

91594Q



NEW ZEALAND QUALIFICATIONS AUTHORITY
 MANA TOHU MĀTAURANGA O AOTEAROA

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

Level 3 Dance, 2016

91594 Analyse a dance performance

2.00 p.m. Wednesday 16 November 2016
 Credits: Four

QUESTION BOOKLET

Achievement	Achievement with Merit	Achievement with Excellence
Analyse a dance performance.	Analyse a dance performance in depth.	Comprehensively analyse a dance performance.

There are three questions in this booklet. **You should attempt ONE question.**

You will be given five minutes to read and prepare before the video recording begins to play.

Write your answers in Answer Booklet 91594A.

Check that this booklet has pages 2 and 3 in the correct order and that none of these pages is blank.

YOU MAY KEEP THIS BOOKLET AT THE END OF THE EXAMINATION.

INSTRUCTIONS

During the first five minutes of the examination, carefully read through the questions in this booklet and select the one you will answer. You may begin writing 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.

Write the answer to your selected question in Answer Booklet 91594A.

You may:

- comment on aspects other than those suggested in the bullet points included in the question
- refer to parts of the dance performance that are not seen in the video recording.

Space is provided in the answer booklet for you to make notes and plan your answer.

EITHER: QUESTION ONE

The use of time is an aspect of the dance through which the choreographer can create interest and enhance meaning.

- (a) Describe at least TWO different ways that time is used in the dance.
- (b) Discuss how varying the use of time creates interest in the work. You might comment on:
- contrasting uses of tempo and rhythm
 - timing relationships (such as unison or canon)
 - the duration of sections of the dance
 - connections to the themes of the dance.

OR: QUESTION TWO

The title of a dance is a signpost that sets up the audience's expectations of what they might see in the dance.

- (a) Describe at least TWO expectations the audience might have when they think about the title of the dance.
- (b) Discuss reasons the choreographer may have chosen this title, and the way it relates to various aspects of the dance. Reasons might include:
- to focus attention on an important theme or idea
 - to create a sense of anticipation, or to intrigue people
 - to identify an important role in the dance.

OR: QUESTION THREE

The meaning of a dance may be open to interpretation by the audience – or, in some cases, it may leave them in a state of uncertainty.

- (a) Describe at least TWO ways that the meaning of one short section of the dance could be interpreted.
- (b) Discuss the value of there being multiple interpretations of meaning in this dance. You might comment on:
- ways the audience is involved in thinking about the dance
 - questions that are raised for the audience
 - abstract and literal meanings suggested by the movements.

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