

90861



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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SUPERVISOR'S USE ONLY

## Level 1 Dance, 2013

### 90861 Demonstrate understanding of a dance performance

9.30 am Monday 2 December 2013

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**

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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: \_\_\_\_\_

**NOTES**ASSESSOR'S  
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|  |   |
|--|---|
| <p>QUESTION ONE: The use of costume</p>                                  | <p>QUESTION TWO: A movement, and the music or sound</p> |
| <p>QUESTION THREE: A feature that communicates ideas and/or feelings</p> | <p>QUESTION FOUR: A visually interesting moment</p>     |

**EITHER: QUESTION ONE: The use of costume**

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- (a) Sketch ONE costume seen in the dance performance. Label important features of your sketch.



- (b) Describe in detail the differences and/or similarities between this costume and other costumes in the dance performance.

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(c) Explain in detail why you think the choreographer chose to use this costume. You might consider how it:

- helps to communicate ideas or feelings
- enables the dancers to perform particular movements
- shows the character
- enhances the movements
- creates visual effects (eg patterns or contrast).

Give specific examples from the dance to support your response.

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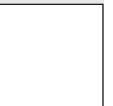
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**AND/OR: QUESTION TWO: A movement, and the music or sound**

(a) Sketch ONE movement (less than 10 seconds long) in the dance performance that has an interesting relationship with the music or sound.

Label, or describe below, any aspects of the movement that are not clear in the sketch.

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(b) Describe in detail the music or sound(s) you hear as this movement is performed.

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**AND/OR: QUESTION THREE: A feature that communicates ideas and/or feelings**

Select (✓) ONE feature that communicates the ideas and/or feelings in the dance performance.

- Body shapes               Floor and air pathways
- Energy qualities          Groupings and formations

(a) Describe the ways this feature is seen in the dance performance.

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(b) Describe in detail the ideas and/or feelings communicated in the dance performance.

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(c) Explain in detail how your selected feature communicates the ideas and/or feelings in the dance performance. For example:

- “The change from a group formation to solos communicates the idea of becoming independent ...”
- “The angular shapes of the arms communicate a feeling of fear and awkwardness ...”

Give specific examples from the dance to support your response.

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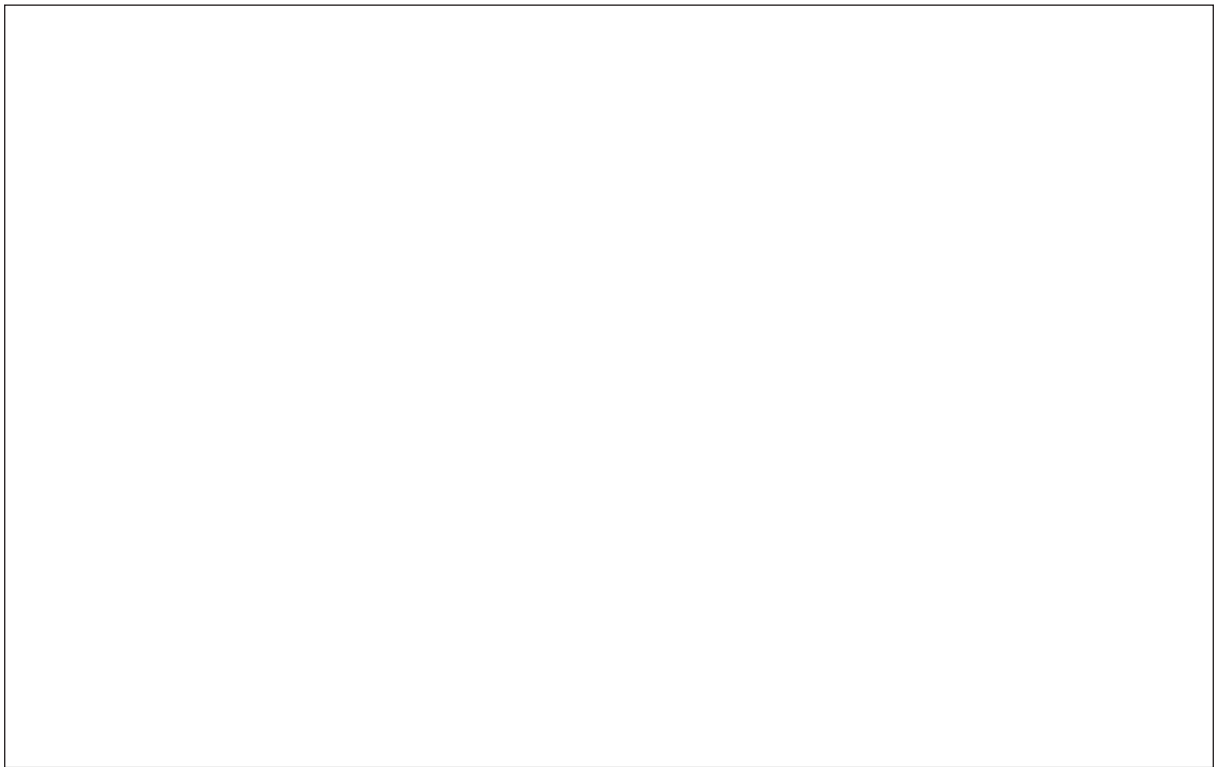
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**AND/OR: QUESTION FOUR: A visually interesting moment**

- (a) Sketch a single moment in the dance performance that is visually interesting. Label important features of your sketch.



- (b) Describe in detail the movements (less than 10 seconds) before OR after the moment you have sketched.

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(c) Explain in detail why the moment you have sketched is visually interesting. You might consider how the moment:

- shows contrast
- surprises the audience
- helps to communicate ideas or tell a story
- looks strange or unusual
- creates patterns.

Give specific examples from the dance to support your response.

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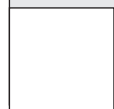
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**Extra space if required.**  
**Write the question number(s) if applicable.**

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QUESTION  
NUMBER

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