

DANCE PADO33Y1

INTERNAL ASSESSMENT ACTIVITY

ACHIEVEMENT STANDARD 91590 (VERSION 2) DANCE 3.3

Perform a solo or duet dance

Level 3, Internal assessment

4 credits

STUDENT INSTRUCTIONS

Overview:

In this activity you will:

- perform a solo or duet dance.

Conditions:

- You must perform a solo or duet dance that is at least two minutes long.
- This is an individual assessment activity.
- You may perform as a soloist, or in a duet, but the assessment focus is on individual performance.
- You must perform live, preferably in front of an audience, and have the performance videoed.
- The video recording must be of good quality and must not be done in close up or mid-shot. The whole body of the individual being assessed must be seen at all times in the recording. If you are performing in a duet, the filming must focus on the individual being assessed.
- Present your final submission as a video file in one of the following formats:
 - .wmv
 - .avi
 - .mov
- Your coach/supervisor (or someone else appropriate) is to be present at your live performance and must complete and sign the checklist provided at the back of this assessment.
- PADO33Y1 may take approximately 40 hours of work to complete at the normal pace, representing about eight weeks of work at a minimum of five hours per week. If you are to achieve at Excellence level, it is likely that you will have to work substantially more than the suggested guideline. This time indication does not include your general dance practice, which you complete in your own time.
- **The assessment can be submitted at any time during the year, before the end of October, if you want the results on your Record of Achievement in January.**
- Plagiarism detection software may be used to check this is your own work.

You will need:

- to prepare a performance of a solo or duet dance
- a performance venue
- a good quality video recorder.

You may:

- use a lesser quality video recorder (for example, mobile phone, digital still camera) for recording the formative/draft versions of your dance which are sent to your Te Kura teacher

INTERNAL ASSESSMENT ACTIVITY

for feedback prior to the performance for assessment submission.

Supervisor requirements

A supervisor must be present for the entire time you are working on this assessment. You must provide the full name of the supervisor and their relationship to you (e.g. parent, teacher, teacher aide, friend etc.) when you upload your assessment to the PADO33Y1 assessment dropbox.

The supervisor must complete the checklist at the end of the assessment.

ACHIEVEMENT CRITERIA

ACHIEVEMENT STANDARD 91590 (VERSION 2) DANCE 3.3

Perform a solo or duet dance

Achievement	Achievement with Merit	Achievement with Excellence
Perform a solo or duet dance.	Perform a solo or duet dance competently.	Perform a solo or duet dance skilfully.

NZQA

ASSESSMENT SCHEDULE

Evidence/judgements for Achievement	Evidence/judgements for Achievement with Merit	Evidence/judgements for Achievement with Excellence
<p>The student has performed a solo or duet dance.</p> <p>For example, in a contemporary, jazz, ballet, hip hop, Māori or Pasifika dance they demonstrate:</p> <ul style="list-style-type: none"> • generally appropriate technique including: <ul style="list-style-type: none"> – generally accurate reproduction of movements, sequences and shapes – generally adept execution of movements in relation to extension and controlled carriage of the arms, flexibility & agility in legs, feet and back extensions etc. – some basic shapes performed with clarity & definition (if appropriate to the genre) – generally accurate timing – appropriate size of movement and use of space – controlled articulation of torso – correct strength, alignment and posture is seen at times throughout – some sense of balance & rhythm. 	<p>The student has performed a solo or duet dance competently.</p> <p>For example, in a contemporary, jazz, ballet, hip hop, Māori or Pasifika dance they demonstrate:</p> <ul style="list-style-type: none"> • controlled technique including: <ul style="list-style-type: none"> – accurate reproduction of movements, sequences and shapes – controlled articulation of the torso, coordinated with the use of other body parts as required in the dance – correct strength, alignment & posture – a sense of balance and rhythm. • maintained effective focus, including: <ul style="list-style-type: none"> – focus on partner when moments of purposeful connection are made (if a duet) – focus out to audience, where appropriate in the dance – focus that supports communication of dance ideas. 	<p>The student has performed a solo or duet dance skilfully.</p> <p>For example, in a contemporary, jazz, ballet, hip hop, Māori or Pasifika dance they demonstrate:</p> <ul style="list-style-type: none"> • adept execution of technical requirements, including: <ul style="list-style-type: none"> – consistently accurate reproduction of movements – a variety of shapes, consistently performed with clarity and definition – clearly controlled articulation of the torso, co-ordinated with the use of other body parts as required in the dance – consistently correct strength, alignment and posture – consistent sense of balance and rhythm. • focus that is deliberately and effectively maintained throughout the dance, including: <ul style="list-style-type: none"> – focus that is clearly and confidently maintained on the partner when moments of purposeful connection are made (if a duet) – focus out to audience that is maintained with assured control, where appropriate in the dance.

Evidence/judgements for Achievement	Evidence/judgements for Achievement with Merit	Evidence/judgements for Achievement with Excellence
<ul style="list-style-type: none"> • maintained focus, including: <ul style="list-style-type: none"> – focus on partner some of the time (if a duet) – the ability to generally work as a connected dance unit with their partner (if doing a duet) – focus out to the audience some of the time. • some dynamic qualities, including: <ul style="list-style-type: none"> – some dynamic changes within the dance that are interpreted and adequately expressed through effective use of energy qualities – some movement that is timed correctly to enhance the dynamic qualities – some differentiation in expression, including facial expression, which communicates some of the emotive qualities of the dance. 	<ul style="list-style-type: none"> • expression through some sense of role within the dance, including facial expression, which at times communicates the emotive qualities • demonstrated and interpreted dynamic qualities during moments of the dance, including: <ul style="list-style-type: none"> – some energy changes within the dance that are interpreted and expressed – movement that is mostly timed precisely and correctly to enhance the dynamic qualities. 	<ul style="list-style-type: none"> • individual interpretation of the expressive qualities of the dance maintained intuitively through a sense of role within the dance including: <ul style="list-style-type: none"> – facial expression which consistently communicates the emotive qualities – a clear sense of role • understanding and skilful individual interpretation of the phrasing and flow of the dance including: <ul style="list-style-type: none"> – energy changes within the dance that are interpreted and clearly expressed – movement that is consistently timed precisely and correctly to enhance the dynamic qualities • projection to and connection with the audience.

ASSESSMENT RESOURCES

Check YouTube for dance excerpts on your given dance style or genre.

Specifically look at duet dancing in your dance style on YouTube (if you are doing a duet), and try to analyse how the dancers interact and use variety and contrast in their duet. How and where do they use unison dancing?

ASSESSMENT ACTIVITY

DANCE

INSTRUCTIONS

- Read all the information in this internal assessment activity before you start the tasks. Pay particular attention to the Assessment Schedule above which gives you clear information about the qualities being sought.
- Your coach/supervisor must be present to observe you and complete the supervisor checklist provided at the back of this assessment.
- If you do not achieve the standard on your first attempt you will have one further opportunity to resubmit, as long as there is enough time before the end of the year to do this.
- Non-assessed people may be part of the performance for this assessment if you are doing a duet.
- Costumes are not required. However for assessment students need to be dressed appropriately for the genre or style of dance (e.g. appropriate footwear).

TASK 1

On a word document complete the following and upload to the **PAD33A dropbox in My Te Kura to enable your teacher to respond:**

To help clarify aspects of your performance, write an outline of the dance that includes:

- the title of the dance
- the style of the dance
- the name(s) of the choreographer(s)
- the name of the music and the name of the artist(s) you are using
- a description of the themes, significant words, ideas that are being reflected in the dance
- acknowledgement of your fellow performer (if doing a duet).

This will help to clarify your understanding of the choreographic intention so that you can express it skilfully through your performance. **This is a requirement before you proceed.**

TASK 2

You have chosen a dance style and dance.

Your dance:

- must be a solo or a duet dance work that demonstrates the technique, projection and dynamic expressive qualities of a particular dance genre e.g. kapa haka, ballet, jazz, contemporary, hip hop etc.
- must be a solo or duet dance that you have created, or you have been taught by a teacher or choreographer, or a fellow student or by someone else
- must be at least two minutes long
- must be a rehearsed and practiced dance based on a demonstration and or description of specific stylistic requirements. You will need to learn the dance well so that you are confident and your performance looks effective
- must be videoed showing the full body throughout
- will be individually assessed even if performed as a duet.

**Upload to the PAD33A dropbox in *My Te Kura* a video of your dance in progress.
Your Te Kura teacher will comment on your work.**

FINAL ASSESSMENT SUBMISSION

Once you have incorporated feedback into your dance preparation, capture with good quality video recording, a live performance of your solo or duet dance. Be sure that all conditions of assessment outlined at the beginning of this resource are met.

Submit the following:

- your videoed assessment
- and the following checklist, completed and signed by a supervisor or other appropriate person who was present at your live performance.

Upload your completed submission to the PADO33Y1 assesment dropbox.

SUPERVISOR CHECKLIST

A coach/supervisor or appropriate person must complete and sign the following checklist.
Please place a tick or cross in each of the boxes:

- A prepared and rehearsed solo or duet dance of at least two minutes duration has been presented according to a demonstration and/or description of specific stylistic requirements.
- The context of the dance has been discussed with the student.
- Musical or sound accompaniment has been used.
- The student performed before a live audience.

Supervisor name _____

Signature _____

Date _____



Reminder:

This checklist must be submitted along with the rest of your assessment.