



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2004

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 judgments are at the national standard and are made on the basis of assessment materials 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 judgments 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 proved to be effective in establishing national consistency of assessment materials and assessor judgments.

Detailed assessment schedules and assessors' comments on marking sheets were helpful in supporting assessment judgments.

Most assessors are continuing to use exemplars from the TKI website. However, assessors are reminded that assessment tasks and assessment schedules need to be made more specific in detail to suit the dance genre or context of the local teaching programme. For assessors who are not aware of them, there are assessment resources written for Dance unit standards on the NZQA website, which are helpful for reference or use.

90003: Perform a dance as a member of a group

This achievement standard requires the learners to show a rehearsed performance in a group dance work. The degree to which learners can perform with consistency, clarity, control, and skilfulness showing *technique, focus, expression and ensemble awareness appropriate to the dance*, will determine the level of achievement.

Specific information relevant to technique, focus, expression and ensemble awareness suitable for the genre or movement vocabularies being performed should be clearly articulated to learners and recorded in the assessment schedule.

The dance work being performed for assessment must be of a depth and/or complexity that are appropriate for NCEA Level 1. Dance works that are constructed of short sequences linked by walk-on or walk-off entrances and exits risk not being complex enough for this level, or hinder learners' ability to gain Achievement with Excellence. There may be the tendency for learners in this instance to 'drop in and out' of performance mode in a dance work where learners are making multiple exits and entrances, and so jeopardise the *consistent clarity and control of technique, consistently appropriate ... focus and expression ...* required of Achievement with Excellence.

Explanatory Note 2 and Explanatory Note 3 clarify what is meant by ensemble awareness and how the choreography can help to meet this criterion. Dance works that are done in mass unison, with no or minimal interactions between dancers, are unlikely to be a suitable assessment task for this standard.

It is vital that the task description and assessment schedule given to the learners matches the choreography performed for assessment. This is particularly so where a broadly-described Ministry of Education resource has been used.

90293: Choreograph a section of dance for a group

This achievement standard requires learners to *choreograph* an original *section of dance for a group to communicate a chosen idea, mood or image*.

It is expected that learners choreograph with their chosen idea/mood/image and its choreographic intention as a central focus. A choreography that appears to be an assemblage of learned movements rather than purposefully

created to communicate something beyond the movements will not meet the expectations of this standard (refer to Explanatory Note 2).

For Achievement, learners are expected to manipulate the elements of dance and use choreographic devices in order to communicate their chosen idea/mood/image. To gain Achievement with Merit or Achievement with Excellence, interesting or imaginative manipulation and use must be evident. Dances that do not use the body, space, time and energy with variation or complexity will limit achievement in this standard. For instance, learners are expected to use more interesting movements than everyday walking as a means for changing location.

Learners could be given a limited range of choreographic devices to select from and use for their choreography, rather than being expected to consider numerous options. However, a range that is limited to the devices of repetition, unison and canon is also unlikely to enhance learners' opportunity to gain Achievement with Merit or Achievement with Excellence.

Learners will need guidance on the breadth and depth of description and explanation of their chosen idea / mood / image and the choreographic intention that they should provide before assessment – Explanatory Note 12. For instance, the identification of the movement motif(s), the way(s) in which it / they have been developed in the choreography and their relevance to communicating the idea / mood etc. might be essential requirements in this explanation.

To choreograph.... for a group learners are expected to include choreographed interactions and / or changing formations of the dancers (Explanatory Note 8). To produce interesting or imaginative choreography, circles / lines of unison or canon movement should be used minimally. Subtle or great differences / contrasts in how and where dancers move in relation to each other can heighten visual interest while also conveying the intended idea, mood or image.

Learners being assessed in this standard must be aware of Explanatory Note 13. Dances that are not sufficiently rehearsed or carefully directed by the choreographing student may not deliver the intended idea / mood / image with the clarity required for Achievement.

This standard does not assess collaborative choreography. As learners will be working in and with groups, the assessor will need to be confident that the choreography being presented for assessment is entirely the work of the individual learner.

90594: Produce a dance for performance

This achievement standard requires learners to *develop a concept* that will guide the choreography and production of an original dance work.

Explanatory Note 3 gives a description of what the concept development involves. Learners will need assistance and guidance in how to define their concept and regular supervision of its development. In particular, they will need clear guidelines on how they might collate and present their concept information for assessment (Explanatory Note 4).

The ability to gain Achievement with Merit or Achievement with Excellence for this standard is dependant on how the concept is developed – interesting or original and imaginative. Learners can be reassured that the initiating idea does not need to be complex, for example, visualisation of a piece of baroque music; but the way in which this is developed as an overall concept can range from the unsophisticated to the imaginative. Analysing and evaluating different examples of professional dance works and the depth or originality of the concept development may be useful preparation for this standard.

The dance work requires *use / manipulation of the dance elements, choreographic structures and devices ... to support the choreographic intention*. At Level 3, it is expected that learners have a good to excellent understanding of how particular use of these choreographic features in particular combinations convey or produce particular ideas / mood / images / impressions.

Explanatory Note 6 addresses the issue of *production technologies that ... support the concept*. While learners may work within the boundaries of what is available to them, it is still expected that learners have presented their dance work in a situation that is more than just the classroom with some overhead lights.

Learners being assessed in this standard must be aware of Explanatory Note 9. Dance material that is generated by the dancers in rehearsals may be used, but the choreographer has overall artistic control and the vision for the work. So that the concept is not undermined, the choreographer is responsible for rehearsing the dancers to perform the work with the requisite level of energy and expression.