

# 2015 NZ Scholarship Assessment Report

## Dance

### Part A: Commentary

Comment on the overall response of candidates to the 2015 examination.

There has been an overall improvement in candidates' understanding of the requirements of their scholarship submissions. Mostly candidates adhered to the correct times and lengths for their recorded dances and workbooks. Many candidates struggled to write about their performance in any depth. A focus on AS 91593 may assist with this.

Many candidates:

- used headings and subheadings effectively to organise their material.
- used photographs to illustrate aspects of their workbooks, although the size and quality of these needed improvement in some cases.

Remember:

Introductions to candidates are not needed and should be removed from recordings.

Lighting needs to be sufficient to see the dance clearly on the recording. A recording without stage lighting may be preferable.

To ensure that influences discussed have impacted significantly on the work.

All three parts of scholarship have equal mark allocation.

### Part B: Report on performance standard

<b>Scholarship with Outstanding Performance</b>	<p>Candidates who were awarded Scholarship with Outstanding Performance commonly:</p> <ul style="list-style-type: none"> <li>• developed a choreographic concept that was clearly defined, had depth of thinking and was well realised in the choreography</li> <li>• produced a dance that was very innovative and original with little reliance on previously learnt dance vocabulary</li> <li>• explained in depth the connection between the original stimulus ideas, movement choices, technical choices and structure</li> <li>• communicated a personal understanding of the dance they performed and discussed how decisions made impacted on their performance</li> <li>• showed perceptive thinking and comprehensive dance knowledge throughout their workbooks.</li> </ul>
<b>Scholarship</b>	<p>Candidates who were awarded Scholarship commonly:</p> <ul style="list-style-type: none"> <li>• produced a dance with a strong sense of unity with all aspects contributing to the main idea</li> <li>• provided a brief but clear outline of the choreographic intention and clearly explained the reasons for movement choices, the structure of the dance and how the technical choices supported the ideas in the work</li> <li>• analysed their performance in depth rather than merely describing the dance they performed</li> <li>• were perceptive about their performance processes and the expression, communication and techniques of the dance they were performing.</li> </ul>
<b>Other candidates</b>	<p>Candidates who were not awarded Scholarship commonly:</p> <ul style="list-style-type: none"> <li>• did not have a well developed concept or realised their concept in a superficial way</li> <li>• choreographed a dance that relied heavily on previously learnt vocabulary</li> <li>• choreographed a dance that lacked unity</li> <li>• choreographed a dance that lacked coherence between the ideas and the application e.g. costumes did not relate to the themes of the dance</li> </ul>

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|  | <ul style="list-style-type: none"><li>• described the ideas and movements in their performance rather than analysing how they communicated to an audience</li><li>• did not sufficiently address all three parts of the assessment.</li></ul> |
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