

Dance Standards			
AS Number	Description	NZQA Conditions of Assessment	Put simply
AS90858 Level 1	1.1 Compose dance sequences for different briefs 6 credits.	<ul style="list-style-type: none"> • The student must compose a minimum of two dance sequences, each with a different brief. Where manageable, students may compose additional dance sequences to allow for re-assessment opportunities. • Each dance sequence should be a minimum of forty-five seconds. • The sequences may be presented and assessed at different times in the year, or at a single assessment presentation of all composed sequences. • Teachers should use the achievement criteria to assess each sequence. The final grade judgment will be based on the overall weight of evidence across both sequences. • For assessment purposes, students may present their compositions in a classroom/studio setting. • Costumes are not required, however, for assessment students need to be dressed appropriately for the genre or style of dance (e.g. bare feet). • Accompaniment may be music, sound or silence. • Assessment against this achievement standard should occur at a live showing of each composed sequence. A video/DVD recording of the composed sequences can be used to confirm assessment judgements. 	<ul style="list-style-type: none"> • This would need to be recorded in one take. A rehearsal of the dance could be used. • It must be marked during the filming

		<ul style="list-style-type: none"> • The composition may be for a solo, duet or group performance. The student may perform in his/her own compositions. • Students may work collaboratively to compose dance sequences. • The focus of the assessment is the choreography of each sequence, not its performance. However, the student needs to be aware that the judgement of their composition is assisted by the clarity and preciseness of its performance, ie compositions are rehearsed pieces of work. 	
AS90002 Level 1	1.2 Perform dance sequences 6 credits	<ul style="list-style-type: none"> • The student must present a minimum of two dance sequences. Where manageable, students may perform additional dance sequences to allow for one further assessment opportunity. • Each dance sequence should be a minimum of forty-five seconds. • The sequences may be presented and assessed at different times in the year, or at a single assessment presentation of all performed sequences. • Teachers should use the achievement criteria to assess each sequence. The final grade judgment will be based on the overall weight of evidence across both sequences. • The focus for assessment against this achievement standard is on the individual performance, not partner or group interaction. • For assessment purposes, students may perform their dance sequences in a classroom/studio setting. 	<ul style="list-style-type: none"> • Must include 2 dances (at least) • This would need to be recorded in one take. A rehearsal of the dance could be used. • One could be in the film and one at another time. • Each sequence is marked individually but graded overall.

		<ul style="list-style-type: none"> • Costumes are not required, however, for assessment students need to be dressed appropriately for the genre or style of dance (e.g. bare feet). • Accompaniment may be music, sound or silence. • Assessment against this achievement standard is to occur at the live performance of the sequence. A video/DVD recording of the performances can be used to confirm assessment judgements. • Sequences performed for assessment may be choreographed by the teacher, a guest choreographer or a student. 	<ul style="list-style-type: none"> • It must be marked at the time of filming by the teacher.
AS90853	1.3 Demonstrate ensemble skills in dance	<ul style="list-style-type: none"> • The choreography should include a variety of ensemble skills (e.g. unison, use of relationships, changes in formations). • The performer should be actively involved in demonstrating ensemble skills for 1-2 minutes. • The dance used to demonstrate ensemble skills may be choreographed by the teacher, a guest choreographer or a student. • The assessment may occur in a classroom/studio setting. • Costumes are not required, however, for assessment students need to be dressed appropriately for the genre or style of dance (e.g. bare feet). • Accompaniment may be music, sound or silence. 	<ul style="list-style-type: none"> • This would need to be recorded in one take. A rehearsal of the dance could be used.

		<ul style="list-style-type: none"> ● Assessment against this achievement standard is to occur at the live performance. A video/DVD recording can be used to confirm assessment judgements. 	<ul style="list-style-type: none"> ● It must be marked at the time of filming by the teacher.
AS90216	2.2 Choreograph a solo dance to communicate an intention 4 credits	<ul style="list-style-type: none"> ● The choreographed solo dance is to be 1-2 minutes long. ● The teacher will provide stimuli to assist students to decide what they will communicate in their solo choreography. ● The dance may be performed by the choreographer or another dancer. ● For assessment purposes, students may present their solo choreography in a classroom/studio setting. ● Costumes do not contribute evidence toward a grade in this standard but students are expected to be dressed appropriately for the genre or style of dance (e.g. loose fitting clothing). ● Accompaniment may be music, sound or silence. ● Evidence for this achievement standard should be provided in one or more live showings of the solo dance. A recording of the solo dance can be used to confirm assessment judgements. ● The focus of the assessment is the choreography of each dance, not its performance. However, the student needs to be aware that the judgement of his/her choreography is assisted by the clarity and preciseness of its performance, i.e. dances are well rehearsed pieces of work. 	<ul style="list-style-type: none"> ● This would need to be recorded in one take. A rehearsal of the dance could be used. ● The dance should be marked live and could also be performed again after filming.

		<ul style="list-style-type: none"> • For moderation purposes, the student should supply a short statement of the choreographic intention in a written or oral form before assessment. • Where manageable, students should be given an opportunity for reassessment of this standard. 	
AS91207	2.3 Perform an ethnic or social dance to communicate understanding of the style 4 credits	<ul style="list-style-type: none"> • The performer should be actively involved in performance for 1-2 minutes. • The dance may be choreographed by the teacher, a guest tutor or a student. • The dance performed for assessment may be for a solo, duet or group. • For assessment purposes, students may perform in a classroom/studio setting. • Costumes do not contribute evidence toward a grade in this standard but students are expected to be dressed appropriately for the genre or style of dance (e.g. lavalava). • Accompaniment may be music, sound or silence. • Evidence for this achievement standard should be provided in one or more live showings of the ethnic or social dance. A recording of the performances can be used to confirm assessment judgements. • The dance chosen for assessment against this achievement standard must not be used for assessment against Dance 2.4. 	<ul style="list-style-type: none"> • This would need to be recorded in one take. A rehearsal of the dance could be used. • The dance should be marked live and could be performed again outside of the 48 Hours.

AS91208	<p>2.4 Perform a theatre dance to communicate understanding of the dance 4 credits</p>	<ul style="list-style-type: none"> ● The performer should be actively involved in performance for 1-2 minutes. ● The dance may be choreographed by the teacher, a guest tutor or a student. ● The dance performed for assessment may be for a solo, duet or group. ● For assessment purposes, students may perform in a classroom/studio setting. ● Costumes do not contribute evidence toward a grade in this standard but students are expected to be dressed appropriately for the genre or style of dance (e.g. heeled shoes). ● Accompaniment may be music, sound or silence. ● Evidence for this achievement standard is to be provided in one or more live showings of the theatre dance. A recording of the performances can be used to confirm assessment judgements. ● The dance chosen for assessment against this achievement standard must not be used for assessment against Dance 2.3. 	<ul style="list-style-type: none"> ● This would need to be recorded in one take. A rehearsal of the dance could be used. ● The dance should be marked live and could be performed again outside of the 48 Hours.