SUPERVISOR'S USE ONLY

90861



Level 1 Dance, 2011

90861 Demonstrate understanding of a dance performance

2.00 pm Monday 14 November 2011 Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a dance performance.	Demonstrate in-depth understanding of a dance performance.	Demonstrate comprehensive understanding of a dance performance.

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.

You should attempt THREE of the four questions in this booklet.

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 2–12 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 and select the three you will answer. 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 your chosen 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 information in your answers to different questions.

Space is provided for diagrams and sketches to be included, if appropriate, in your answer.

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

Title of the dance performance:	
Choreographer/dance group:	

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NOTES

QUESTION ONE: A moment from the dance	QUESTION TWO: The element of body
QUESTION THREE: A movement, and lighting	QUESTION FOUR: Communication of ideas
QUESTION THREE: A movement, and lighting OR music/sound OR props	QUESTION FOUR: Communication of ideas and/or feelings
QUESTION THREE: A movement, and lighting OR music/sound OR props	
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EITHER: QUESTION ONE: A MOMENT FROM THE DANCE

You have been asked to make a poster featuring a **moment** from the dance performance

Sketch Oi	NE moment in the	e dance that wo	ould make pe	ople want to s	ee the perform	ance.
.						
Describe	in detail the mom	ent you have s	ketched.			

- (c) The moment you have sketched may make people want to see the dance because:
 - it looks exciting
 - it shows interesting relationships between dancers
 - the shapes are pleasing
 - it looks unusual or strange
 - it shows attractive patterns
 - the dance genre is appealing.

Explain in detail why the moment you have sketched would make people want to see the dance. You may use the suggestions above, or give your own reasons.

Give specific examples from the dance to support your answer.

AND/OR: QUESTION TWO: THE ELEMENT OF BODY ASSESSOR'S USE ONLY Select (✔) ONE of the following aspects of the dance element of **body** that is seen in the dance performance. Locomotor movement Body shapes Body bases Non-locomotor movement **Body parts** Describe in detail how this aspect of body is seen in the dance. Give specific examples. (a) Sketch in the box below if you want to illustrate any part of your answers to Question Two. Label the sketch to explain the point you are making.

- (b) Choreographers use the element of body for many different reasons. For example:
 - to make attractive patterns
 - to make the dance look interesting
 - to create an effect
 - to communicate an idea or mood
 - to surprise.

Explain in detail why you think the choreographer has used the element of body in the way you have described. You may use the suggestions above, or give your own reasons.

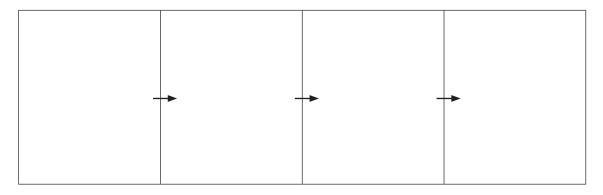
Give specific examples from the dance to support your answer.		

AND/OR: QUESTION THREE: A MOVEMENT AND A PRODUCTION TECHNOLOGY

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Choose ONE movement (less than 10 seconds long) in the dance performance.

(a) (i) Sketch the movement in one or more of the boxes below.



(ii)	Label your sketch and/or write brief notes below to describe the movement.		

Select (\checkmark) ONE of the following **production technologies** that adds to the effectiveness of the movement in the dance.

Lighting
Music OR Sound
Props

(b)

Describe in detail the ways this production technology is seen and/or heard in the dance.

(c) The use of lighting, music/sound, or props can add to the effectiveness of a movement. For example, it can:

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- highlight the movement
- add to the feeling of the movement
- enhance the movement
- repeat the shapes of the movement
- complement the rhythm of the movement
- support the ideas of the movement.

Explain in detail how your selected production technology adds to the effectiveness of the movement you have described. You may use the suggestions above, or give your own reasons.

AND/OR: QUESTION FOUR: COMMUNICATION OF IDEAS AND/OR FEELINGS ASSESSOR'S USE ONLY Select (✔) ONE of the following features of the dance performance that communicates ideas and/or feelings. The costumes The movements of one important dancer Partnering Formations and groupings Describe how this feature is seen in the dance. (a) (b) Describe in detail the ideas and/or feelings communicated in the dance.

(c)	Explain in detail how the feature you described in (a) communicates the ideas and/or feelings in the dance. For example:	ASSESSOR USE ONLY
	"The dancer who performs different movements from the others communicates the idea of"	
	"The dancers' yellow T-shirts communicate a feeling of"	
	Give specific examples from the dance performance to support your answer.	
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	tch in the box below if you want to illustrate any part of your answers to Question Four. el the sketch to explain the point you are making.	

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

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NUMBER	-	_	