



DANCE STUDIES

Time: 3 hours

150 marks

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

Please answer SECTION B first. Listen to the music on the CD, and answer the questions.

1. This question paper consists of 8 pages and 4 music tracks. Please check that your question paper is complete.
 2. Read the questions carefully.
 3. Number your answers exactly as the questions are numbered in the question paper.
 4. You are required to answer **all** the questions.
 5. All answers must be in essay/paragraph format unless otherwise stated.
 6. Begin each section on a new page.
 7. Leave **THREE** lines open after each answer.
 8. It is in your own interest to write legibly and to present your work neatly.
 9. Credit will be given (where appropriate) for:
 - interpretation and explanation.
 - evidence of personal observation and understanding.
 10. You may choose to stand up and move your body at your desk for some anatomy questions.
 11. Please use the voice label for each music track to determine which track needs to be listened to for each question.
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SECTION A DANCE HISTORY**QUESTION 1**

On a recent holiday overseas, you were fortunate to view a live performance of one of the prescribed dance works from the list below.

INTERNATIONAL CHOREOGRAPHERS	DANCE WORKS
Alvin Ailey	Revelations
Christopher Bruce	Ghost Dances
Sir Kenneth Macmillan	Romeo and Juliet

Your teacher asks you to present to the class a review of the dance work and the choreographer.

Name the choreographer and the dance work.

The review should provide the synopsis and describe the costumes and lighting, analysing how they contribute to communicating the ideas to the audience. Include details of the choreographer's background, training, influences and inspirations providing examples of how this was evident in his/her work. In closing, reflect on one particular section of the dance work where you evaluate the movement vocabulary used in helping to bring the ideas behind the work to life.

Use the following rubric to guide your answer.

Levels	Criteria
7 (20–16 marks)	The candidate's response is clear, insightful and accurate. Provides detailed information on the synopsis, background, inspirations and influences. He/she discusses the ideas behind dance fully and is able to substantiate clearly and convincingly, using examples from the chosen movement vocabulary, how the choreographer's ideas are brought across.
6 (15–14 marks)	The candidate's response is good, showing some insight and accuracy. He/she includes good information on the synopsis, background, inspirations and influences, giving good insight into how the choreographer's ideas are conveyed, using examples from the chosen movement vocabulary.
4–5 (13–12 marks)	The candidate's response is fair, but is lacking in insight and accuracy. He/she includes some information on the synopsis, background, inspirations and influences giving adequate insight into how the choreographer conveys his/her ideas, using examples from the chosen movement vocabulary.
3 (11–10 marks)	The candidate's response shows some knowledge of the facts but lacks insight and substantiation. He/she includes very little information on the synopsis, background, inspirations and influences and provides little insight into how the choreographer conveys his/her ideas using few examples from the chosen movement vocabulary.
2 (9–7 marks)	The candidate's response is weak, showing very little insight and accuracy. The information on the synopsis, background, inspirations and influences and on how the choreographer conveys his/her ideas lacks detail and substantiation, with little reference to the movement vocabulary.
1 (6–0 marks)	The candidate has failed to give an adequate answer to the question.

[25]

QUESTION 2

SOUTH AFRICAN CHOREOGRAPHERS	DANCE WORKS
Alfred Hinkel	Last Dance (Bolero)
Alfred Hinkel and Magnet Theatre	Cargo
Gregory Maqoma	Four Seasons

The South African dance works on the prescribed list above deal with wide issues relating to the world we live in. Choose one dance work and write an essay in which you:

- Name the choreographer and dance work. (4)
- Outline the issue/issues the choreographer has focused on in the dance work. (4)
- Explain how these ideas are brought across by the choreographer's choice of theatrical elements such as music, costume and set. (6)
- Analyse the selection of dance vocabulary used to bring across the issues/ideas and symbolism behind the work. (10)
- Provide a brief evaluation of the relevance of the dance work in today's society. (5)

Use the following rubric to guide your answer.

Levels	Criteria
7 (20–16 marks)	The candidate's response is insightful and clear. He/she includes detailed information on the choreographer's issues/ideas and analyses the dance fully in terms of movement and theatrical elements. All information is clearly and convincingly substantiated.
6 (15–14 marks)	The candidate's response is good, showing insight. He/she includes good information on the choreographer's issues/ideas and analyses the dance fully in terms of movement and theatrical elements. All information is clear and substantiated.
4–5 (13–12 marks)	The candidate's response is fair but is lacking in insight and accuracy. He/she includes some information on the choreographer's issues/ideas and use of movement and theatrical elements. The information lacks clear substantiation.
3 (11–10 marks)	The candidate's response shows some knowledge of the facts but lacks insight and substantiation. He/she includes very little information on the choreographer's issues/ideas and use of movement and theatrical elements and very little detail.
2 (9–7 marks)	The candidate's response is weak, showing very little insight and accuracy. The information on the choreographer's issues/ideas and use of movement and theatrical elements lacks detail and substantiation.
1 (6–0 marks)	The candidate has failed to give an adequate answer to the question.

[25]

QUESTION 3

Prepare a speech on a dance style you have studied to present at the Parents Evening. Provide a clear definition of FIVE principles in this style and discuss how these can be seen in movement.

[10]

60 marks

SECTION B MUSIC**QUESTION 4 MULTIPLE CHOICE**

Choose the correct answer for each of the following questions. Write only the correct letter (A–C) next to Question 4.1–4.5.

4.1 The time signature of a waltz is?

A 4
 4

B 3
 4

C 6
 8

4.2 The Italian term for a walking pace is?

A largo
B lento
C andante

4.3 The kettle drum fits into which category of instruments?

A membranophones
B idiophones
C aerophones

4.4 The Italian term which means to play very softly is?

A molto
B pianissimo
C staccato

4.5 Pitch is?

A lower or higher notes
B the volume at which an instrument plays
C the speed of the music

[5]

QUESTION 5

There are four tracks on your CD. Listen to all four and give the following information: (Remember to number the tracks carefully according to the CD.)

5.1 Give the genre and time signature of all four tracks. (8)

5.2 Choose an Italian term which best fits Track 1. (1)

5.3 Track 2 has a steady build in the music. What is this build called in musical terms? Give the musical term for the opposite of a build like this. (2)

[11]

QUESTION 6

Describe Track 3 in terms of the following musical elements.

- | | | |
|-----|---------|------------|
| 6.1 | Melody | (3) |
| 6.2 | Harmony | (2) |
| | | [5] |

QUESTION 7

The choreographer's choice of music plays a big part in bringing the ideas of his/her work across to the audience. You have studied the music of one dance work on the prescribed list. With this in mind, write a short paragraph in which you give the following information:

- Give the name of the piece of choreography you have chosen and identify who composed the music. (1)
 - What is the style of the music? (1)
 - Describe the type of instrumentation used. (2)
 - Analyse how the music enhances and blends with the choreographer's ideas. (5)
- [9]**

30 marks

SECTION C ANATOMY AND HEALTHCARE**QUESTION 8**

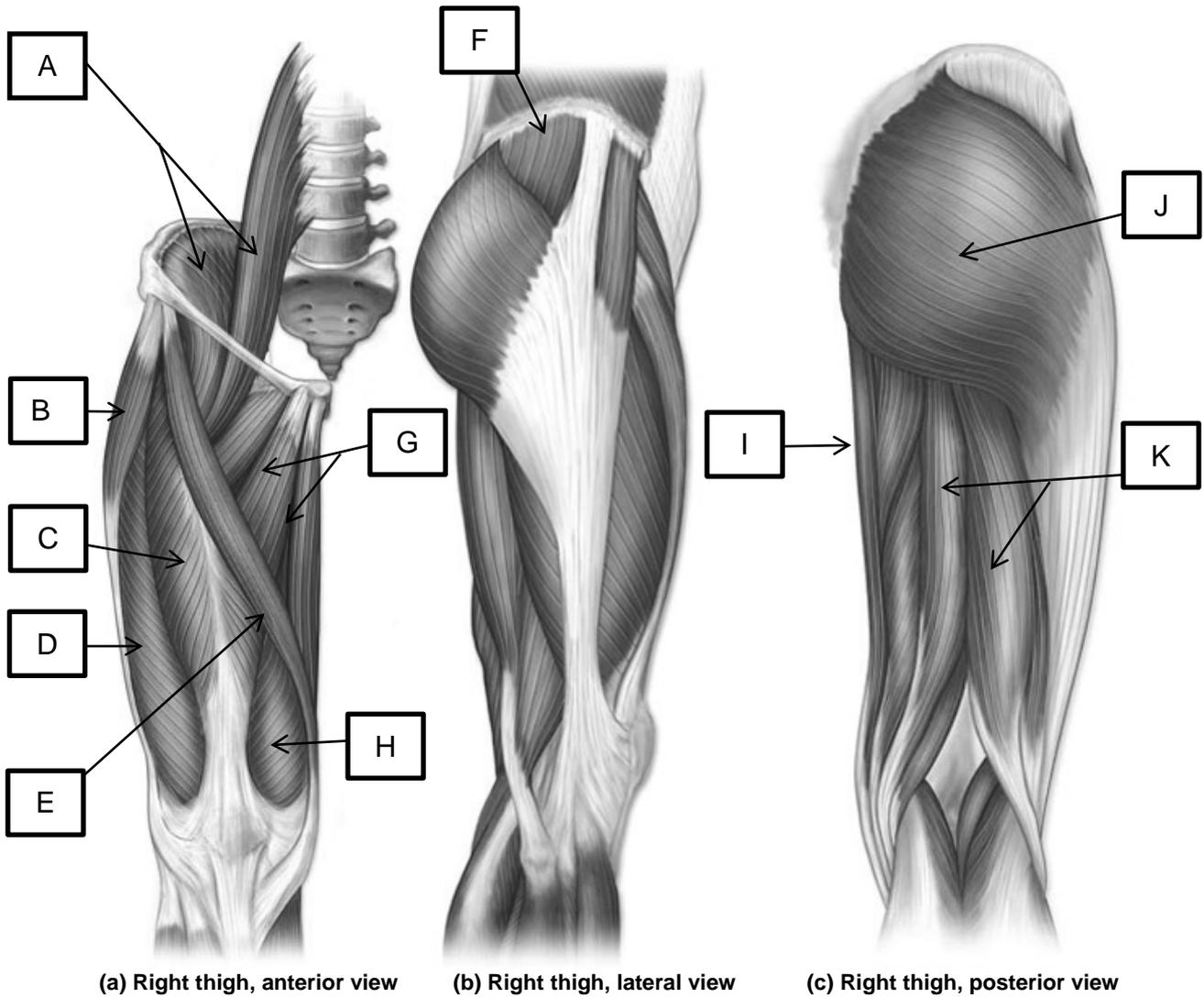
- 8.1 **Dance is a high-impact, athletic pursuit and, in performance, the dancer strives to make the work look effortless.**

Write a paragraph analysing the importance of endurance/stamina to the dancer and explain methods to develop this element of fitness. (10)

- 8.2 Briefly explain **either** kinaesthetic awareness **or** agility as part of the neuromuscular skills required by the dancer. (4)
- [14]**

QUESTION 9

Study the diagram of the muscles of the hip and thigh below and answer the questions that follow.



[Source: <www.sporcle.com>]

9.1 Name all the labelled muscles. Note that a group name is required for the muscles labelled **A**, **G** and **K**. (12)

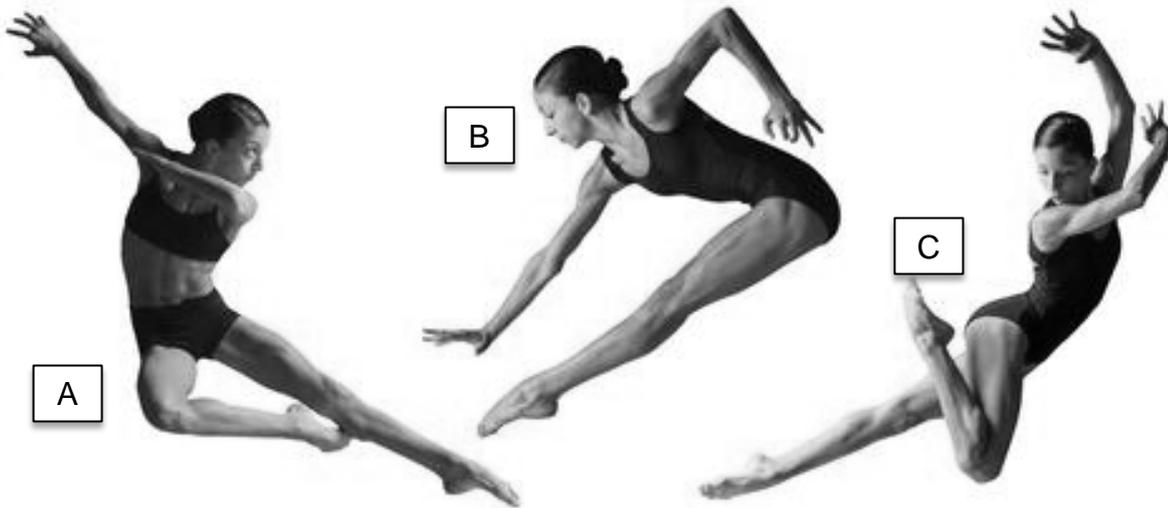
9.2 Describe in detail the actions of the following muscles:
Remember to name each muscle before you describe it and give the joint/ bone/body part it is moving.

- Muscle B [3]
- Muscle E [3]
- Muscle F [3]
- Muscle J [3]

(12)
[24]

QUESTION 10

Focusing on the torso of the dancer in action below, provide the following information:



[Source: <www.iStockphoto.com>]

- 10.1 Using anatomical terms, name the action in the dancer's torso in each of the pictures. (3)
 - 10.2 Give the name of ONE muscle responsible for each of the actions you have identified above. (3)
 - 10.3 Write a short paragraph in which you evaluate the importance of core strength in the dancer. (4)
- [10]**

QUESTION 11 NUTRITION

The following is taken from a paper on dancers and nutrition. Read it and answer the questions that follow.

Nutrition Fact Sheet**Fuelling the Dancer**

by the International Association for Dance Medicine and Science

To perform at their best, dancers need to be well fuelled for classes, rehearsals, and performances. This paper will present a strategy for obtaining the energy needed for dance training and the right balance of carbohydrate, fat, protein, nutrients, and fluids.

One important challenge facing many dancers is not ingesting sufficient quantities of food to meet the energy demands of dance.

[Source: <www.DanceMedicine.org>]

- 11.1 Give an example of each of the following and explain why they are important in the dancer's diet.
- Carbohydrate
 - Fats
 - Protein
- (6)
- 11.2 Name THREE nutrients, explain their importance in the dancer's diet and give an example of where each can be found.
- (6)
[12]

60 marks

Total: 150 marks