# Dance Assessment Schedule: Assessment Activity 1.2a

##### Activity Title: Around the world

##### Achievement Standard: 91937 Perform dance sequences

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Achievement Criteria |
| At the Achieved level, the student is able to perform dance sequences | At the Merit level, the student is able to perform dance sequences with control | At the Excellence level, the student is able to perform dance sequences with fluency |
| Teacher Judgement |
| At the Achieved level, the student is able to:* present dance movements as required by choreography
* demonstrate focus and support for the purpose of the sequences.
 | At the Merit level, the student is able to:* present dance movements with clarity
* use performance energy appropriate to the purpose of the sequences.
 | At the Excellence level, the student is able to:* present dance movements with accuracy and assurance
* use performance energy to express the purpose of the sequences.
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Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

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| For example (description of possible student evidence for this activity) |
| Achievement | Achievement with Merit | Achievement with Excellence |
| At the Achieved level, the student has:* presented dance movements as required by choreography. *For example, in a breakdance sequence, the student can recall and reproduce the movements, although there may be moments of hesitation. Movement qualities may look similar throughout. Body movements are mostly in unison with others, and musicality and timing are generally clear. Exits and entrances are generally well timed.*
* demonstrated focus and support for the purpose of the sequences. *For example, the student shows moments of clearly directed focus. The student performs with appropriate mood, attitude, energy, or feeling, although this is not always sustained.*
 | At the Merit level, the student has:* presented dance movements with clarity. *For example, in the breakdance sequence, the student performs the movements with clarity and extension, as required by the choreography. The student performs shapes and body bases with control.*
* used performance energy appropriate to the purpose of the sequences. *For example, composure and sustained concentration are maintained throughout the performances, even if something unexpected occurs. The student uses posture, changes in energy qualities, interaction with others, or facial expression appropriate to the purpose of the dance sequence.*
 | At the Excellence level, the student has:* presented dance movements with accuracy and assurance. *For example, the student performs with adept execution of movement, musicality and rhythm as required by the choreography. Transitions between movements are smooth to give a sense of flow. Shapes and body bases are accurately executed. Use of space is accurate. Unison work is precise.*
* used performance energy to express the purpose of the sequences. *For example, the student delivers a confident performance, using strong performance energy to connect with the audience. The student expresses the purpose of the dance, interacting with their group, and using facial expression.*
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Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.