

No part of the candidate's evidence in this exemplar material may be presented in an external assessment for the purpose of gaining an NZQA qualification or award.

2

91212



912120



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

SUPERVISOR'S USE ONLY

Tick this box if you
have NOT written
in this booklet

Level 2 Dance 2022

91212 Demonstrate understanding of a dance genre or style in context

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a dance genre or style in context.	Demonstrate in-depth understanding of a dance genre or style in context.	Demonstrate comprehensive understanding of a dance genre or style in context.

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

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

Your sketched and written answers must be completed in pen.

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.

Do not write in any cross-hatched area (✂). This area may be cut off when the booklet is marked.

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

Merit

TOTAL

16

ASSESSOR'S USE ONLY

INSTRUCTIONS

Answer any **THREE** of the four questions in this booklet, using the same dance genre or style for each question. Write the name of your chosen dance genre or style in the box below.

Do not repeat information in your answers to different questions.

Dance genre or style:

Tap

NOTES

QUESTION ONE: Design and origins

plantation fields ~ 1700's
clothing
slaves can't afford

QUESTION TWO: Important person and/or group

Master Juba
1800's
Minstrel shows
Irish jig
British clogging

QUESTION THREE: Movement

QUESTION FOUR: Setting(s)

Broadway
1929 - 1939

QUESTION ONE: Design and origins

Identify a specific time and place in which you believe your chosen dance genre or style originated.

1700's - Plantation fields
- South Carolina

Select (✓) at least ONE design element(s) to discuss in your answer below:

☒ Clothing

☐ Props

☒ Sound

☐ Other: _____

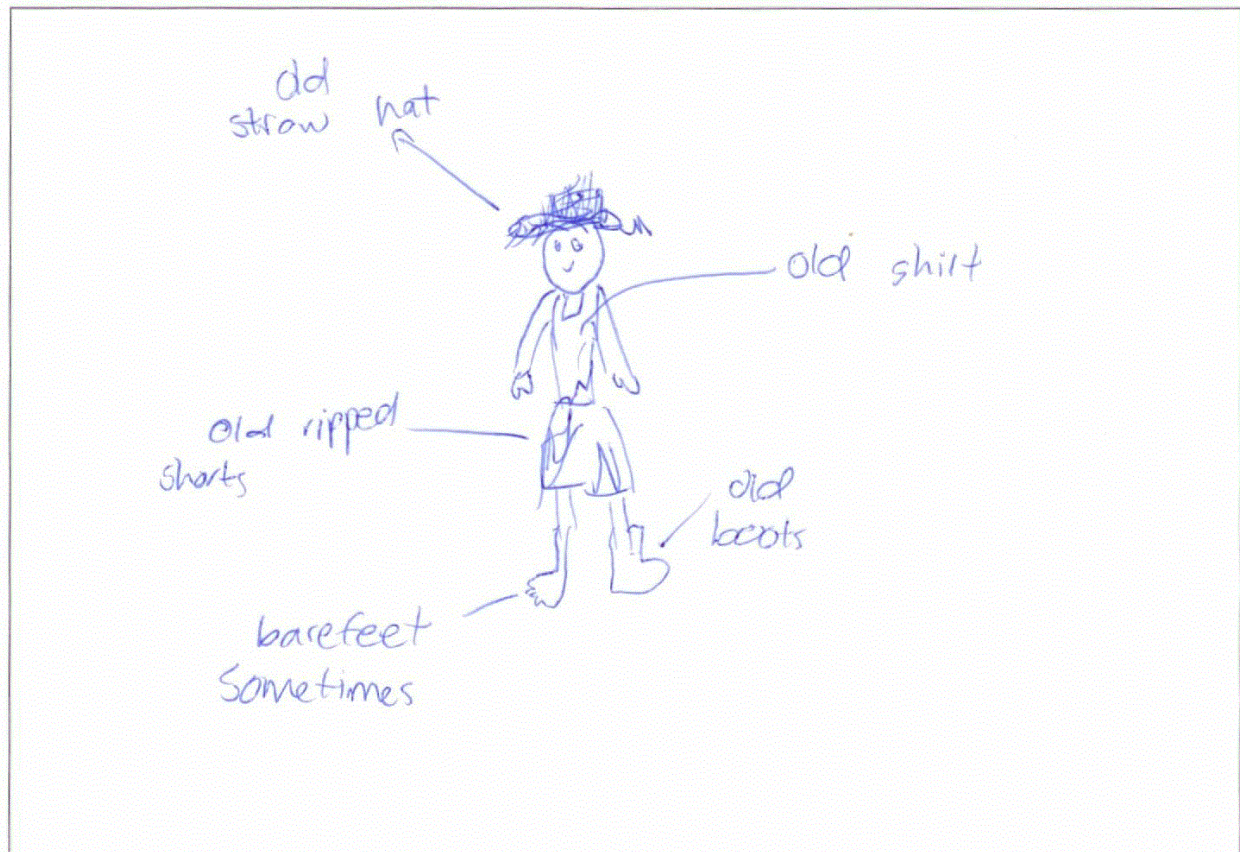
How do design element(s) reflect the origins of the dance genre or style, and why?

Give specific examples to support your response.

~~In the 1700's~~ During the transatlantic slave trade in the 1700's, slaves would be purchased to work on plantation fields and cotton fields. As ~~was~~ a way to keep their cultural identities and culture alive, they would dance a do ^{different} movements to their drums. They would be ^{in old boots} ~~barefoot~~ and would often wear old dirty clothing. However in 1740 the white slave owners thought the slaves were using their drums to send secret messages to other slaves in other villages. They thought they were planning an uprising. So they ^{white slave owners} decided to make a law to abolish their drums. When the slaves had nothing to dance to they started using their own bodies like an instrument. By clapping, patting themselves and scuffing their feet, they made new sounds and new ways to dance to keep their cultural identities alive. The clothing the slaves wore and the

new sounds they made reflect the origin of tap as it shows they had nothing. Being a slave, having to work, they were give old, ripped up clothes because they could not and would not be allowed to buy more. They had to make sounds with their bodies because that's all they had left. They were being stripped of their own rights and it showed in their clothing and how the danced.

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



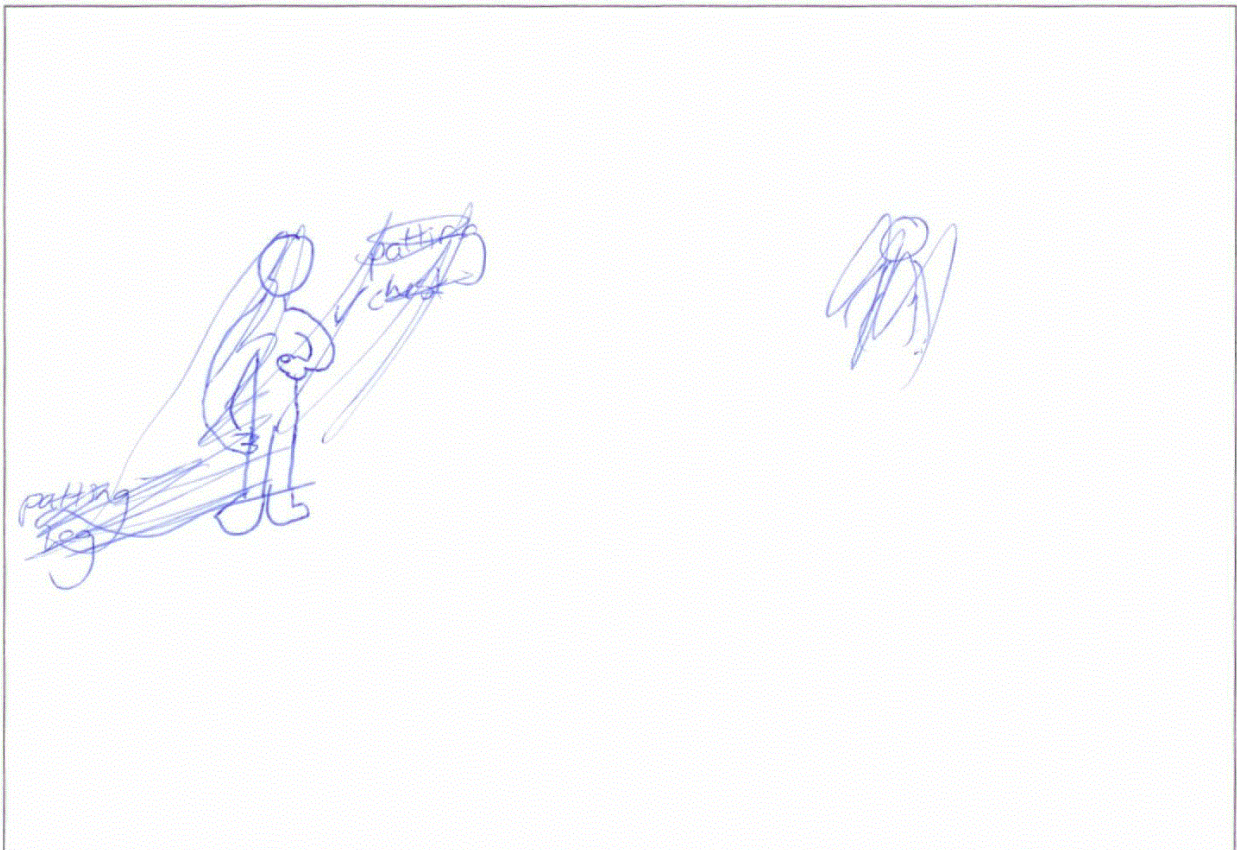
QUESTION TWO: Important person and/or group

How has an important person and/or group influenced your chosen dance genre or style, and why? Give specific examples to support your response.

A man named William Henry Lane is a important person in tap as he was the first black man to be in minstrel shows. In the 1800's "comedic" shows were created by white men to mock and mimic the black slaves. They would paint there faces black and put on old ridged clothing, and start mocking the slaves dances. This was an extremely racist form of entertainment and was popular from the ^{early} 1800's to ~~the~~ 1860. They were still ~~popular~~ performed until the early 1900's but was really only popular in the 1800's as that is when slavery was abolished. The black slaves starting asking for more rights so the white men wanted to mock them for it. William Henry Lane wanted to show the world his style of dance which was at the time called patten juba. A fusion of the black slaves percussion, the irish immagrants ~~and the~~ jig and british clogging. William felt the only way to showcase his dancing was minstrel shows. At the beggining William had to pretend to be a white man dressed for a minstrel show to perform. Eventually he got sick and tired of pretending so ~~it~~ went to the five point houses in New

York and demanded the right to perform in minstrel shows as a black man. This was a huge moment for tap as it started to be seen by not only slaves but the world as well. William became the first black man to get paid higher than a white man for performing. William became so popular that he was given the name Master Juba. William influenced tap heavily as he brought it to the public eye. Not only in his state/city, William then toured with an Irish friend named John Diamond around the world. They would borrow and combine movements which I believe what made tap today.

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



QUESTION THREE: Movement

How does movement reflect the purpose of your chosen dance genre or style, and why? Give specific examples to support your response.

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

QUESTION FOUR: Setting(s)

Select (✓) at least ONE setting to discuss in your answer below:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Outdoors | <input type="checkbox"/> At competitions | <input type="checkbox"/> Dance studio |
| <input type="checkbox"/> Theatre | <input type="checkbox"/> On the internet | <input type="checkbox"/> At celebrations |
| <input type="checkbox"/> Other: <u>Broadway.</u> | | |

How has the setting(s) of your chosen dance genre or style changed, or remained the same, and why? Give specific examples to support your response.

During 1929 - 1939 tap was brought to Broadway. With dancers and actors like Fred Astaire and Ginger Rogers featuring in Broadway shows and films such as 42nd Street and Swingtime. During this period of time the Great Depression was happening. The stock market had crashed and there were over 15 million people unemployed. Society was in a miserable place and needed a distraction. This is why Broadway tap became so popular in this time/era. Broadway became a means of distraction for society and brought them entertainment. The clothes got tighter and shiny and new styles were being incorporated. Fred Astaire for example brought ballroom and jazz to tap so in a way jazzified tap to make it more appealing and entertaining to the eye. Broadway slowly stripped away the true meaning of tap taking away the ^{original} culture and origin from the dance style. As time has gone on tap has changed settings and moved

into Dance Studios. It is taught to make rhythms and bring musicality. You do not see many tap dances on Broadway any more. There is no need for distraction anymore as our ~~economy~~ ^{economy} has grown, adapted and changed entirely. That is why it has moved from Broadway to the dance studios.

Although the tap taught in these studios are the jazzified version of tap their are studios out there that teach the true meaning of tap ~~and~~ ^{like how and did it} where and how come from. For example Savion Glover runs a studio and has said 'if your only here

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

extra paper



Extra space if required.

Write the question number(s) if applicable.

QUESTION
NUMBER

Question 4

"If you only here to dance go somewhere else." Savion ~~has~~ is trying to educate ~~the~~ others with his knowledge ~~knowledge~~ about the cultural aspects of tap and show that its important to know the meaning behind your movements.

Merit Exemplar 2022

Subject	Dance		Standard	91212	Total score	16
Q	Grade score	Annotation				
1	M5	The candidate provided accurate information on Tap origins, with detailed explanations of the historical context behind how tap originated. The candidate provided some drawings and descriptions of clothing originally worn. For M6, the candidate needed to expand on both sound and clothing, and link it to how it got to what we know as Tap today. Examples were related more towards Patting Juba, and the candidate needed to explain how bare feet developed into wearing Tap shoes. More specific examples are needed to reach Excellence.				
2	M6	The candidate provided clear and detailed explanations of who William Henry Lane was, and why he was important to Tap dance. More specific examples are needed to reach Excellence.				
3	M5	The candidate provided detailed descriptions of the setting of Broadway. Evidence included accurate names of famous shows, quotes, and dancers. For a higher grade, the candidate could have also included annotated sketches and more detailed explanations on how and why the setting changed over time.				