2

SUPERVISOR'S USE ONLY

91211



Level 2 Dance, 2013

91211 Provide an interpretation of a dance performance with supporting evidence

9.30 am Tuesday 3 December 2013 Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Provide an interpretation of a dance performance with supporting evidence.	Provide an in-depth interpretation of a dance performance with supporting evidence.	Provide a perceptive interpretation of a dance performance with supporting evidence.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You will be given five minutes to read and prepare before the video recording begins to play.

There are four questions in this booklet. You should attempt THREE questions.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–19 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

TOTAL

You are advised to spend one hour answering your chosen questions in this booklet.

INSTRUCTIONS

During the first five minutes of the examination, carefully read through the questions in this booklet. You may also make notes during this time.

Five minutes after the start of the examination you will be shown a video recording of a dance performance you have studied in class. It will be shown TWICE, with a pause of ten minutes in between screenings.

As you watch the dance performance, and during the ten-minute pause, you may make notes and/or sketches on page 3, or begin to answer the questions.

Answer THREE of the four questions in this booklet.

Write your answers in paragraph form or as notes in bullet-point form.

Support your answers with details and specific examples from the dance performance. You may refer to parts of the dance performance that are not seen in the video recording.

Do not repeat the same material in your answers to different questions.

Space is provided for diagrams and sketches to be included, if appropriate, in your answers. Sketches will be assessed for the information they convey, not the quality of the drawing.

Write the details of the dance performance in the box below.

Title of the dance performance:
Choreographer/dance group:
Genre/style of the dance performance:

NOTES	ASSESSOR'S USE ONLY
QUESTION ONE: Two shapes, costume or sound, and the meaning of the dance	
QUESTION TWO: A source of stimulus, and the choreographic intention(s)	
QUESTION THREE: The structure and the climax of the dance	
QUESTION FOUR: An unusual moment	

EITHER: QUESTION ONE: SHAPES, A PRODUCTION TECHNOLOGY, AND MEANING

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Describe in detail how the use of this production technology communicates one or more ideas.	Costume	Sound/Music	
	 Describe in detai	il how the use of this production technology communicates one or more ide	26
	Describe in detai	in now the use of this production technology communicates one of more ide	as.

Evaluate how effectively the shapes and the production technology you have describe contributed to the overall meaning of the dance. Give as much detail as possible, and support your response with specific examples from the dance performance.	om the

Sketch in the space below if you want to illustrate any part of your answers to Question One. Label the sketch(es) to explain the point(s) you are making.	ASSESSOR'S USE ONLY

AND/OR: QUESTION TWO: A STIMULUS, AND THE CHOREOGRAPHIC INTENTION(S)

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Many stimuli influence a choreographer or company's decisions about a dance. Examples include:

- music they like
- opinions, values, and experiences
- props/objects
- culture and heritage

company create	d the dance perf	ormance.	
Describe in deta	il how this stimul	us is seen or heard in the dan	ce performance.
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Sketch in the space below if you want to illustrate any part of your answers to Question Two. Label the sketch(es) to explain the point(s) you are making.	ASSESSOR'S USE ONLY

Give as much detail as possible, and support your response with specific examples from dance performance.	uie

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(b)

	relationships between dancers	
•	movements	
•	dynamics	
•	lighting.	
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(c)		uate the effectiveness of the climax in relation to the structure of the dance performance. might consider:
	•	the placement of the climax within the dance
		the way the climay highlights a moment of conflict or resolution

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•	the way the	climax	highlights a	a moment o	f conflict (or resolution

- the contribution of the climax to the unity of the dance
- the effect of the climax on audience engagement or responses.

sive as much detail as possible ance performance.	, and support your response with specific examples from the

AND/OR: QUESTION FOUR: AN UNUSUAL MOMENT

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- (a) Describe in detail an unusual moment in the dance performance. You might refer to:
 - something that is unexpected
 - unusual use of technology (eg make-up, props, or set)
 - an unusual movement phrase
 - unusual dance relationships.

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(c)		luate the effectiveness of the inclusion of the unusual moment within the dance ormance. You might consider ways that:
	•	it surprised the audience
	•	it challenged the audience to think

it focused on an idea

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•	it provided a moment of contrast.
Give danc	as much detail as possible, and support your response with specific examples from the se performance.

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	Extra space if required.
	Write the question number(s) if applicable.
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