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**NCEA Level 3 Dance**

**Conditions of Assessment**

**General Information**

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| **Subject Reference** | Dance |
| **Domain** | Dance Choreography, Dance Performance, Dance Perspectives |
| **Level** | 3 |

This document provides guidelines for assessment against internally assessed standards. Guidance is provided on:

* appropriate ways of, and conditions for, gathering evidence
* ensuring that evidence is authentic
* any other relevant advice specific to an achievement standard.

**NB**: It is expected that teachers are familiar with additional generic guidance on assessment practice in schools published on the [NZQA](http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/assessment-opportunities-in-schools/) website. This should be read in conjunction with these Conditions of Assessment.

**For All Standards**

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs or film) or a portfolio of evidence.

It is also recommended that the collection of evidence for internally assessed standards should not use the same method that is used for any external standards in a programme/course, particularly if that method is using a time bound written examination. This could unfairly disadvantage students who do not perform well under these conditions.

A separate assessment event is not needed for each standard. Often assessment can be integrated into one activity that collects evidence towards two or three different standards from a programme of learning. Evidence can also be collected over time from a range of linked activities (for example, in a portfolio).This approach can also ease the assessment workload for both students and teachers.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students and be valid and fair.

Where manageable, and after further learning has taken place, students may be offered a maximum of one further opportunity for assessment against an assessment standard within a year.

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This needs to be in line with school policy. For example, for an investigation carried out over several sessions, this could include teacher observations or the use of milestones such as meetings with students, journal or photographic entries recording progress etc.

**Specific Information for Individual Internal Achievement Standards**

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| **Achievement Standard Number** | **91588 Dance** **3.1** |
| **Title** | Produce a dance to realise a concept |
| **Number of Credits** | 8 |
| **Version** | 2 |

In order to ensure sufficiency of evidence it is strongly recommended that the performance of the dance be at least 2 minutes long.

The choreography may be for a solo, duet or group work. The choreography may be for live viewing or video dance.

The teacher will provide a brief or stimuli and guidance to students in the process of developing a concept and making a dance.

Although the choreographer has overall artistic control s/he may use collaborative processes when working with dancers or making design decisions. Choreographers are encouraged to use movement material generated from improvisation and rehearsal with the dancers.

It is intended that the choreographers will not perform their own choreography so that they are able to see the results of their choreographic and design decisions.

Design decisions should be made within the parameters of the relevant and available production technologies in the school.

Choreographed work must be presented with the use of relevant and available production technologies, e.g. lighting, costume, sound, projection of images.

For moderation and assessment, students should provide a brief programme note that may include the name of the dance, the music title, the rationale for design and choreographic decisions, the stimulus for the dance. This can be presented in written, visual and/or oral form and will not be assessed.

For a live performance, assessment against this achievement standard should be of one or more live showings of the dance. The dance is to be presented formally using public performance protocols. A recording of the dance can be used to confirm assessment judgements.

For a dance video, the video itself will be assessed.

Where manageable, students should be given an opportunity for reassessment of this standard.

Students may perform this dance to meet AS3.3 and AS3.4 as long as the choreography produced enables performing students to meet the requirements of these standards.

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| **Achievement Standard Number** | **91589 Dance** **3.2** |
| **Title** | Choreograph a dance to develop and resolve ideas |
| **Number of Credits** | 4 |
| **Version** | 2 |

In order to ensure sufficiency of evidence it is strongly recommended that the performance of the dance be at least 2 minutes long.

The choreography may be for solo, duet, or group work.

The teacher should provide a dance question or challenge that needs to be solved through the choreographic process and creation of a dance.

Students may work collaboratively to choreograph the group dance. There must be clear evidence of each student’s contribution to the development of the group dance.

The students may perform in their own compositions.

For assessment purposes, students may present their choreography 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. loose fitting clothing).

Accompaniment may be music, sound, or silence.

Assessment against this achievement standard should be of one or more live showings of the dance. A recording of the dance will be used to confirm assessment judgements.

The focus of the assessment is the development of the choreography in response to a dance question or challenge. Students need to be aware that the judgement of their composition is assisted by the clarity and preciseness of its performance.

For moderation purposes, the student should supply a short statement of the ways in which they have attempted to answer the dance question or challenge in a written, visual, or oral form at each stage of the assessment.

Where manageable, students should be given an opportunity for re-assessment of this standard.

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| **Achievement Standard Number** | **91590 Dance** **3.3** |
| **Title** | Perform a solo or duet dance |
| **Number of Credits** | 4 |
| **Version** | 2 |

In order to ensure sufficiency of evidence it is strongly recommended that the performer be actively involved in performance for at least 2 minutes.

The dance may be choreographed by the teacher, a guest tutor or a student.

For assessment purposes, students may perform 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. appropriate footwear).

Accompaniment may be music, sound or silence.

The solo or duet dance should be presented formally using public performance protocols.

Prior to assessment the student may be required to describe the choreographic intention and/or performance requirements of the solo or duet to the assessor, but this description will not be assessed.

Assessment against this achievement standard should be of one or more live showings of the solo or duet dance. A recording of the performances can be used to confirm assessment judgements.

Where manageable, students should be given an opportunity for re-assessment of this standard.

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| **Achievement Standard Number** | **91591 Dance** **3.4** |
| **Title** | Perform a group dance |
| **Number of Credits** | 4 |
| **Version** | 2 |

In order to ensure sufficiency of evidence it is strongly recommended that the performer be actively involved in performance for at least 2 minutes.

The dance may be choreographed by the teacher, a guest tutor or a student.

For assessment purposes, students may perform 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. appropriate footwear).

Accompaniment may be music, sound or silence.

The dance should be presented formally using public performance protocols.

Prior to assessment the student/group may be required to describe the choreographic intention and/or performance requirements of the dance to the assessor, but this description will not be assessed.

Assessment against this achievement standard should be of one or more live showings of the dance. A recording of the performances can be used to confirm assessment judgements.

Where manageable, students should be given an opportunity for re-assessment of this standard.

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| **Achievement Standard Number** | **91592 Dance** **3.5** |
| **Title**  | Perform a repertoire of contrasting dances |
| **Number of Credits** | 6 |
| **Version** | 2 |

The performer must perform in three or more dances that have contrasting stylistic qualities.

In order to ensure sufficiency of evidence it is strongly recommended that the performer be actively involved in performance of each dance for at least 2 minutes.

The dances may be choreographed by the teacher, a guest tutor, or a student.

The dances performed for assessment may be for a solo, duet, or group.

For assessment purposes, students may perform 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. tap shoes, bare feet).

Accompaniment may be music, sound, or silence.

Assessment against this achievement standard should be of one or more live showings of the dances. A video/DVD recording of the performances can be used to confirm assessment judgements.

The dances used to assess this standard do not all have to be assessed at the same time.

The dances chosen for assessment against this achievement standard must not be used for assessment against Dance 3.3 or 3.4.

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| **Achievement Standard Number** | **91593 Dance** **3.6** |
| **Title** | Demonstrate understanding of dance performance practices |
| **Number of Credits** | 4 |
| **Version** | 2 |

Demonstrating understanding of a range of dance performance practices may be conveyed through kinaesthetic, oral, visual, written, or other evidence. These may include:

* Recordings of practical work
* Discussions of own and others’ practical work
* Annotated still images (e.g. photographs)
* Diagrams
* Annotated drawings
* Information about practical exploration
* Research on individual dancers
* Recorded responses to own and/or others’ processes
* Descriptions
* PowerPoint presentations
* Evaluations and reflections
* Research summaries.

Evidence should show understanding of dance performance practices in students’ own work and in the work of others.

Evidence may be collected over an extended time.