

91211



912110



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

2

SUPERVISOR'S USE ONLY

Level 2 Dance, 2014

91211 Provide an interpretation of a dance performance with supporting evidence

2.00 pm Friday 28 November 2014

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 2–16 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

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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 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: _____

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QUESTION ONE: One or more moments that communicate a key idea

QUESTION TWO: The use of sound, and how effectively it supports what is seen

QUESTION THREE: The use of dynamics, and their effect on the audience

QUESTION FOUR: The use of contrast, and how this is effective

According to the dance critic Raewyn Whyte, “A dance communicates ten thousand words”.

(a) Describe in detail a key idea communicated in the dance performance.

- (b) Sketch at least one moment from the dance performance that communicates the key idea you have described. Label the sketch(es) to explain the point(s) you are making.

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- body shapes
- costumes
- facial expression
- lighting
- relationships between dancers.

**This page has been deliberately left blank.
The examination continues on the following page.**

(a) Describe in detail the use of sound throughout the dance performance. You might refer, for example, to:

- movements
- groupings
- the use of colour
- the use of (and changes in) lighting.

(a) Describe in detail how dynamics are seen in one or more important moments in the dance performance. You might use words such as:

- Give as much detail as possible, and support your answer with specific examples from the dance performance.

Select (✓) TWO of the following types of contrast seen in the dance performance.

- (a) Describe in detail how each contrast is seen in the dance performance.

Sketch in the space below if you want to illustrate any part of your answers to Question Four. Label the sketch(es) to explain the point(s) you are making.

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- creates visual impact or interest
- affects different relationships/roles in the dance performance
- causes a change in mood.

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

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QUESTION
NUMBER

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

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QUESTION
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