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Level 1 Dance RAS 2023

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

EXEMPLAR

Merit

TOTAL 15

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 [list icon] [undo icon] [redo icon]

Throughout the entire duration of this dance we can see a pair dancing very close together to the point where they have always got a body part connected. More specifically, in the beginning, the two dancers are on the ground with only their feet touching. We see them start to become even more connected when they come off the ground about ten seconds in. It appears as if one of the men is lymph and the other is trying to hold him up, this is why they are constantly touching. This is also shown through the weight bearing that switches between both men as if they are bouncing off each other. For example, the last two movements in the dance involve a weight change. It starts with the lymph man being lifted across his partners back, in this moment the weight being put into the ground is only on the one holding him up. Then the ending stance, switches to the other man. It shows him grounded into the floor. This was because his foot had been moved outwards so he was stabilised and his partner could slightly lean on him, meaning he was the weight bearer in that moment. Their connection and weight bearing reflects the idea that one is stronger than the other, but this is also seen through their body language. The man without this shirt shows through his facial expressions that he is very alert, whereas the other man does not show any signs of being aware of his surroundings. Giving the idea that he is relying on his partner.

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

B I U [list icon] [undo icon] [redo icon]

In knowing that this dance is supposed to replicate world war one. Using the elements shown in the dance, we gain the idea that these must be two soldiers out in battle. The relationship between then tells us the man that seems unaware and is being held up by his partner is injured, and relying on the other soldier to help him. The other soldier uses weight bearing to display that he is desperately trying to save this man. Maybe because they are close friends or just because he wants to assist those in need. Finally, the soldier trying to help uses alert facial expressions, which presents the idea that there is war-fair going on around them and he is trying to protect himself and the injured soldier.

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 | ☰ ☷ ☹ | ↶ ↷

This group of performers use unison in their actions to display a powerful and direct tempo through the dance. There is a steady pattern of their rhythm through the dance which might have also been improved by the counting they were doing to help keep the beat. As an example, the first half of the dance involves all but one of them constantly tapping the side of their leg with their right hand. So, because they were all counting up to five, the rhythm was always kept the same. An instant change in energy happens right after they finish counting. All the performers suddenly snap their fingers with faster timing and then they speed their timing even more as they clap their hands together. This creates an accent of unexpected change. Another accent seen in the dance is their sharp and quick head movements as they look in all directions.

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

B I U | ☰ ☷ ☹ | ↶ ↷

These elements help to give the dance an explosive impact. All the energy changes that create accents, help the dance to come across more sudden and not expected. The unison, timing and tempo show that they are all working as one in their group. This gives the effect that they together have a lot of dominance and power as they move. The directness of their movements are another element that make the dance more interesting and over all make you want to understand the bigger picture as to what the meaning of the dance may be. All these elements like time, tempo, rhythm and energy put together help this performance to come across as a strong and secure dance.

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>The pathway of this dance looks as if it is two circular patterns that the dancers are constantly moving around. The spotlight is always shon in the middle of both pathways and as the performers travel around it, a partnership meets in the middle under the light. Each different pair that meet all do the same set of movements one after another. They both reach forward, out to the side and then are lifted into the air so they are at a higher level than the others. As this is happening everyone else is still following the circular pathways but for each pathway everyone is doing something different also at different energy levels. For example some are spinning around at an average pase, and others are going two times the speed. The ending position of the dance sequence shows the pair in the middle stood still at a low together as if they are still following the pattern of the dance mentioned before but have paused. This also goes for all the others in the dance who have also stopped in their tracks each at different levels and facings.</p>

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

<p>B I U ☰ - ☷ - ☱ - ☲ ↶ ↷</p>
<p>This performance uses the elements of levels and pathways to display a very energetic and positive mood that is held up throughout the whole dance. This makes you feel very intrigued even though you are aware of the pattern of moves and the pathways being followed, so you know nothing you have not seen will happen but you still don't want to take your eyes of the dance. This could be because of all the content that is going on at once creating an overwhelming sensation making you unable to take it all in. The dance also uses movements that present and reassure you of the idea that it has a cultural meaning. This is backed up by the use of Passifica music and attire. All of this helps to establish a cordinated but also out of the ordinary feeling about the performance.</p>

Merit

Subject: Dance

Standard: 91939

Total score: 15

Q	Grade score	Marker commentary
One	M5	The response clearly explained how dance elements are seen and applied, and used specific moments as examples from the dance excerpt. These examples provided depth and clarity to the explanation. Ideas and interpretation followed from, and linked to, the explained use of elements. This showed understanding of effects of the elements.
Two	M5	<p>The response provided is at the M5 level, because there is a clear explanation of how dance elements were seen and applied, with specific examples from the dance excerpt. For example, the candidate has explained how accent was created in the dance. They noted that elements work together to create impact, and correctly identified which elements were used together.</p> <p>A number of impacts were appropriately identified, e.g. sudden, unexpected, explosive, dominance and power, interesting, arouses curiosity, strong and secure dance. Together, this explained the application of dance elements, thus demonstrating some depth of understanding.</p>
Three	M5	It was clear from their response that the candidate understands floor pathways (though the term was not used), and they identified the shape (circular) and described how the floor pathway was used/created. The candidate identified, understood, and explained that a range of varying facings and levels created interest in the dance excerpt. A clearer explanation, including that the dancers have stopped at various points on the shared floor pathway, would have enabled this response to reach M6.