

Achievement Standard

Subject Reference	Dance 3.5		
Title	Perform a repertoire of contrasting dances		
Level	3	Credits	6
		Assessment	Internal
Subfield	Dance		
Domain	Dance Performance		
Status	Registered	Status date	4 December 2012
Planned review date	31 December 2016	Date version published	4 December 2012

This achievement standard involves performing a repertoire of contrasting dances.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Perform a repertoire of contrasting dances. 	<ul style="list-style-type: none"> Perform a repertoire of contrasting dances showing understanding of the distinct stylistic requirements of the dances. 	<ul style="list-style-type: none"> Perform a repertoire of contrasting dances showing in-depth understanding of the distinct stylistic requirements of the dances.

Explanatory Notes

- This achievement standard is derived from The Arts learning area in *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Level 8. It aligns with the Developing Practical Knowledge and Communicating and Interpreting strands of Dance.
 - Extend and refine skills, practices, and use of technologies in a range of dance genres and styles.
 - Select and apply rehearsal processes, performance skills, and production technologies to enhance the communication and expression of dance works.
 It also relates to the material in the *Teaching and Learning Guide for Dance*, Ministry of Education, 2012 at <http://seniorsecondary.tki.org.nz>.
- Perform a repertoire of contrasting dances* involves:
 - reproducing the different movement vocabulary required of each dance in a series of dances
 - demonstrating generally accurate timing in each dance e.g. $\frac{3}{4}$ time for a waltz and bars of 12 and use of off-beat for flamenco
 - conveying aspects of the different ideas behind each dance.

Perform a repertoire of contrasting dances showing understanding of the distinct stylistic requirements of the dances involves:

- clarity of movement and contrasting body shapes, e.g. clearly showing the sharp angular movements of Charleston and the curved or extended shapes of ballet
- demonstrating use of different postural alignment, e.g. upright posture of ballet versus the use of gravity and momentum in contemporary dance
- differentiating and maintaining the timing, focus and expression required for each dance
- conveying the different ideas, moods or feelings of each dance.

Perform a repertoire of contrasting dances showing in-depth understanding of the distinct stylistic requirements of the dances involves:

- displaying the contrasting details of each dance in the series, e.g. in the use of embellishments, body isolations, complex use of off beats
- use of varied dynamics and flow appropriate to each dance, e.g. the softness of the hands required for Ma'ulu'ulu or the sharp, flayed and tense hand movements of Flamenco
- conveying the emotional content and expressiveness of each of the contrasting dances, e.g. taking on the persona of a character, expressing an abstract idea as in the work of Merce Cunningham or strong emotional content as in the work of Martha Graham.

- 3 *A repertoire of contrasting dances* is a series of three or more dances that are of contrasting styles or require a different movement vocabulary for each dance. The repertoire is able to be performed on more than one occasion.
- 4 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/>.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233