excellence, the composition needs further evidence of inventive choreography. The ideas are not yet consistently and clearly communicated with coherence. Demonstrated coherence of ideas is required, e.g. transitions that better support the ideas (instead of walking).

More flow might also help to show the coherency required for Excellence. The movements themselves are not yet inventive, showing a reliance on arm movements to communicate ideas.

Merit

NZQA Intended for teacher use only

Statement of intention for the composed sequence

**Fixation
Statement of Intention**

Whakataukī

The Whakataukī we have chosen is "Walking backwards into the future with my eyes fixed on my past" (Kia whakatōmuri te haere whakamua).

The key idea we have communicated surrounding our Whakataukī within our choreography is being fixated on the past. The repeated movement of miming pressing our hands against the walls showed the feeling of being torn, and the smooth rolling movement followed by a sharp look represents walking into the future whilst being yanked back to the past.

Grade: Excellence

For Excellence, the student needs to compose an inventive dance sequence in response to a brief.

This involves creatively using variations of dance movements and elements to enhance choreography, and communicating ideas with coherence in response to the brief.

In this evidence, the student has based their choreography on the concept of Turangawaewae. The specific statement of intention for the composition has been provided.

The student has composed a sequence that includes creative use of repetition and complementary use of shapes, movements, and levels. Key ideas are clearly referenced and repeated without continually introducing new ideas. Instead, variation and development are used to enhance the choreography.

Motifs are simple, but communicate the ideas clearly. The movements are arranged in ways that are unexpected, not predictable, by using inventive sequencing. Dance elements have been used in creative ways, particularly contrast, relationships, and unison vs non-unison.

More unusual and unexpected development of some movements would further enhance the inventiveness of the sequence. This may allow for the narrative-type movement to be presented in more creative and imaginative ways. Coherent communication of ideas could also be strengthened in the evidence, but there is an overall sense of logic and fitting together to create a sense of completion.

Statement of intention for the composed sequence

