

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.

2

91211



912110



NEW ZEALAND QUALIFICATIONS AUTHORITY
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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.

Achievement

TOTAL

12

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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: Little Red Rooster

Choreographer/dance group: Rambert Dance Christopher Bruce

NOTES

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

Gender inequality 1960s

Animalistic ~~in~~ behaviour

QUESTION TWO: The opening moments, and their effectiveness

Formation

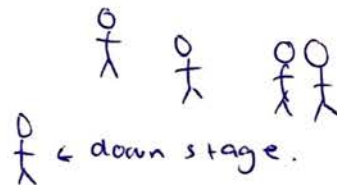
stage

lights - very little

music - banned in 1964

describe movement.

8 seconds.



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

Contrast - costumes

black dress still famous from Audrey Hepburn.

~~the~~

Moods

passion

love

lust

blood

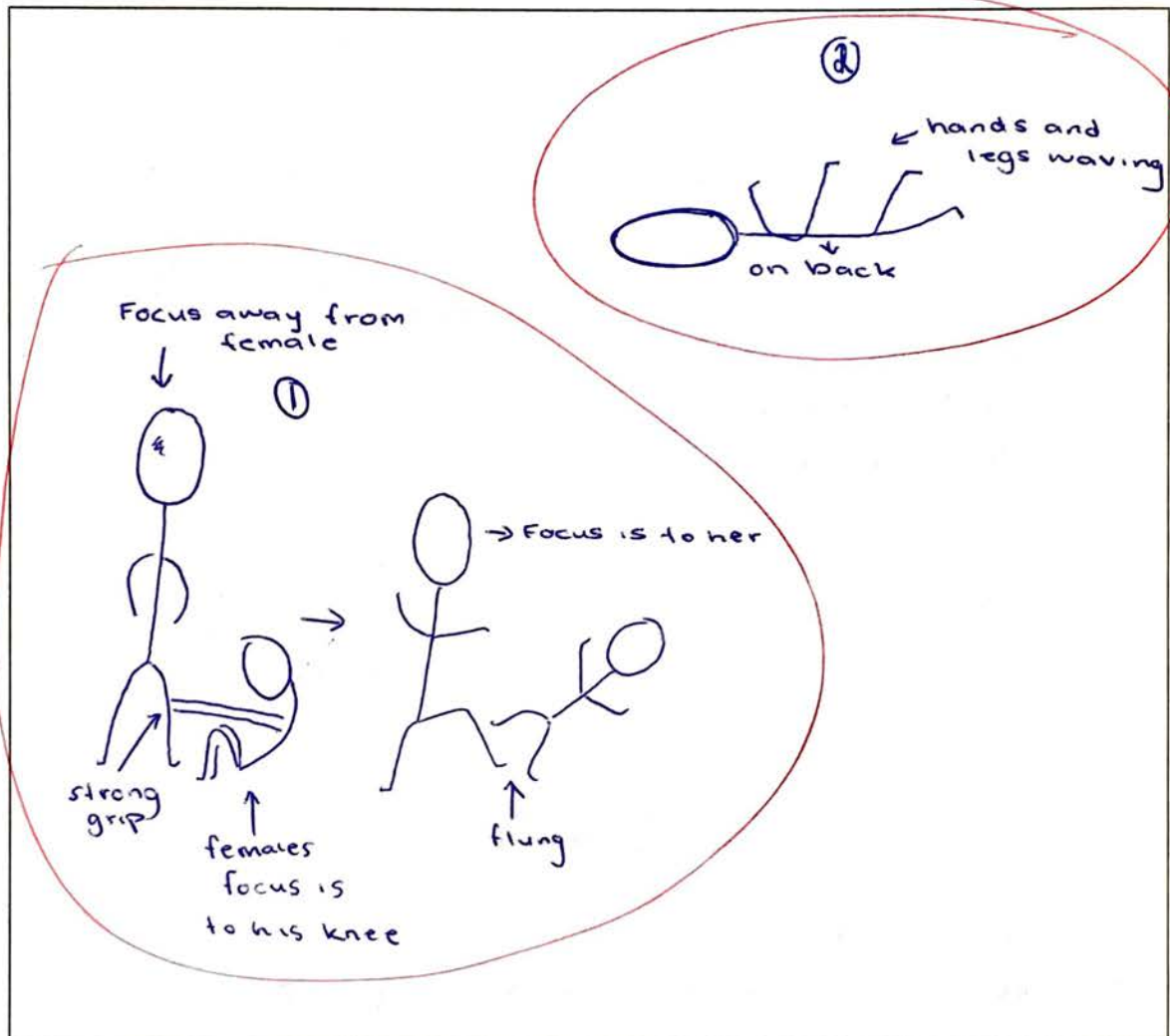
QUESTION ONE: MOVEMENT AND THEME(S)

"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.

Gender inequality in 1960s and Animalistic
behaviour

- (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.

In diagram one, the male dancer is tall and strong
where as the female dancer is hunched over.

In diagram two, the male soloist is lying on his back
(body pose is back) and waves his head, and legs and
arms side to side to ~~show~~ portray a dog.

- (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.

In the dance performance Little Red Rooster, Choreographed by Christopher Bruce, movements are used to communicate themes such as gender inequality in 1960s and animalistic behaviour. In diagram one shows gender ~~se~~ inequality this is where the female dancer is holding on to the males knee. ~~The~~ The male dancer then knees the female in the face ~~&~~ which results in her being flung to the ground. This movement portrays gender inequality as ~~&~~ men believed in the 1960s that they were more ~~superior~~ superior over women. Men also believed that they had more ~~per~~ power against women.

In diagram two show animalistic ~~movements~~ behaviour this is when the male soloist lays on his back and swings his legs and arms side to side. This is to portray a dog itching his back. ~~This~~ This movement can also suggest that the men in the 1960s felt relaxed when listening to music. The ~~music~~ song Red Rooster was ~~to~~ banned in 1964 for explicit use of drugs and sex content. We ~~also~~ could suggest that this movement shows how the music can make you loose and maybe influence ~~to~~ listeners to start drugs, would create a ~~to~~ whole new world.

A4

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:

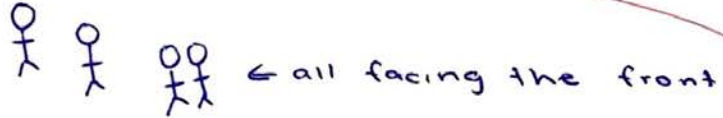
- entrances/exits
- movement
- lighting
- sound.

The opening moments of the dance performance ~~was~~ had a very big impact on the audience, as there was a lot to analyse such as lighting, movement, sound and set. ~~The set~~ There was not set for the dance, only a blank stage. Lighting was used but only very dim. Five male dancers were positioned on the stage as drawn in diagram one. Four of the dancers were stood at the back of the stage in a formation. ~~The other male~~ ~~at~~ These dancers are stand in a high level. The male soloist was placed on the downstage right in an angular shaped pose shown in diagram two. The male ~~at~~ soloist starts to change weight from leg to leg while swaying his arms. This looks like a slow motion run. This movement is a non-locomotive move. ~~Eight sec~~ While the soloist is moving, there is no music playing. The song begins to play eight seconds into the dance performance. The soloist ~~be~~ proceeds to a ball change which changes his focus to the audience. He then begins to strut ~~th~~ like a rooster to the centre of the stage (this is a ~~total~~ locomotive move), his focus is ~~3~~ straight in front of him and his arms are limp, displayed in diagram three. The music is produced by the rolling stones. The style is relaxed and slow.

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.

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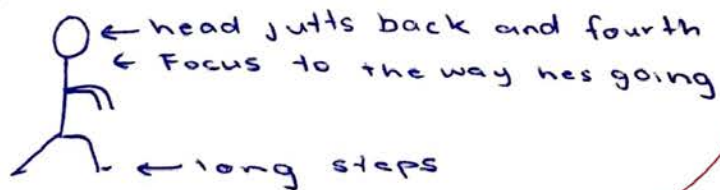
① Formation



② Starting position



③



- (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.

~~In the dance performance~~ Before watching the dance performance Little Red Rooster I was ~~expe~~ expecting to watch a ~~perfo~~ dance that was about chickens. This dance piece surprised me as the costumes were ~~normal~~ formal clothes. The lighting was unusual in my opinion as it was very hard to see the features of the dancers. When the male dancer started to dance without the music, my first impressions were that there was a technical ~~diff~~ difficulty with the sound system. ~~This~~ By the dancer to move without music is ~~defm~~ certainly an ~~was~~ interesting way to start a dance. ~~It~~ ~~was~~ When the male soloist started to strut & like a rooster, my impressions were that this ~~dance~~ ~~was~~ performance ~~art~~ was supposed to be a comedic performance. In my opinion, I thought the movement was humorous, which I found Every eye catching and intriguing as I wanted to keep watching to see what was going to happen next. The dance performance Little Red Rooster ~~was very~~ had a very big impact on the audience as it is very different to most of the ~~dancers~~ dances that are produced today. //

QUESTION THREE: A PERSONAL RESPONSE TO COLOURS OR SHAPES

ASSESSOR'S
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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.

In the dance performance Little Red Rooster

the use of ~~the~~ colour was seen through out the dance.

Male costumes were very formal, ~~the~~ they were ^{velvet} bright flamboyant coloured jackets and a coloured collard shirt and tie. The male dances also wore black pants and black jazz shoes.

The female dancer wore a black high neck dress that finished just above her knee. Red is seen in the box pleats of her dress, you can see this when she moves her hips. She also wore black stockings and black jazz shoes.

There is a big contrast between the two costumes as the males ~~were~~ wear bright colours to stand out and feel / look more important to ^{Female} the ~~women~~ than the women. ~~Women~~ wore black to ~~show~~ show how the women felt hidden and powerless in the 1960s.

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

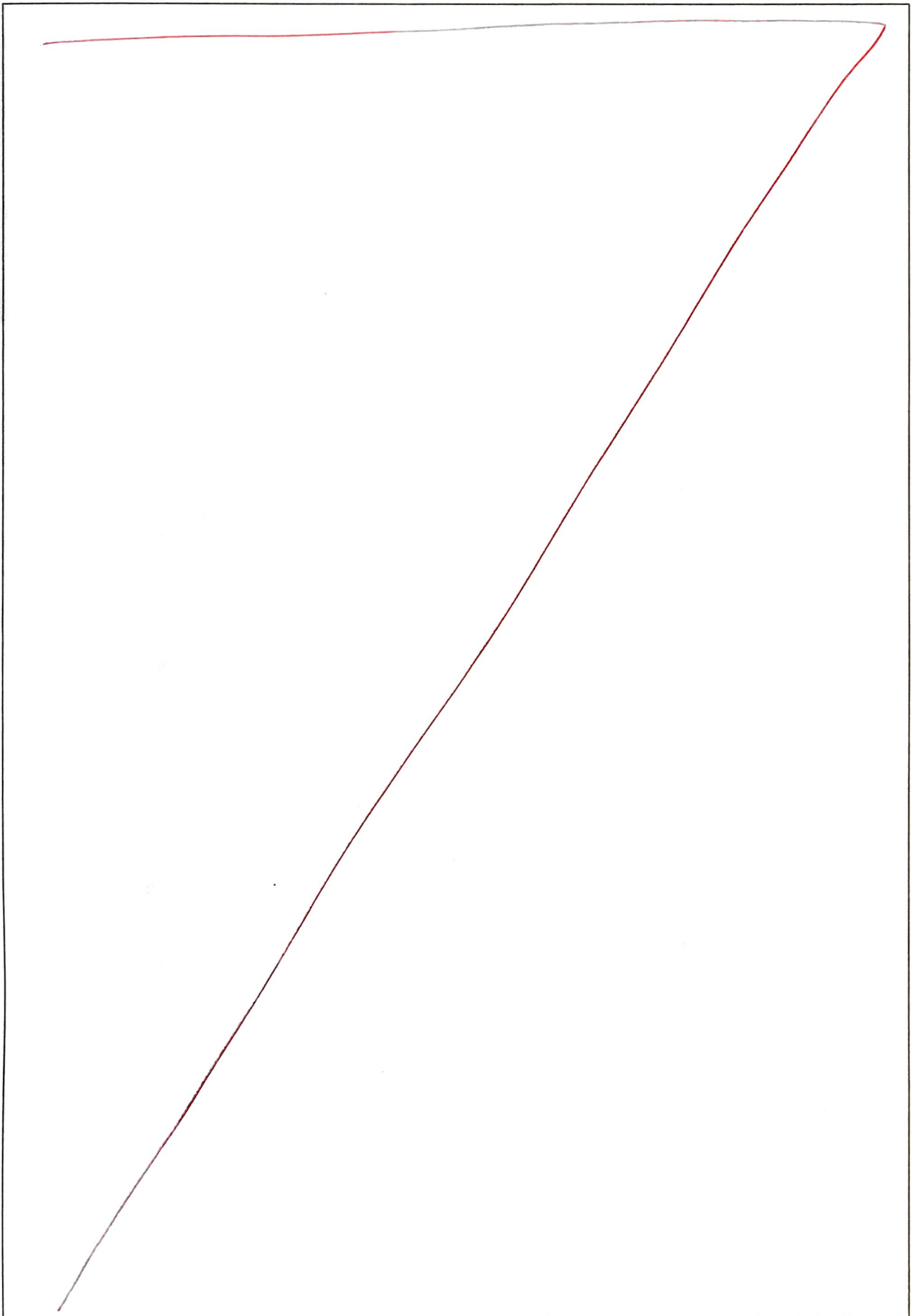
- your enjoyment
- its relationship to sound
- moods created
- its creation of a sense of unity
- past experiences
- the impact of symbolism.

Give specific examples to support your response.

In the dance performance Little Red Rooster, ~~mood~~ the use of colour was used to ~~set~~ portray the moods created and the impact of symbolism. Moods created in the dance performance was Love, lust, passion, ~~large anger~~ and anger. The colour red brings those moods to mind. The impact of symbolism is the colour red, it is ~~not~~ used through the dance performance such as ~~the~~ the title, costume and song lyrics. Red is found in the song title as Little 'Red' Rooster. Song lyrics also mention the word red. 'Little Red Rooster'. The colour red is also found in the females costume. ~~Colour was influenced to produce this~~ Past experiences were used to portray 'make this dance. Christopher Bruce choreographed this dance on past experiences, growing up in the 1960s, watching men think they deserve better than women. We can back this information up by looking at the costumes, dance moves and the way the dancers focus point is. Also how the ~~anger~~ energy of the dance is shown.

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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A4

Achievement exemplar 2017

Subject:	Dance	Standard:	91211	Total score:	12
Q	Grade score	Annotation			
1	A4	This is an A4 because the candidate has described two movements in detail- The diagrams are clear, labelled, and extra information is provided in the paragraph beneath the diagrams. In (b), the candidate has made one link between each movement and the themes identified. The links are not convincing or detailed; however, the supporting evidence provided shows some understanding of the context of the dance.			
2	A4	The candidate has described, in detail, the movements performed in the opening moments of the dance performance. There is also some less detailed description provided regarding set, lighting and music. There is a superficial response addressing how the absence of sound and the comedy of the first movement made an impression, supported with some evidence. These two links enabled the candidate to achieve A4 rather than A3.			
3	A4	There is a detailed description of how colour was seen in the costumes. At the end of part (a), the candidate begins to explain the purpose of the colours used. However in (b), the candidate abandons this explanation and focuses solely on the bullet points provided. Had the candidate expanded their explanation of how colour was used to differentiate between genders and explained their understanding of the social context in more detail, this response could have achieved M5.			