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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

Level 1 Dance, 2019

90861 Demonstrate understanding of a dance performance

9.30 a.m. Tuesday 3 December 2019

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 ALL the 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

ASSESSOR'S USE ONLY

INSTRUCTIONS

During the first five minutes of the examination, carefully read through the questions in this booklet. 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 10 minutes between screenings.

Answer ALL of the questions using this 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.

Title of the dance performance: _____

Choreographer/dance group: _____

NOTESASSESSOR'S
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QUESTION ONE: Use of space, and ideas and/or emotions

QUESTION TWO: An important moment and choreographic intention

QUESTION THREE: Visual or aural design, and important movement(s)

QUESTION ONE: USE OF SPACE, AND IDEAS AND/OR EMOTIONS

Choose (✓) TWO elements of space that are important in the dance performance.

- | | | |
|---|---------------------------------|--|
| <input type="checkbox"/> Pathways | <input type="checkbox"/> Focus | <input type="checkbox"/> Direction |
| <input type="checkbox"/> Personal/general space | <input type="checkbox"/> Levels | <input type="checkbox"/> Range/size of movements |

- (a) Describe, in detail, how your chosen elements of space are seen or used in the dance performance.

- (b) Explain, in detail, how the use of space supports the communication of ideas and/or emotions in the dance performance.

Give specific examples from the dance to support your response.

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

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QUESTION TWO: AN IMPORTANT MOMENT AND CHOREOGRAPHIC INTENTIONASSESSOR'S
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(a) Describe, in detail, an important moment in the dance performance.

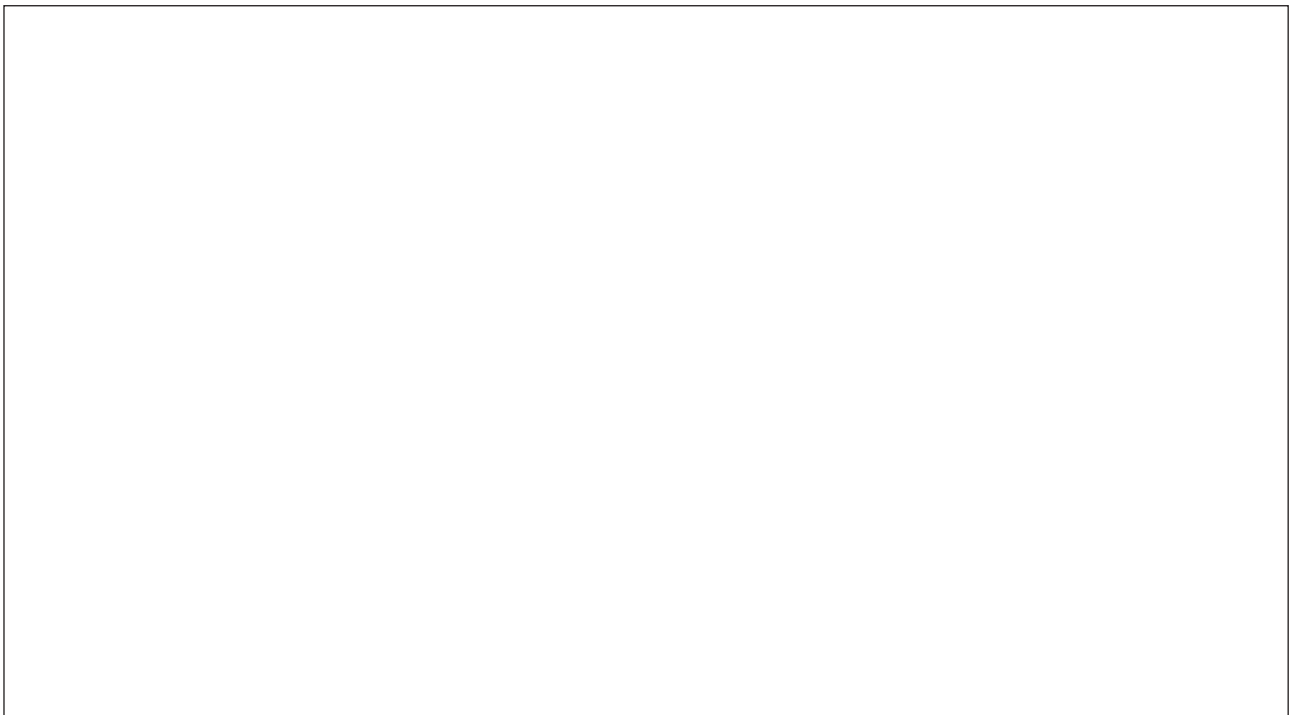
The 'choreographic intention' is the purpose of the dance; what the choreographer wants the dance to achieve.

Identify the choreographic intention of your chosen dance performance:

(b) Explain, in detail, how the important moment reflects the choreographic intention of the dance performance.

Give specific examples from the dance to support your response.

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



QUESTION THREE: VISUAL OR AURAL DESIGN, AND IMPORTANT MOVEMENT(S)ASSESSOR'S
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Features of 'visual design' include costume, lighting, set, props and venue.

'Aural design' means how recorded sound and live accompaniment are used. This can include instruments, voice and lyrics.

- (a) Describe, in detail, at least one feature of either the visual design seen OR the aural design heard in the dance performance.

- (b) Explain, in detail, how the visual OR aural design is used to highlight an important movement or movements in the dance performance.

Give specific examples from the dance to support your response.

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

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

ASSESSOR'S
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A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for students to provide answers, sketches, or drawings.

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

ASSESSOR'S
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QUESTION
NUMBER

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A series of horizontal lines for writing answers, organized into a table structure with a 'QUESTION NUMBER' column on the left.