

No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

1

90861



908610



NEW ZEALAND QUALIFICATIONS AUTHORITY
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SUPERVISOR'S USE ONLY

Level 1 Dance, 2017

90861 Demonstrate understanding of a dance performance

2.00 p.m. Thursday 23 November 2017
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.

Merit

TOTAL

17

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NOTES

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QUESTION ONE: A moment that communicates important ideas and/or emotions

Adrian running on or strings sequence

QUESTION TWO: A repeated feature (e.g. a movement or shape, a formation or grouping, an air or floor pathway)

Electric shock sequence

QUESTION THREE: The relationship between a production technology and movement

Adrian running on + light
~~strings + music?~~

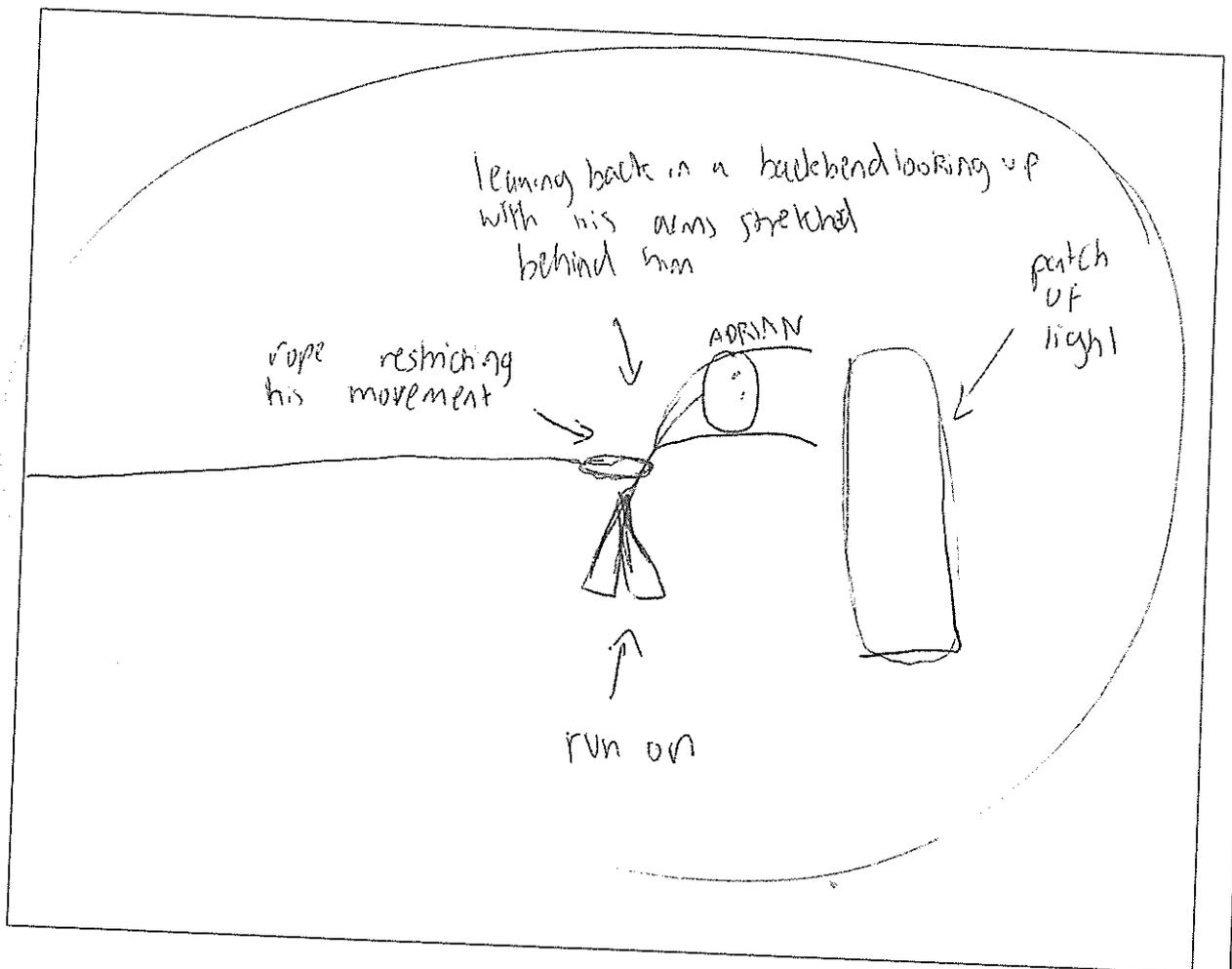
music contrasting fear + happiness

QUESTION ONE: A MOMENT THAT COMMUNICATES IDEAS AND/OR EMOTIONS

(a) Describe, in detail, the ideas and/or emotions communicated in the dance performance.

An idea communicated in the dance is, ~~something~~ ~~we~~ ~~cannot~~ ~~reach~~ ~~our~~ ~~goals~~ if we do not step outside our comfort zone, then we cannot reach our goals. ~~them~~ Our comfort zone restricts us, it is what we are familiar with. But if we do not push ourselves and try new things, then we cannot reach our goals and grow as a person. We need to keep expanding and reaching higher to ~~reach~~ reach our potential, reach beyond our limits.

(b) Make a labelled sketch of ONE moment (about 5 seconds long) that communicates important ideas and/or emotions in the dance performance.

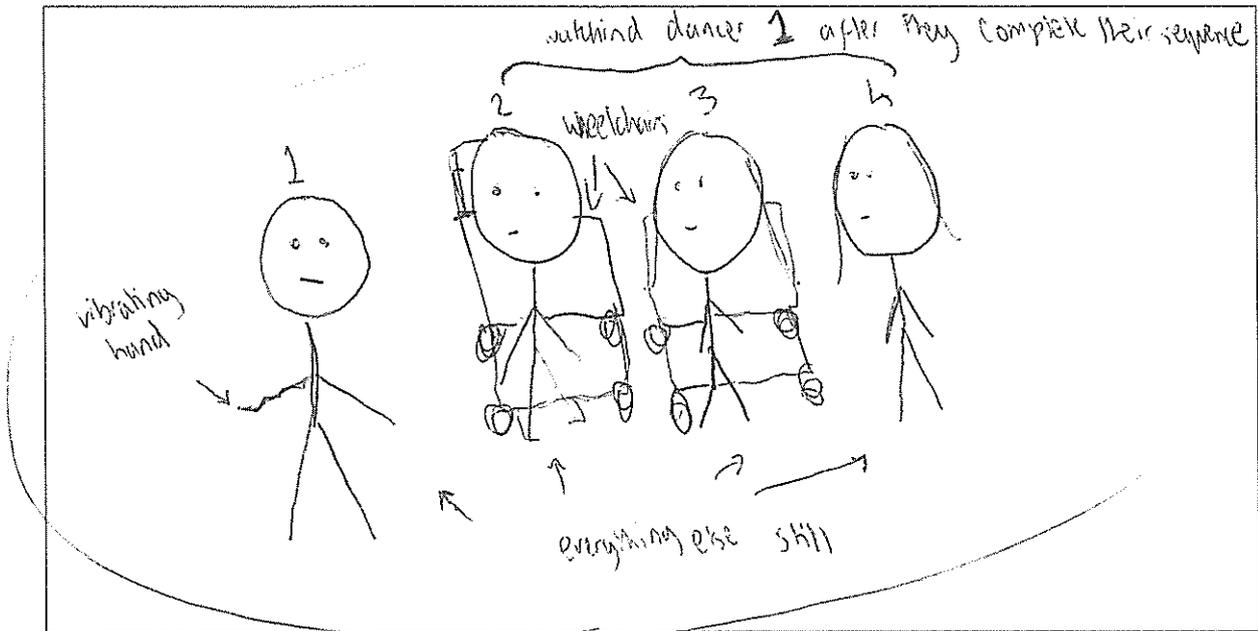


QUESTION TWO: A REPEATED FEATURE

Select (✓) ONE feature that is repeated in the dance performance:

- A movement or shape An air or floor pathway
 A formation or grouping Other:

(a) Make a labelled sketch of the feature that is repeated in the dance performance.



(b) Describe, in detail, the ways the feature is repeated and/or varied in the dance performance.

First dancers 2, 3 & 4 complete this electricity sequence. Electricity enters through varied entry points, strikes the dancer violently, and exits through varied exit points e.g. finger-body-toe or toe-body-shoulder. Then they stop and stare at dancer ~~one~~ 1 who completes his electricity sequence. He does the same type of movement more violently and ~~stays~~ it takes longer to complete.

(c) Explain, in detail, why you think this feature is repeated in the dance performance. For example, it might:

- create an emphasis or visual effect
- reinforce the ideas or emotions.

Give specific examples from the dance to support your response.

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I think this feature is repeated because it creates emphasis. ~~They~~ The dancers all do these bursts of electric shocks at random times which creates a visual effect of a chaotic scene. ~~Violent shaking~~ The violent and uncontrollable shaking represent the dancers going through their fear. It is difficult and unpleasant as we can see by the unusual and extreme movement in terms of ~~the~~ how all the body is used. After the electricity has exited the dancers bodies they appear calm and accomplished, they have gone through the uncomfortable, difficult phase and now they have accomplished their fear. This tells us that although unpleasant, we have to ~~wander~~ face our fears to get to the other, palmer side. We also have to face our fears alone, no one can complete it for us as shown by each dancer having an individual sequence. They also have different entry/exit points which represents everyone having their own fears, big or small, they all have to overcome it. This slight variation also creates a visual effect which keeps the audience on their toes ~~wondering~~ what their fear is, and who's will strike next. Dancer 4 has electricity entering through her pinky finger down to her little toe, so her end position is a lunge. This could be representing a fear of being

M6

QUESTION THREE: A PRODUCTION TECHNOLOGY, AND MOVEMENT

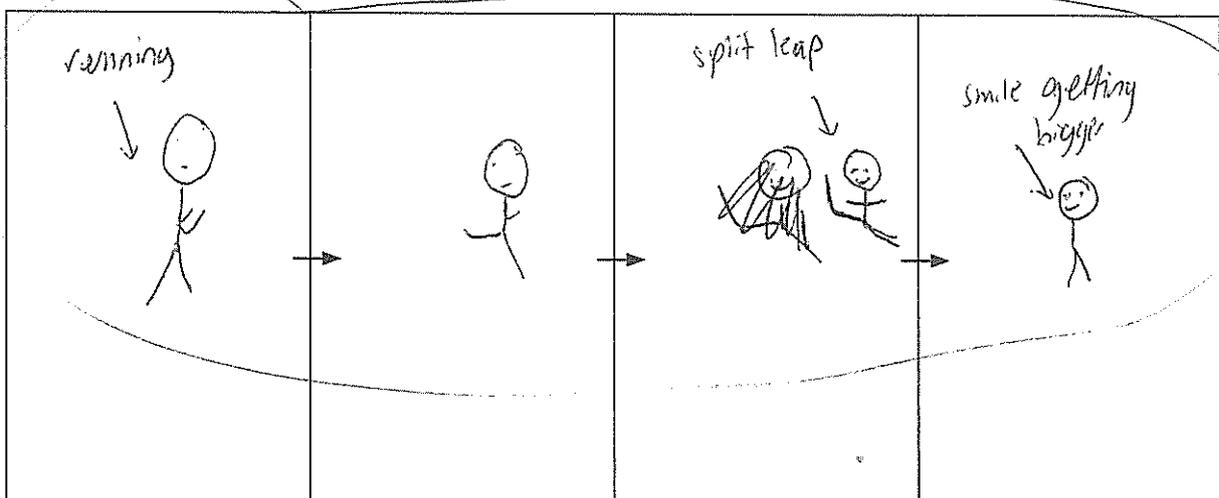
Select (✓) ONE production technology that relates to the movements in the dance performance:

- Costume Music or sound
 Lighting Props

(a) Describe, in detail, the ways the production technology is seen or used in the dance performance.

The sound at the beginning is heavy breathing ~~in~~ which is ~~relaxation~~. There is also a blood clapping sound, which sounds like blood running through your veins. Both these sounds are scary and ~~relaxation~~ ^{life like.} Towards the end the music is soft orchestral music which is calm and soft.

(b) Make a labelled sketch of ONE movement in the dance performance that has a relationship to this production technology.



- (c) Explain, in detail, the relationship between the production technology and movements in the dance performance. You might consider how the technology:
- enhances the movements
 - contrasts or supports the movements.

Give specific examples from the dance to support your response.

At first, the sounds are heavy breathing and blood dripping which carries emotions of fear and uncertainty. ^{this is because,} When you are scared, your heart beats faster which speeds up your breathing and the rate at which your blood flows. During these ^{sounds} music the movements are sharp and sudden like when one of the dancers does a circle with his arm ~~and~~ and slaps it on his leg. Another movement during this period is Adrian falling to the floor. The music enhances these moments because it gives the dancers the fear and uncertainty emotion which helps the audience understand what they are feeling, and the story behind it. Then the music softens to a calm orchestral piece. Here, Adrian does a big ^{triumphant} leap shown in the diagram. He is happy, with a smile on his face because he has accomplished something. The music adds to this moment of happiness and calmness. There is no scary, heavy breathing because it is a happy moment. The music changes throughout the piece ~~from~~ because it represents the different emotions in the piece which pulls together a story with a happy ending. The music contrasts from scared and happy so //

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M6

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

ASSESSOR'S
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QUESTION
NUMBER

2c out of control. When she ends in a lunge this could be her grounding herself in a stable position that she now feels she is in control. ~~At one~~ At one point the other dancers stop and look at dancer 1. He does the movement more violently ^{and it takes longer} than the others which shows his fear is a greater ~~thing~~ ^{thing} and that it has consumed him. The others watch helplessly, but they know that only he can get through this. So this movement is used ~~both~~ for emphasis, visual effect, to reinforce the fear idea and to inspire the audience to overcome their fears. //

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

ASSESSOR'S
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QUESTION
NUMBER

3C

it creates variation which pulls the story and interest
the ~~movement~~ audience. It is also used to enhance
the emotions the dancers feel and what they're
trying to communicate. //

Merit exemplar 2017

Subject:	Dance	Standard:	90861	Total score:	17
Q	Grade score	Annotation			
1	M5	<p>This answer provides enough evidence for M5 as there is some detail in the description of a specific moment; however, this was across the whole question, as the sketch in part (a) lacked clear description on its own.</p> <p>The candidate is focused on specific and detailed description of the movement and how it symbolises the ideas communicated in the dance. The answer needed a more in depth understanding of the choreographic ideas to reach M6.</p> <p>There was some specific evidence that supported an in depth understanding of the context and how this supported the movement.</p>			
2	M6	<p>The candidate described in detail The repeated feature the significance of the variation throughout the dance. They provided in depth examples of the quality of the movement and variation throughout the dance piece. They were able to link this variation to the ideas.</p> <p>The relationship between the feature and the context of the performance is clearly explained demonstrating an in depth understanding. The candidate attempts to develop the answer further making specific connections to the purpose of the dance and the choreographer's intentions developing this further with additional specific examples and linking to the wider context, would have supported a higher mark.</p>			
3	M6	<p>Throughout the whole question the candidate described in detail the significance of a production technology and its impact on the movement to create atmosphere.</p> <p>They identified how the technology was perceived in the performance and used in-depth description to support their answer, with some reference to the audience experience.</p> <p>In order to achieve at E7 the candidate needed to support their answer with further references to the wider context and choreographic intentions.</p>			