

Candidate 4 evidence

		MARKS	DO NOT WRITE IN THIS MARGIN
SECTION 1 — EVALUATION OF TECHNICAL AND PERFORMANCE SKILLS — 10 marks			
Attempt ALL questions			
Base your answers on a performance you have taken part in during the Dance course.			
1.	Describe your use of strength when performing a travelling step in a selected dance style.	2	
	<p>I need a lot of strength whilst performing a stage in ballet Grande jeté in ballet. Strength is needed ^{from your legs} to be able to jump high off the ground and in a split position* with correct posture used as well. Without strength you may not get high enough off the ground (see extra paper)</p>		
	* and land correctly		
2.	Evaluate your use of turnout when performing centre work in a selected dance style.	2	
	<p>Turnout is essential, especially in ballet. Without good turnout you won't be able to execute your movements with correct technique. Turnout is needed in some movements for ballet for them to be done correctly. If they aren't done correctly you can risk getting injured.</p>		

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3. Explain in what way you used musicality to enhance your overall dance performance.

2

I used musicality to enhance my overall performance. Musicality made my dance look more interesting to watch and perform, as I was using the underlying tones and beats in my dance giving it more variety.

4. (a) Describe a self-evaluation task you took part in during your Dance course.

2

A self-evaluation task I took part in was watching my dance compared to a model performer. This helped me know what I did well on in my dance and what I could improve on to ensure I'm dancing to the best of my ability.

- (b) Explain the actions you took after the self-evaluation task to improve your overall dance performance.

2

After watching my dance compared to a model performer I first of all took notes on what I liked, what I did well and what I could improve on. I then went to the studio to work on my dance to try and ~~make~~ (see extra paper)

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SECTION 2 — KNOWLEDGE AND UNDERSTANDING OF A DANCE STYLE — 10 marks

Attempt ALL questions

Select a dance style that you have studied during the course.

Selected dance style Ballet

5. Explain the use of dynamics in your selected dance style.

The dynamics in ballet are ^{traditionally} ~~usually~~ soft, slow and graceful to match the classical music behind it. However sometimes the dynamics can be fast and sharp but still graceful depending on the pace of the music and the accents in the music too.

6. Name an influential choreographer from your selected dance style.

Choreographer Matthew Bourne

- (a) Describe a key characteristic of this choreographer's style.

One of Matthew Bourne's key characteristics is using more modern and less elegant movements. He does this as it shows the differences between these traditional ballets and his take on these traditional ballets, making his style more unique.

6. (continued)

- (b) Explain in what way(s) this choreographer has influenced your selected dance style.

2

Matthew Bourne has influenced ballet as he has taken traditional ballets and put a twist on them. For example he has taken Tchaikovsky's, The Nutcracker and instead of using the elaborate 'party scene' we ~~are~~ ~~the~~
(see extra paper)

7. Describe the origins of your selected dance style.

4

Ballet originated in the Italian renaissance courts in the 15th century. Catherine de Medici brought it over to France when she married the King of France. It was King Louis (also known as the Sun King) who came up with the five basic positions, 1st, 2nd, 3rd, 4th and 5th. At this time only men were allowed to perform in ballets meaning if there was a woman in the storyline a man would dress up as a woman.

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SECTION 3 — EVALUATION OF A PROFESSIONAL CHOREOGRAPHY — 10 marks

Attempt ALL questions

Base your answers on a professional choreography you have studied during the Dance course.

Name the piece of professional choreography you have selected and state the theme/intentions of the piece.

I have selected Swansong by Christopher Bruce.

His theme/intentions are human rights and prisoner of

Conscience which is when you are put in prison for
holding political or religious beliefs that aren't tolerated in that
country

Select one option from the list below that best describes the choreography you have studied.

Tick (✓) one box.

Duet

Trio

Small group performance

Large group performance

8. Explain the impact the amount of dancers in the choreography had on communicating the theme/intentions. 2

This performance was performed as a trio.
two people playing the guards one playing the
victim. This showed the theme/intentions
very well as the guards were being violent
and abusing the victim showing that it's
two people with a lot of power against
(see extra paper)

	MARKS	DO NOT WRITE IN THIS MARGIN
9. (a) Describe a key movement or motif performed in the choreography.	1	
<u>One key movement/motif performed in this piece was the solo the victim performed on stage. Using swan like movements with his arms and body.</u>		
(b) Explain in what way the key movement or motif was developed to help communicate the theme/intentions.	2	
<u>The swan like movements were developed throughout the piece. These movements happened when the victim was alone on stage. These movements showed how he wanted to be set free and the more they developed the more he wanted to be set free.</u> <u>(see extra paper)</u>		
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10. Select one theatre art used in the choreography.

Theatre art Lighting

Explain one advantage of using the selected theatre art, to help reflect the theme/intentions of the choreography.

2

There were two lighting states used. One was a blue wash light which made the stage dark but lit it up just enough so we could still see the dancers. This shows the theme/intentions as it tells us they are in a dark room which can restrict the victims ability to see meaning (see extra paper)

11. (a) State the structure used in the choreography.

1

Episodic is the structure used in this choreography

- (b) Explain in what way the choreographer has used this structure to help communicate the theme/intentions.

2

The structure is episodic. There are 7 sections in this piece. The different sections show different episodes that are all pieced together to show one big story. This shows the theme/intentions as, as soon as the victim thinks one episode is over another one starts and the guards come back into abuse him taking away more of his human rights.

[END OF QUESTION PAPER]

ADDITIONAL SPACE FOR ANSWERS

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4b) to be able to perform my dance to the best of my ability whilst the model performance was still fresh in my mind.

1) ground resulting in the wrong technique needed for this movement and you may get injured by this.

6b) all know and are used to seeing, he has put that scene in a Victorian orphanage reminiscent to a 'Charles Dickens' novel.

8) one person with no power taking away some of the victims human rights.

9b) This shows the theme/intensions as the guards have taken away to many of his rights that he wants out. It also shows that he's a prisoner of conscience as if he was in there for breacing a crime he'd accept what hes done and that he deserves this punishment. But because he is in there for political/religious beliefs he wants freedom as in his eyes he has done nothing wrong

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10) he doesn't know where the guards are coming from and what they are going to do to him. the other lighting state is a tunnel of light coming from upstage left down to downstage right ~~this shows~~ when the victim is alone on stage. This shows freedom and can also be interpreted as heaven. This shows the theme of prisoner of conscience as if he had broke the law he wouldn't be longing for as much freedom as if he was put in prison for political / religious beliefs.