Re

NZQA Approved

Remote Internal Assessment Resource

Dance Level 3

This task is best supported digitally with either video conferencing or pre-recorded videos. This may cause an access issue for some students.

|  |
| --- |
| This resource supports assessment against:Achievement Standard 91590Perform a solo or duet dance |
| Resource title: A lyric connection  |
| 4 credits |
| This resource:* Clarifies the requirements of the standard when delivered remotely
* Supports good remote assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic
 |

|  |  |
| --- | --- |
| Date version published by Ministry of Education | Originally published December 2012 and edited2020To support remote internal assessment due to COVID-19 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-5-2020-91590-01-6427 |
| Aut2henticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

**Internal Assessment Resource**

Achievement Standard Dance 91590: Perform a solo or duet dance

Resource reference: Dance 3.3B-R

Resource title: A lyric connection

Credits: 4

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Dance 91590. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to perform a solo dance work that demonstrates the technique, projection, and dynamic expressive qualities of a particular dance genre, for example, a lyrical jazz dance, a smooth hip-hop dance, an example of classical ballet, a siva, a Bharatanatyam or other contemporary style dance.

The choreography for the dance may be provided by you (and communicated in an online video conference setting), by the student or be taken from another context such as a performance previously learnt in an out-of-school dance class. If students are creating the work themselves or adapting an existing piece, you will need to check before assessment that the routine chosen allows students to meet all the criteria of the standard at Excellence, i.e. it is a dance that demonstrates technique, expressive qualities, appropriate phrasing flow and opportunity to project.

Before the creation of movements, share your thinking with students on the connection between the song lyrics or emotional quality of a piece of music chosen and the expressive qualities required for the dance. This could be done through video conferencing or the use of an online video diary. The music may be chosen by you or in collaboration with students or selected by the students independently if they are choreographing their own performance.

Make sure you promote safe dance practice.

You will need to modify the task to suit local conditions or to better suit the needs and physical rehearsal and performance spaces of your students. You will need to then work out exactly how the assessment will be applied to this context, create or finalise any additional student resources that are needed, and ensure that the assessment schedule aligns with the activity in its final form.

Conditions

Preparation for the assessment will take place over four weeks of in-class and out-of-class time.

Costumes are not required. However, for assessment students need to be dressed appropriately for the genre or style of dance (for example, appropriate footwear).

The performance will be filmed for moderation purposes. This can either be done via a conference app such as Zoom or Microsoft Teams, or by the whānau at home with the students. You might like to give suggestions on how to get the best quality recording, such as sitting the recording device on a flat surface for support to provide a smooth recording.

Resource requirements

* a video camera and tripod, or mobile phone
* access to costumes or appropriate dancing attire
* a recording of an appropriate song, for example:
	+ ‘Forgiveness’ by Sarah McLachlan
	+ ‘I Cried for You’ by Katie Melua
	+ ‘Daughters’ by John Mayer
	+ ‘Mad World’ by Tears for Fears OR Adam Lambert
	+ ‘Songbird’ by Eva Cassidy
	+ ‘Tangaroa’ by Tiki Taane
	+ ‘Chains’ by DLT featuring Che Fu.

Further examples of songs by New Zealand artists could be added to this list.

The songs should be appropriate to the genre selected by the teacher or students for the performance of the solo. Be aware of how you will share the music and choreography with your students: whether you are able to share digitally or will need to send a recording.

Additional information

Prior to assessment, you should discuss and approve appropriate costuming with your students including colour, style, and ease of movement. For those students who don’t have digital access, this may involve either a note in the physical copy of the assessment or a phone call to discuss.

Give students the opportunity to rehearse in costume and in the performance space prior to assessment. Students should perform this task in footwear appropriate to the genre of the dance (for example, barefoot for contemporary or lyrical).

**Internal Assessment Resource**

Achievement Standard Dance 91590: Perform a solo or duet dance

Resource reference: Dance 3.3B-R

Resource title: A lyric connection

Credits: 4

|  |  |  |
| --- | --- | --- |
| 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. |

Student instructions

Introduction

This assessment activity requires you to perform a solo dance work that demonstrates the technique, focus, and dynamic and expressive qualities of the dance.

The overall dance work will be at least two minutes long and will be closely related to the themes, ideas, and emotions of the lyrics or music you will dance to. This dance will be learned and rehearsed over a period of four weeks and will need to be filmed for moderation purposes. Your teacher will support you to ensure an appropriate recording is produced.

You will be assessed on your ability to skilfully perform a solo based on the themes of the song, music and/or dance (with adept technique, focus, projection, and dynamic and expressive qualities).

Teacher note: You will need to choose (or have the students choose) a dance genre and then ensure all information in this resource is relevant to that chosen genre <teacher to insert time and conditions here>.

Task

Rehearse and perform a solo dance that communicates the themes of a chosen song, music and/or dance.Your teacher will choose the song you will dance to, or they may let you choose it from a shortlist. See Resource A for a suggested rehearsal process.

In your performance, aim to demonstrate:

* adept technical execution of movements (for example, for lyrical jazz, extension and controlled carriage of the arms, legs and feet, flexibility and agility in leg and back extensions etc)
* accurate reproduction of movements and sequences
* performance of a variety of shapes (open, closed, symmetrical, asymmetrical) with clarity and definition (if appropriate to the genre)
* whole-body movement (including articulation of the torso) that is clearly controlled and co-ordinated with other body parts (if appropriate to the genre)
* correctly timed movement
* a clearly maintained focus
* a facial expression that communicates the emotive qualities and changes throughout the dance
* a sense of role within the dance
* dynamic changes within the dance that are interpreted and clearly expressed through effective use of energy qualities
* projection to and connection with the audience. As this will be performed at home, you may wish to enlist members of your “bubble” as an audience or the required connection and projection may be directed towards a virtual audience symbolised by the camera.

Performance outline

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

* the title of the dance
* the name(s) of the choreographer(s)
* the song title and the name of the artist
* a description of how significant words, phrases, ideas, themes, and emotions from the song or piece of music chosen are being reflected in the dance.

If possible, send this to your teacher before you present your dance. It will not be assessed, but it will help clarify your understanding of the choreographic intention so that you can express it skilfully through your performance.

Resource A

*Suggested rehearsal process*

Your teacher will lead you in a series of workshops, either online or via prior recordings, to help create movement material for this dance. However, you may also be contribute ideas for the final product. Any choreographic components you contribute will not be assessed for this task because this assessment is based on your performance.

Movement sequences may be created and structured from directions from your teacher, and you may also contribute movement ideas.

During rehearsals:

* If appropriate, study the lyrics of the chosen song and interpret them using the suggestions from your teacher, choosing significant words or phrases that will underpin the emotion and ideas you will communicate in your final dance work
* learn, explore, and refine lyrically stylised movement and phrases that reflect the emotion of the song or chosen music
* refine and rehearse your dance and ensure some rehearsals have been conducted in the performance space, with approved costuming and relevant production technologies, before the assessment.

Assessment schedule: Dance 91590 A Lyric connection

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement  | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student has performed a solo dance.To do this, they have performed a dance that demonstrates:* generally appropriate technique including:
* generally accurate reproduction of movements
* some basic shapes, performed with clarity
* generally accurate timing
* appropriate size of movement and use of space
* controlled articulation of the torso
* correct strength, alignment and posture is seen at times throughout
* some sense of balance and rhythm
* maintained focus, including:
* focus on the partner some of the time (if a duet)
* focus out to the audience some of the time
* some expression, including facial expression, that communicates some of the emotive qualities of the dance
* some dynamic qualities, including:
	+ some energy changes within the dance that are interpreted
	+ some movement that is timed correctly to enhance the dynamic qualities.

*The examples above relate to only part of what is required, and are just indicative.* | The student has performed a solo dance competently.To do this, they have performed a dance that demonstrates:* controlled technique including:
* accurate reproduction of movements
* a variety of shapes, performed with some clarity and definition
* controlled articulation of the torso, co-ordinated with the use of other body parts as required in the dance
* correct strength, alignment, and posture
* sense of balance and rhythm
* maintained effective focus, including:
* focus on the partner when moments of purposeful connection are made (if a duet)
	+ focus out to the audience, where appropriate in the dance
	+ focus that supports communication of dance ideas
* 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 thedance, including:
* some energy changes within the dance that are interpreted and expressed
* movement that is mostly timed precisely and correctly to enhance the dynamic qualities.

*The examples above relate to only part of what is required, and are just indicative.* | The student has performed a solo dance skilfully.To do this, they have performed a dance that demonstrates:* adept execution of technical requirements, including:
* 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:
* focus that is clearly and confidently maintained on the partner when moments of purposeful connection are made (if a duet)
* focus out to the audience that is maintained with assured control, where appropriate in the dance
* individual interpretation of the expressive qualities of the dance maintained intuitively through a sense of role within the dance, including:
* 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:
* 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.

*The examples above relate to only part of what is required, and are just indicative.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.