



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# National Qualifications Framework Levels 1-3, 2003

## Dance

## National Moderator's Report

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### General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide reassurance that assessor judgements are at the national standard and are made on the basis of assessment activities that are fair and valid.

All assessment materials are expected to:

- give the learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgements at all levels.

The Ministry of Education contracted subject experts to write assessment resources for achievement standards. These are not pre-moderated. The intention is that they are modified to suit teaching programmes and learner needs. They do not provide 'rules' but suggest different ways of assessing to the nationally registered standard.

### General Overall Comment

The moderation of internally assessed achievement standards and unit standards in Dance has been very effective in establishing national consistency of assessment judgements.

Almost all assessors used assessment resources/exemplars from the TKI website.

Detailed assessment schedules and assessors' comments alongside the recording of learners' achievement were helpful for supporting assessment judgements.

## Level One

### 90001 *Compose movement sequence*

This standard assesses the ability of individual learners to *use dance vocabularies to compose ... movement sequences to given briefs*. To be awarded the standard, learners must achieve at the required level in at least two different sequences composed to different briefs. More assessment tasks may be scheduled to give learners other opportunities to show the required knowledge and skills.

While assessors may give learners the option of using personal or genre-specific dance vocabularies, learners will need to be reminded that their sequences must meet the requirements of the *given briefs*.

While briefs may involve duets or groups of dancers, this standard does not assess collaborative choreography. In these briefs, the work of each learner being assessed must be able to be identified separately.

Learners will need clear direction in, or examples of, what makes sequences *interesting* or *imaginative*. At the Achievement level, learners can be expected to show clear and rehearsed sequences to the given briefs, using a variety of movements that incorporate changes in the use of body parts, space, time and energy. At Achievement with Merit level, the learners are expected to show the above with interesting variety and with some consideration given to flow and structure. At Achievement with Excellence level, the entire sequence is seen as being imaginative or original in the way the brief has been addressed, with attention to flow, rhythm, contrast and structure.

TKI assessment tasks/briefs for this standard may be modified by assessors to give more relevance to the learning programme or learners' needs and interests.

In order to make fair and valid assessment judgements, separate assessment schedules should be designed for each task/sequence brief, with clear judgement statements for each level of achievement.

Assessed sequences are connected combinations of movements of at least 45 seconds duration, although learners may be advised to aim for one minute sequences to ensure that they meet the minimum time limit required by the standard.

Learners could be made aware that overuse of repetition, symmetry and moderate range dynamics (space, time, energy) reduce interest in a sequence.

Safe dance practice and maximum achievement require learners to be appropriately attired for dance practice and assessment. It is expected that learners are dressed in a manner that allows them to move with clarity, ease, comfort and freedom; otherwise, their ability to achieve at Merit and Excellence levels can be severely compromised. Footwear is unnecessary unless it is essential to the choreography.

### **90003 Perform a dance as a member of a group**

This standard requires learners to show a rehearsed performance in a group dance. Learners will need to be given clear directions in, or examples of, what is required of them to achieve at the different levels.

For achievement at all levels, learners are expected to *recall and reproduce the movement sequences as required by the choreography...* However, it is acceptable for Achievement, that some minor hesitations or inconsistencies may be present, so long as the overall performance is recognised as having been rehearsed and performed with appropriate commitment to the integrity of the choreography and its context.

For Achievement with Merit, the performance needs to show clarity and control of the choreographic and performance requirements. For Achievement with Excellence, the performance shows these with consistency and skilfulness throughout the performance.

To achieve the above, learners will need to know the *technique, focus, expression and ensemble awareness* deemed necessary and appropriate to the dance work and which must be seen in their assessed performance. These details will be conveyed verbally during the teaching process; however, it is appropriate that learners also receive these in a written handout. These details will feature also in the assessment schedule.

The choreography selected for assessment must enable learners to show the knowledge and skills required by the standard. For instance, a group dance work that consists primarily of unison choreography facing in a single direction or travels in a very limited spatial area may not offer learners sufficient opportunity to show *skilful ensemble awareness* as required for Achievement with Excellence. See *Explanatory Notes* for further clarification.

In situations where class members are performing in dances of different genres for this standard (eg in a mixed cultural dance festival), separate assessment schedules should be developed for each dance to recognise the different *technique, focus, expression and ensemble awareness* details required by each choreography. The different dances should also be similar in complexity and length, so all learners have equitable opportunities to achieve at all levels of the standard.

## Level Two

### **90293 *Choreograph a section of dance for a group dance work***

The single criterion for this standard is demanding and complex. Learners are to *use/manipulate the elements of dance and choreographic devices ... to choreograph a section of dance ... that contributes to the communication of a given idea.*

To achieve well, learners will require considerable teaching/learning preparation in order to explore a range of choreographic options and gain the requisite skills and knowledge. Because this standard also requires learners to choreograph for a group, learners will need prior experiences in choreographing for other dancers in interesting and imaginative ways, while also communicating a specific idea/emotion/mood.

The *given idea* may be presented by the assessor, with a range of ways in which it may be interpreted or developed – theoretically and practically. Care must be taken that learners do not focus on technique-focused choreography at the expense of communicating a specified idea/intention. The *effective* and/or *imaginative* ways in which learners communicate their idea(s) via their choreography will gain Achievement with Merit or Excellence.

The learners' *section of dance* is not required to be linked to those of the other learners in the working group; it may be presented as a separate piece of work with its own distinct beginning and ending.

For performance and choreographic purposes, it is appropriate to specify the area dimensions within which learners are to choreograph their dance. Using the available space in interesting and imaginative ways to communicate their idea(s) can distinguish between the award of Achievement with Merit and Excellence.

As learners will be working in and with groups, the assessor will need to be confident that the choreography being produced for assessment is the result of individual learners' direction.

Assessors will need to clarify for learners which aspects of the assessment task are optional, eg choice of music, and which aspects are compulsory, eg use of the device of instrumentation.

It is not sufficient for a learner to just identify the given idea for the choreography or to have group members perform exclusively in unison – see *Explanatory Notes 10-11*.

Ideas/choreographic intentions need not be complex. For instance, within the theme of 'The Seasons', an individual learner can still develop an imaginative and exciting dance upon the idea of a fierce snowstorm, using a variety of choreographic devices to develop motif movements such as turning, twisting and running.

TKI assessment resources for this standard should be modified by assessors to give more relevance to the learning programme or learners' needs and interests.

Contingency plans for absent group members during rehearsals and/or on the day of assessment will need to be defined.