

NCEA Review and Maintenance Programme – 2027 updates

Review and maintenance work has been undertaken for NZC NCEA for 2027. This pdf document contains the updated assessment materials for **Dance Level 3**. In January 2027, Levels 2 and 3 assessment materials will be updated on TKI. For external assessment specifications, refer to the NZQA website.

Subject: Dance Level 3

Product	What's changed?
Conditions of Assessment	- Costume guidance updated for 3.1,3.2,3.3,3.4,3.5 - Clarification of 'repertoire' added for 3.5.
AS3.2a 91589 Internal Assessment Activity	Assessment schedule clarification with the word "some" removed from Merit (in relation to transitions) to meet the intent of the standard.

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NCEA Level 3 Dance

Conditions of Assessment

General Information

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

Conditions of Assessment

These Conditions provide guidelines for assessment against internally assessed Achievement Standards. Guidance is provided on:

- specific requirements for all assessments against this Standard
- appropriate ways of, and conditions for, gathering evidence
- ensuring that evidence is authentic.

Assessors must be familiar with guidance on assessment practice in learning centres, including enforcing timeframes and deadlines. The [NZQA](#) website offers resources that would be useful to read in conjunction with these Conditions of Assessment.

The learning centre's Assessment Policy and Conditions of Assessment must be consistent with NZQA's [Assessment Rules for Schools with Consent to Assess](#). This link includes guidance for managing internal moderation and the collection of evidence.

Gathering Evidence

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.

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.

Ensuring Authenticity of Evidence

[Authenticity](#) of student evidence needs to be assured regardless of the method of collecting evidence. This must be in line with the learning centre's policy and NZQA's [Assessment Rules for Schools with Consent to Assess](#).

Ensure that the student's evidence is individually identifiable and represents the student's own work. The evidence must be an accurate reflection of what the student independently knows and can do, according to the Standard being assessed. This includes evidence submitted as part of a group assessment, evidence produced outside of class time or without assessor supervision, and evidence produced with any use of generative artificial intelligence tools (GenAI). GenAI use should be carefully considered in the context of the Standard being assessed and its Conditions of Assessment, discussed with students before the assessment, and its use must be acknowledged. For example, an investigation carried out over several sessions could include:

- teacher guidance on the nature and extent of [acceptable GenAI use](#), if any
- assessor observations and conversations
- meeting with the student at set milestones or checkpoints
- the student's record of progress, such as photographic entries or any GenAI prompts used.

Specific Information for Individual Internal Achievement Standards

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.

Clothing or costumes must be appropriate for a school setting, respect cultural practice, and support the choreographer's intention and technical design decisions for the dance. For example, clothing should allow safe, unrestricted movement, and movement to be seen.

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.

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 for this assessment and do not contribute evidence towards this standard. Clothing must be appropriate for a school setting, respect the cultural practice of the dance and support the dance being performed. For example, clothing should allow safe, unrestricted movement, and movement to be seen.

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.

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 for this assessment and do not contribute evidence towards this standard. Clothing must be appropriate for a school setting, respect the cultural practice of the dance, and support the dance being performed. For example, clothing should allow safe, unrestricted movement, and movement to be seen.

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.

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 for this assessment and do not contribute evidence towards this standard. Clothing must be appropriate for a school setting, respect the cultural practice of the dance, and support the dance being performed. For example, clothing should allow safe, unrestricted movement, and movement to be seen.

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.

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. A repertoire is a selection of dances that are expected to be performed on more than one occasion.

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 for this assessment and do not contribute evidence towards this standard. Clothing must be appropriate for a school setting, respect the cultural practice of the dance, and support the dance being performed. For example, clothing should allow safe, unrestricted movement, and movement to be seen.

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.

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.



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Internal Assessment Resource

Dance Level 3

This resource supports assessment against:

Achievement Standard 91589 version 2

Choreograph a dance to develop and resolve ideas

Resource title: Convey a quote

4 credits

This resource:

- Clarifies the requirements of the standard
- Supports good 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

January 2027

To support internal assessment from 2027

Authenticity 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 91589: Choreograph a dance to develop and resolve ideas

Resource reference: Dance 3.2A v2

Resource title: Convey a quote

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 91589. 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 interpret a chosen quotation by a renowned choreographer, and choreograph and present a solo, duet or group dance that expresses their understanding of it.

Students should develop and resolve their ideas through choreography. See Resource A for suggestions for developing these ideas.

Prior to the assessment task, lead the students in a workshop process that includes tasks to do with improvising movement, abstraction, refining ideas, exploring movement, and effectively using elements, devices, and structures to create movement in response to dance questions or challenges. The dance question or challenge for the assessment task in this case is the interpretation of the chosen quote.

The task may be modified to suit local conditions or to better suit the needs 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

This assessment task will take place over five weeks of in-class and out-of-class time.

Students will choreograph a dance that is at least two minutes long and will be assessed as individuals. However, they may choose to workshop ideas with their dancers. Students may work collaboratively to choreograph the dance. There must be clear evidence of each student's contribution to the development of the dance.

Costumes are not required. However, for assessment students need to be dressed appropriately for the genre or style of dance. Accompaniment may be music, sound or silence.

The dance will be assessed in the normal class time in the dance studio during a series of live performances to show how the choreography has developed. Students may perform in their own compositions. It will be filmed for moderation purposes.

Also 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 this case, the chosen quote) in a written, visual or oral form at each stage of the assessment.

Resource requirements

- a video camera and tripod
- an appropriate sound system for rehearsal and assessment, if music has been selected.

Additional information

Prior to assessment, you may discuss and approve appropriate costuming with your students including colour, style and ease of movement.

Students may also choose to use music to enhance their choreography.

Students should be given the opportunity to rehearse in costume and in the performance space prior to assessment.

You may give feedback to students throughout the creative process to guide them in their choreography development.

Internal Assessment Resource

Achievement Standard Dance 91589: Choreograph a dance to develop and resolve ideas

Resource reference: Dance 3.2A v2

Resource title: Convey a quote

Credits: 4

Achievement	Achievement with Merit	Achievement with Excellence
Choreograph a dance to develop and resolve ideas.	Choreograph a dance to effectively develop and resolve ideas.	Choreograph a dance to fully develop and resolve ideas.

Student instructions

Introduction

This assessment activity requires you to develop ideas based on a given dance quote and to choreograph a solo, duet or group dance that communicates these ideas.

You will develop your interpretation of the quote by exploring, manipulating and planning movement that communicates, refines and synthesises your ideas.

You will be assessed on your ability to develop ideas in the dance and resolve them in an appropriate conclusion. To 'develop' a dance means to use dance elements, devices, and structures to progress the idea and present new perspectives on it through your choreography. An 'idea' may be a motif, phrase or concept/theme. To 'resolve' implies there is a conclusion or 'wrapping up' of ideas/concepts in the dance, which may include a climax in the dance.

The completed dance work will be at least two minutes in length.

This task will take five weeks to complete. You will show the dance several times in class as it is developed and the final product will be performed in class. The performance will be filmed for moderation purposes.

You will be assessed on how effectively and fully you develop and resolve ideas based on your interpretation of a quote through a dance.

Teacher note: <teacher to insert time and conditions here>.

Task

Choose a quote

Choose one of the following quotes from famous choreographers. Interpret the quote in your own way and express your understanding in your dance. (See Resource A to guide you in this process.)

- *I am trying to show the world that we are all human beings and that colour is not important. What is important is the quality of our work.*

Alvin Ailey

- *Art is the only way to run away without leaving home.*

Twyla Tharp

- *We can scale the heights of mountains and see the world rayed out before us, but we fail to recognize that which is before us.*

Ruth St. Denis

- *Dancing is just discovery, discovery, discovery.*

Martha Graham

- *Through the creative process I am able to express other aspects of my life that I find hard to discuss.*

Neil Ieremia

- *One of the roles of an artist is to be a thorn in the side of a complacent society.*

Michael Parmenter

Teacher note: You could insert other quotes from well-known choreographers, if appropriate.

Explore movement ideas

Based on your interpretation of your chosen quote, explore and develop shapes, movements, and sequences using manipulation of dance elements and choreographic devices.

For example, consider how the use of time (tempo, rhythm, and accent) may be purposefully used to communicate your idea.

Choreograph sequences and phrases

See Resource A for more guidance on this crucial step in your choreographic process.

Choreograph and refine your earlier movement sequences and phrases to create and structure the dance.

For example, you could use the choreographic devices of instrumentation, augmentation and fragmentation to develop and emphasise key movement sequences. In addition, you could apply an ABA structure to your dance using the B section to communicate a contrasting point of view and then the final A section to provide a resolution to your ideas.

Rehearse movement with dancers

Workshop the movement sequences and ideas with your dancers. At this point, you may like to consider adding music or costumes to enhance your ideas. Make sure you rehearse with these.

Show your dance to others (for example, your teacher) during the rehearsal period to gain feedback and in order to show how the dance and the ideas are developing.

Present your dance

Present your final dance to the class.

Resource A

To help you develop and resolve your ideas for your dance you could:

- write out your quote and underline significant words or phrases
- brainstorm those words and phrases
- find out about the person who said/wrote them and the context in which they were spoken/written
- combine your interpretation and the context together and write an 'essence statement', which will act as the basis for your dance
- consider and begin to plan how elements of dance and choreographic devices may be manipulated and purposefully used to communicate your essence statement (level, pathway, relationships, shapes, canon, repetition and so on)
- consider and select the dynamic qualities that will best communicate your choreographic intention
- explore and incorporate effective use of contrast (for example, contrasts in tempo, relationships, duration, levels, directions etc)
- incorporate a climax into your choreography
- explore the use of symbolic movements and/or abstraction
- include effective use of repetition to emphasise key ideas and provide flow and unity to your dance
- consider how various choreographic structures may be purposefully used in your dance and choose the most appropriate structure to create a sense of unity and logical sequencing in it.

Hand your planning in to your teacher prior to assessment. This will not be assessed, but it will support and clarify your choreographic ideas.

Assessment schedule: Dance 91589 Convey a quote

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
The student has choreographed a solo, duet or group dance to develop and resolve ideas. To do this, they have created a dance that communicates an idea in response to the chosen dance quote: <i>The student has interpreted the quote “Art is the only way to run away without leaving home” and communicated their interpretation through the choreography.</i> <i>The student has manipulated the dance elements and choreographic devices such as shape, space, level, pathway, grouping, and formation in order to communicate an idea. The manipulation of direction has been used to reflect a sense of physical and emotional separation to assist the communication of ‘leaving home’.</i> <i>A structural canon has been used to create a ‘domino’ effect to increase and decrease the tension.</i> <i>The examples above relate to only part of what is required, and are just indicative.</i>	The student has choreographed a solo, duet or group dance to effectively develop and resolve ideas. To do this, they have: - created a dance that communicates an effectively developed concept: <i>The student has summarised ideas from the quote “Art is the only way to run away without leaving home” and interpreted them in an effective way, which they have communicated through the choreography. The student has used repetition to add interest and assist the communication of the concept. A clear motif that acts as the essence of the dance is embellished throughout the dance to communicate differing interpretations of art.</i> - created a dance that effectively demonstrates refined ideas: <i>Some interesting relationships between dancers have been used to communicate ideas in the dance. Some weight sharing moments have been purposefully included to communicate a sense of support. Transitions between sequences effectively define separate sections of the dance.</i> - created a dance that effectively orders the choreographic components: <i>Choreographic aspects such as phrasing, speed and duration have been considered in order to enhance the theme of the dance. A faster version of a sequence has been included to express an excited energy, communicating an individual’s thoughts being transported to another place by a piece of art.</i>	The student has choreographed a solo, duet or group dance to fully develop and resolve ideas. To do this, they have: - created a dance that communicates a fully developed concept: <i>The student has abstracted ideas from the quote “Art is the only way to run away without leaving home” and interpreted them in an imaginative way, which they have clearly communicated through the choreography. The verb “run” is demonstrated in reverse and through the use of other body parts to enhance the theme.</i> - created a dance that demonstrates fully refined ideas: <i>Dynamic variation has been purposefully manipulated and includes tension, climax and release to enhance the concept. Sequencing of movement has a logical and clearly demonstrated structure and includes an introduction, body and conclusion of ideas.</i> - created a dance that synthesises all choreographic components: <i>A clear sense of unity has been expressed throughout the dance where all choreographic decisions have been considered in order to communicate the concept. This means not only clearly and purposefully exploring shapes, levels and relationships (for example, angular shapes show an awkward nature) but also using devices such as retrograde, instrumentation and variation (for example, reversing a movement or phrase to express coming back to reality) to enhance the theme. Furthermore, a ternary structure (three</i>

	<i>The examples above relate to only part of what is required, and are just indicative.</i>	<i>sequences that have clearly defined and separate energy qualities to express the transference of art into three different lives) has been used to order sequences that synthesise the logical manipulations of movement sequences.</i> <i>The examples above relate to only part of what is required, and are just indicative.</i>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.