



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1-3, 2006

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

Teachers are using TKI resources but in most cases, they need to be changed or modified to suit the demands of the particular choreographic task or dance performance being assessed.

The quality of video evidence and its match with the submitted paperwork are factors that can affect successful moderation of learners' work and assessor judgments. The boundaries of the area in which learners are to present their choreographies should be clearly defined so that the performers do not go off-camera. Viewing difficulties caused by a camera being too far away, the presence of irrelevant material on the tape, faint learner voices identifying themselves, and editing that cuts off the ends of learner works need to be avoided.

In group performances, the individuals whose work is being presented for moderation must be identified in specific detail, especially when there is similarity of costuming and physical features.

In all standards, learners should aim to ‘dance’ the choreography with a clear understanding of what is to be expressed or communicated to an audience versus ‘going through the motions’ in an unconscious or casual manner. Performing with projection and musicality is also important for achievement with merit and excellence.

It is important that safe dance practice is observed at all times. The wearing of socks, in particular, compromises learner performance.

Level 1

90001: *Compose movement sequences*

The intention of this standard is for learners to show that they can choreograph to a *given brief*. Therefore, teachers need to ensure that all requirements within the brief are being incorporated into the sequence task as it is being choreographed. Not meeting any part of the brief requirements may result in a sequence not meeting the standard.

The standard also requires learners to use a variety of *dance vocabularies* to compose original *movement sequences*. Repetition of movements within a sequence may reduce the opportunities for learners to produce *interesting or imaginative* sequences due to an insufficient variety of dance vocabularies being used. Task briefs that prohibit exact repetition and/or specific teaching of how to vary movements using the dance elements may assist learners. In addition to composing to the brief, learners/assessors need to be aware of a quality requirement, ie. walking in squares and diagonals does not meet the standard for level 1 choreography.

Some learners were expected to choreograph complete dances for 90001 (or perform complete dances for 90002) when the expectation is only for movement sequences of less than 1 minute. While choreography for a duet or group is possible (refer to explanatory note 10), each individual learner's work being assessed for this standard must be identified clearly.

Although it is important that compositions are clearly performed for assessment, it is not appropriate that assessment schedules include criteria to assess the performance of the composition (refer to explanatory note 8).

Level 2

90293: *Choreograph a section of dance for a group*

In work submitted for moderation, some assessors identified the dancer but not the section of dance he/she choreographed. Therefore, the performance appeared to have been assessed rather than the choreography, which is what the standard requires.

Learners' choreographic intentions and ideas need to be included with the work submitted for moderation.

Some complex ideas were suggested for learners to choreograph about. These learners need to be given sufficient support to workshop the ideas to enable them to communicate a specific viewpoint.

90294: *Choreograph a solo*

Learners and assessors are reminded that the choreography must be at least one minute long (refer to explanatory note 2).

90295: *Perform an ethnic or social dance*

The intention of this standard is for learners to show their ability to perform *an ethnic or social dance*. Therefore, the choice of dance to be performed should be clearly relevant to this category, eg. cultural origin and/or partnering skills should be evident in the dance being performed. While street dance is permissible (refer to explanatory note 3), its ethnic associations or social aspects should be enhanced so as to distinguish it from a dance performed for stage entertainment.

This standard also requires learners to perform the dance according to the *practices and stylistic characteristics of the dance genre/style*. In addition to the technique, focus and expression required, these practices and stylistic characteristics need to be clearly defined in the learner instruction sheet and assessment schedule. For instance, a task that tells learners to "perform with a flamboyant expression" will need to be further defined so that they know exactly what is meant by this and how it is shown in movement.

Ministry of Education resources for performance standards at levels 1 and 2 provide examples of how assessment schedules may be tailored to suit particular dance genres or styles.

Where learners have been asked to provide and wear a costume appropriate for the dance being performed, details assisting them to choose wisely are necessary.

Level 3

90594: *Produce a dance for performance*

The dance work produced for assessment against this standard needs to be of appropriate difficulty and complexity to meet the requirements for level 3. For example, use of miming and simple movement vocabulary in narrative structures can limit learners' ability to achieve with merit or excellence. Learners being assessed at level 3 are expected to be working at level 8 of *The Arts in the New Zealand Curriculum*.

The most successful learners have choreographed about ideas that they appear to have explored with depth and/or perceptiveness.

90595: *Perform a solo or duet dance work*

Some learners were not able to meet the standard because the technical difficulty and complexity of the choreography they performed was not high enough. As for AS 90594, learners being assessed against this standard are expected to be working at level 8 of *The Arts in the New Zealand Curriculum*.