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2

91211



912110



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
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SUPERVISOR'S USE ONLY

Level 2 Dance, 2017

91211 Provide an interpretation of a dance performance with supporting evidence

9.30 a.m. Tuesday 14 November 2017
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Provide an interpretation of a dance performance with supporting evidence.	Provide an in-depth interpretation of a dance performance with supporting evidence.	Provide a perceptive interpretation of a dance performance with supporting evidence.

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 2–16 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

16

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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 ten 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: Ghost dance

Choreographer/dance group: Christopher Bruce, Houston Ballet

NOTES

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QUESTION ONE: Important movement(s), and how they communicate key theme(s)



weighty square
 "no matter how many times knocked down, they stood up"
 - stand strong
 - repetition of this movement phrase



- lifting of dead
- crucifixion of Jesus
- people die in order for a better life of others

Political oppression in 1970's - 1990's
 cruel injustice faced by Chileans

QUESTION TWO: The opening moments, and their effectiveness

Ojor Azules

- something to do with death
- head roll as if hungry

- listening
- sound effect - drops, blood drops
- swoop slither
- moments of silence - association with death
- menacing
- hunting prey
- condors, lizards
- ghost been dead a long time
- working together - controlled, Pinochet's regime
- sudden silence
- Adam & Eve - sinners refers back to snake, sin & temptation

personal
 • blood drops
 • menacing
 • something to do with death moments of silence.
 • Adam & Eve - PERSONAL

Dance with purpose when dead enter - blood drops freshly dead
 mimic dead - can hear them from underworld

QUESTION THREE: Colours or shapes, and their influence on your personal response

- Ghost been dead long time
- stand strong

Costuming

happy life of Chilean pre Pinochet - past life

Europeans

native South Americans



all affected by Pinochet's regime

set design

underworld

furies

river Styx

cave entrance

7 rocks

Sisophus boulder rolling for effortlessness

dead
 - bright slightly tattered
 innocent
 only been a while

Symbolism

Ghosts

- matted hair
- face paint
- hollowed eyes outline muscles
- body paint ~~emphasis~~
- skeleton like
- tattered clothing

all life suck out of them
 deep dark hollowed eye sockets

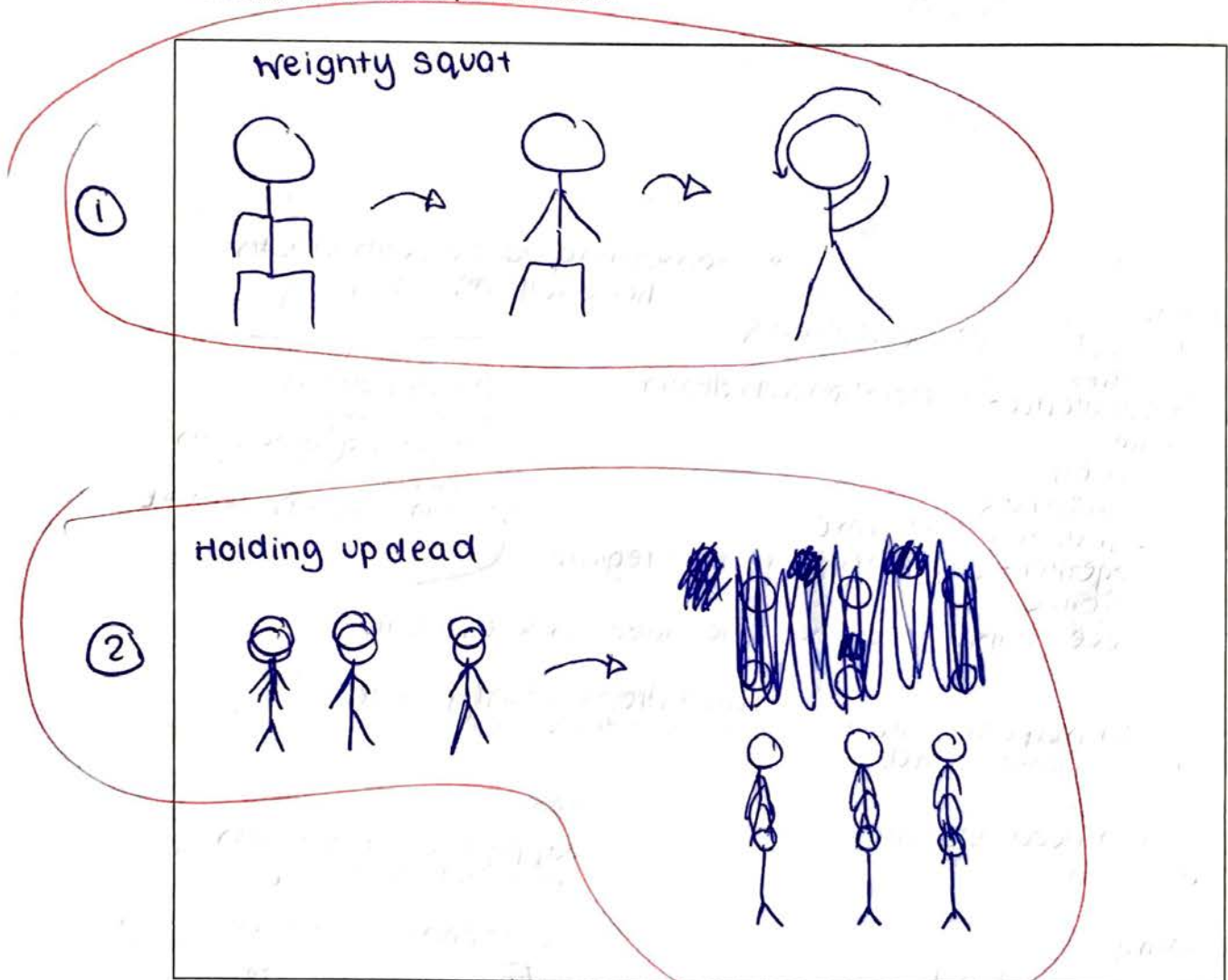
QUESTION ONE: MOVEMENT AND THEME(S)

"The body says what words cannot." (Martha Graham, in a 1985 *New York Times* interview)

- (a) (i) Identify ONE or TWO key themes in the dance performance.

Though the injustice was faced by Chileans during Pinochet's regime in the 1970's they stood strong. //

- (ii) Sketch and label ONE or TWO important movements that help communicate the theme(s) of the dance performance.



Describe any aspects of the sketch(es) that are not clear.

- ① Dancers jump forward into squat with arms out in a sort of box shape to then jump back into squat arms out to then throw behind head
- ② Ghosts slowly lift the dead up above their heads and audience watch as they hang for a long period. //

(b) Explain, in detail, how effectively the movement(s) you have described use the body (or bodies) to communicate the theme(s) in the performance. You might consider, for example:

- a particular focus on certain parts of the body
- shapes that the body or bodies create
- the kind of energy in the movement(s)
- pathways in space.

Give specific examples to support your response.

① I believe the weighty squat sequence effectively communicates the theme of the dance that Chileans stood strong through all injustice faced by Pinochet's regime. The weighty squat creates a shape with the body that resembles strength, with legs firmly placed in squat and arms purposely held strong. The ~~maxer~~ dancers then go on to jump back, body still firm, to then throw arms behind head. ~~This ~~illustrate~~ sequence is repeated numerous times throughout the dance performance demonstrating the perseverance of Chileans.~~ This ~~illustrate~~ movement illustrates that Chileans stayed grounded with whatever Pinochet threw at them, really portraying that "no matter how many times they were knocked down, they stood up" - Christopher Bruce. The use of repetition of this sequence helps to effectively communicate the perseverance of Chileans as they never gave up. //

② I believe the holding up of dead effectively communicates the theme that the Chileans stood strong through injustice faced by Chileans. The holding up of dead creates a shape with the bodies of ghosts and dead much like the one of Jesus on the holy cross. We come to realise that much like Jesus many Chileans died in hope of a better life for the people around them. This helps //

QUESTION TWO: THE IMPACT OF THE OPENING MOMENTS

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It is often said that "first impressions count".

(a) Describe, in detail, the opening moments of the dance performance. You might consider, for example:

- entrances/exits
- movement
- lighting
- sound.

The opening moment Ojot Azules in english "Blue Eyes" begins with the sound of drops, which could be associated with those of blood. ~~lighting is dim and eerie~~ Ghosts enter in a line from side of stage, initially ~~seperately~~ with little movement ~~and many moves in canon~~. Ghosts swoop and slither across the stage becoming more and more alive. In this process they begin to work together, dancing in canon, with moments of touch and reaction. Ghosts perform arabatic movements from floor to ground transitioning from lizard to condor. Movements are sudden to then quickly stop as Ghosts listen. Ghosts give off the impression they are hunting their pray, listening out for them and ready to pounce. In the second section of the opening moment as dead enter ghosts do just that, slithering and swooping within the group.

* Movements are controlled much like Pincochet regime.

- (b) Explain, in detail, how effectively the opening moments of the dance performance created an impression on you. You might consider, for example:
- expectations
 - impact
 - your first impression.

Give specific examples to support your response.

★ To me, I felt as though ghosts were listening from under world.

The opening moment Ojoz Azules ("Blue Eyes")

effectively created an impression on me. My initial impression was that the ghost dancing to the sounds of drops (which I had associated with blood) gave an eerie mood. I ~~remembered~~ knew from the beginning the dance may have had some association with death because ^{of the sounds of blood}

and of breaks in music as I thought of it as taking a moment in silence. The slithering movements of ghosts also ^{impacted me} ~~created an impact~~ as I ~~thought~~ related them to a snake, which in terms of adam and eve is paired with sin and temptation. In combination ~~these~~ the opening moments of the dance performance created the impression on me that these creatures were dark and menacing and had some association with death. I got the impression that Ghosts were hunting for prey, listening for them, ready to pounce. So when the dead entered on stage I expected they would not survive the ghosts.

QUESTION THREE: A PERSONAL RESPONSE TO COLOURS OR SHAPES

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Do not repeat information from your previous answers.

- (a) Describe, in detail, the colours or shapes seen in the dance performance. You might consider, for example:

- contrast
- lighting
- costume
- set.

~~Colours and shapes are used in the dance performance~~
~~for audience to gain understanding of what the~~
~~is about and what the dance performance is~~
about. In terms of colour, it is used effectively ~~in~~
~~the story~~ through costuming especially, for audience
to understand that this is life/death. ~~Colours are seen~~
Bright colours are used in the costuming of dead
in contrast to the dull blacks and greys that are
worn by the Ghosts. ★

In terms of shape it is seen in the dance performance
most effectively through set. The set is designed
like the opening of the cave. Outside of the cave
we look out to the shapes of mountains and a
river. On stage the shape of a rock is used 7
times.

★ Also use of shape is used with dancers
costumes as 3 girls are dressed in dresses,
2 girls are dressed in skirts and tops, 2 men
in suits and the other man in pants and a
top.

(b) Explain, in detail, how the use of colour or shape influenced your personal response to the dance performance. You might consider, for example:

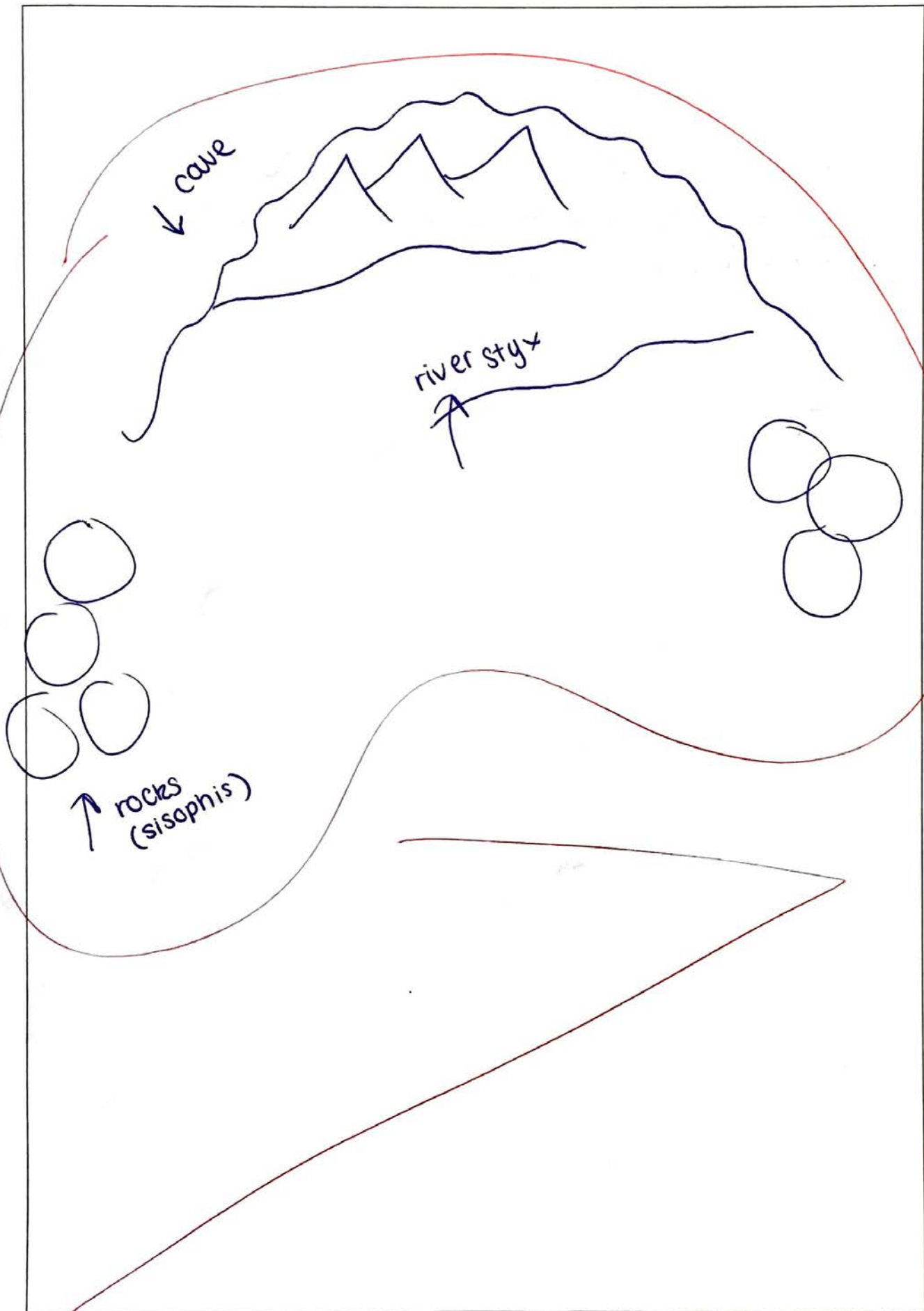
- your enjoyment
- its relationship to sound
- moods created
- its creation of a sense of unity
- past experiences
- the impact of symbolism.

Give specific examples to support your response.

In terms of colour the bright costuming of Dead creates a mood of happiness as the life of a Chilean pre Pinochet. In contrast, the dark greys and blacks create a mood of fear and darkness. For me, it came to symbolise that the ~~dead~~ ^{Ghosts} had been dead a long time and have had all life sucked out of them whereas the ~~dead~~ ^{newly dead} were newly dead. The use of shape with costuming ~~symbolised~~ ^{illustrated to me} that although these people are from different parts of the world (Europeans, Chileans) they were all effected by Pinochet's regime creating a sense of unity. The use of shape within the set made me personally realise the impact of symbolism. I came to realise from the set that Greek mythology played a big role in Bruce's creation. The dance is about transition and the use of shape with the cave looking out to the river may mean that they are looking out to the river styx. The river styx was the river between the earth and underworld, a phase of transition. The shapes of the 7 rocks can also be associated with Greek Mythology and the underworld as the punishment for Greek god Sisyphus for his craftiness ~~for~~ was rolling boulders that came back to hit him for eternity. In terms of Chileans, Pinochet also ~~killed them~~ sent them there as punishment for their craftiness, although innocent.

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.

ASSESSOR'S
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MS

Extra space if required.

Write the question number(s) if applicable.

ASSESSOR'S
USE ONLYQUESTION
NUMBER

Q1 B. to communicate the theme of strength of Chileans as they stopped at nothing to fight for a better life. It ~~also~~ demonstrates to audience the brutality faced by Chileans during Pinochet's coup and how extreme their living situation was, with deaths and public executions a regular occurrence. However in spite of this Chileans remained determined they could make change.

Merit exemplar 2017

Subject:		Dance	Standard:	91211	Total score:	16
Q	Grade score	Annotation				
1	M6	The candidate has provided evidence towards M6 as he/she has explained how two movements use the body effectively in communicating the theme. Movement 1 is explained more convincingly than Movement 2, with the relevant supporting evidence regarding the choreographer's comments and the use of repetition. To achieve E7, the candidate needed to extend his/her explanation of each aspect. For example, there could have been a more detailed explanation regarding the significance of the use of repetition.				
2	M5	This response achieved M5 because the candidate has explained how a range of features combined to create mood. Three different aspects are described and explained, and a personal response to each has been provided. To achieve M6, the relationship between sound and movement, and the overall impression needed to be explained in more detail.				
3	M5	The candidate has explained the contrast in colour of costume between the dead and the ghosts, and has provided an interpretation as to what it symbolised. The details about the shape of the costume are not relevant, as the actual shape of the costume is not described. However, the candidate has managed to use the shape of the set to formulate part of the answer. While there is some explanation as to how the colours and shape informed a personal response, the supporting evidence is not relevant enough for this response to be awarded M6.				