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Level 1 Dance RAS 2023

91939 Demonstrate understanding of the application of the elements of dance in a performance

EXEMPLAR

Achievement

TOTAL 11

INSTRUCTIONS

There are THREE questions in this assessment. Answer ALL questions, using the dance performance provided for each question. Use examples from the video to support your response.

You may:

- include aspects other than those suggested in the bullet points of the question
- use the description of the performance to help you with your responses.

QUESTION ONE: *Rotunda*

The dance *Rotunda* is about the courage of the ANZAC soldiers during the First World War. This excerpt is the death duet where one dancer struggles to leave the other behind.

Note: The dance in this video was performed without music.

VIDEO PLAYER

Rotunda, The New Zealand Dance Company, Shona McCullagh

00:36

Source (adapted): Turner, M., Bindon, C. (2015), *Rotunda Educational Resource*, The New Zealand Dance Company

(a) How are relationships used in this duet?

You might refer to:

- weight-bearing / contact
- action and reaction
- near or far.

B I U | ☰ - ☷ - ↶ ↷

In this duet, we are shown the dance element relationships. Relationships is when dancers use each other within a dance to add interest. During this dance the dancers use weight-bearing, contact and connection throughout. We can see this when the dancers are constantly touching each other and are always connected. Weight-bearing is a main one used within this dance because to portray the idea they have one person needs to act dead therefore he can't hold his own weight. We see this when one dancer is struggling to stay upright on the floor, the other is always there assisting him and holding him upwards. Another example is when he pulls him to stand up and every time he goes to fall down he is there picking him up.

(b) How do these dance elements contribute to the communication of ideas?

B I U | ☰ - ☷ - ↶ ↷

Using the dance element Relationships to communicate the idea of "struggling to leave the other one behind" was the best option to portray this. This is because throughout the dance we are shown how much effort one dancer puts in to keep the other one with him. At the start of the dance they sit on the floor with their feet connected. One of the dancers is unable to sit up and starts falling backwards but the other dancer won't let him fall and so he pulls him back. This portrays the idea because it shows us that he is not willing to let him fall. Another example that communicates the idea is when the dancer pulls him to stand up. When he makes him stand up we can see him hugging him so tight knowing that it's hard for him to let his friend go.

QUESTION TWO: *Minoi*

Minoi is a combination of contemporary dance and fa'ataupati (a Samoan dance style).

VIDEO PLAYER

Minoi, Black Grace, Neil Ieremia

Source (adapted): <https://teara.govt.nz/en/video/44248/black-grace-2005>

(a) How are time and energy used in this section of the dance performance?

You might refer to:

- tempo
- rhythm
- accent
- contrasting energy qualities.

B I U | ☰ - ☷ - ↶ ↷

In this dance performance "Minoi", we are shown the dance elements time and energy. Time is about the tempo, rhythm and staying in time/on beat with each other or the music. Energy is how they perform it, whether they put a lot of effort into it or only a little. Within the element time, the aspects tempo and rhythm were used the most which was seen in different ways during the dance. One way is the clapping of the hand on the side on them. They all needed to know their timing and the rhythm they needed to go at so that they all stay in time with each other. Another example is the rhythm and tempo of them saying the number. Energy in this dance was mainly high. Throughout the dance, the dancers would perform with a lot of energy, enthusiasm and power. We can see this because they are strong with the way they speak and how they perform the movements.

(b) How are these dance elements used to create impact?

B I U | ☰ - ☷ - ↶ ↷

The dance elements energy and time created a big impact to the audience when performing this dance. Using the element time in this dance created a lot of interest and excitement for the audience. This is because all of the dancers stayed in the same time and rhythm as each other. This made a big impact because if the dancers weren't in the same rhythm or time then the dance would be very messy and not interesting for people to watch. The element energy played a big part as well because it kept the audience engaged. If the dancers weren't performing with a lot of energy then the audience would think they didn't want to do the dance or be there. It also helps to portray their idea better when they perform their dance with enthusiasm and effort unless the idea doesn't need a lot of energy.

QUESTION THREE: *The Anatomy of a Passing Cloud*

The Anatomy of a Passing Cloud was a celebratory 60th anniversary piece for the Royal New Zealand Ballet. It draws inspiration from New Zealand locations and history, and from Pacific cultures.

VIDEO PLAYER





The Anatomy of a Passing Cloud, Royal New Zealand Ballet, Javier de Frutos

Source (adapted): Knight, B., (2015), *The Anatomy of a Passing Cloud*, Royal New Zealand Ballet





(a) Describe how space and/or energy are used in this section of the dance performance.

You might refer to:

- pathways
- levels
- energy qualities.

<p>B I U    </p> <p>In this dance performance we are shown the elements space and energy throughout the whole dance. Space is when dancers use different levels, shapes and pathways throughout the set. The dancers used levels in different ways such as squatting at the start of their routine or even being lifted by their partner and the end of their routine. Pathways was used a lot as well. The dancers had a rotation pathways (a loop) when after they perform their piece in the middle they would move to the side to do a little piece until their back around to the middle. The energy that they used was very powerful and strong. We can see this because the dancers were very strong and powerful with their movements and dancing with each other.</p>

(b) How do these dance elements communicate a mood, feeling, or idea?

<p>B I U    </p> <p>In this dance performance the idea behind it was they were celebrating the 60th anniversary piece for the Royal New Zealand Ballet. This meant that the dancers were very passionate and happy to be celebrating their 60th piece. Energy helped to communicate this feeling and idea based on how much effort they put into their moves and performance. For example the dancers were performing with so much energy because they were happy to celebrate the 60th piece for the Royal New Zealand Ballet. Space also helped to communicate the idea based on how they used their levels. Levels played a big part because at the end of each segment, one dancer would lift the other up as a sign of joyful and excitement. The repeated throughout the whole dance creating the feeling of happiness and excitement to be celebrating the 60th anniversary piece for the Royal New Zealand Ballet.</p>

Achievement

Subject: Dance

Standard: 91939

Total score: 11

Q	Grade score	Marker commentary
One	A4	<p>Understanding of the weight-bearing element was shown by correctly identifying weight-bearing as important, describing an example of how it is seen, and giving a purpose / outcome – to show that the supported dancer is dead.</p> <p>In Part (b) there was a specific example of the connection element from the dance excerpt. The candidate provided a brief explanation of how connection and weight-bearing have been applied to communicate an idea. Taken together, this demonstrated understanding of two relationships elements.</p>
Two	A3	<p>The response is a low Achievement, because a general understanding was shown, though often implied. There was an attempt to define Time, which showed some understanding. There was understanding that Time is a heading or grouping, and that tempo and rhythm are individual elements within the Time grouping. There was some description of how rhythm is created. The understanding of energy was limited to quantity of energy / effort.</p> <p>To reach A4, the response could have included quality, weight, and flow in the definition of energy; identification or description of a tempo used; examples of tempo; or a description of energy quality and weight.</p> <p>This response would have benefitted from the use of elements vocabulary when referring to performance techniques, e.g. staying in time to achieve unison.</p>
Three	A4	<p>There was some description of energy quality, e.g. powerful and strong. There was understanding of floor pathway, and the shape of the pathway was identified. The response referred to level as well as energy quantity to describe or briefly explain how ideas are communicated, and showed understanding that the level element is part of the Space grouping.</p> <p>To reach M5, the response would need to use energy elements more appropriate to the movement in the dance excerpt, e.g. bound flow in grounded angled plie shape makes the movement look strong and powerful.</p>