

## Candidate 1 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.	(a) Describe a development method you have used to improve one performance skill.	2	
	<p>One method I used to <sup>improve my</sup> Performance <del>my</del> skills was I done my dance in front of <del>my</del> a mirror many times to help me see what I looked like and to feel more confident before doing <sup>it in front of an audience.</sup></p>		
	(b) Explain in what way(s) the development method described in part (a) improved your solo performance.	2	
	<p>P- By performing my dance in front of a mirror helped me as</p> <p>E- I was able to see what I needed to improve on for example my leap needed work so I</p> <p>I- was able to fix my leap by going over it lots of times and <del>that</del> it made me feel more confident.</p> <p>I- I also done alot of stretches and exercises to work on my flexibility to help improve my leap.</p>		

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2. Explain your use of leg strength when performing travelling step(s).

2

By having good leg strenght helped me when performing a travelling step ~~because~~ like ~~was~~ a step ball change step leap because it meant I could use my power from my starting leg to help me push into a nice high leap. This also meant I could travel across the stage further as I took bigger steps to help get more power for my leap. [Turn over

Having good leg strength when performing a travelling step meant I could depend on one leg to get me ready for my next skill as I knew I had good balance on that leg. This meant when I was about to do a spin I had enough balance to do a whole 360 and not fall over. This also meant I could use my other leg to point it out when doing the spin as I knew I had the strenght to.

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4

3. Evaluate your use of centring and/or balance in your solo performance.

J- Having good balance in my solo performance meant I could easily do many skills without falling over. E- for example I was able to do a high kick jump and still land on both feet without falling over. I- This meant that I could focus on getting my jump higher without worrying about if I'm going to land or fall when I came down.

I- This also meant I could work on getting my leg straight and my toes pointed to help me have more control over the jump.

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

Attempt ALL questions

Select a dance style you have studied during the course.

Selected dance style Jazz

4. Describe one style specific turning step from your selected dance style. 2

Turning Step: Step together step spin.

Description of turning step: you start by facing  
the front of the stage then  
taking a sideways step then  
put your feet together then do  
another step. the exact same but  
at the end of the step add  
a spin in, doing all this  
with your arms out in line with  
your shoulders.

[Turn over

		MARKS	DO NOT WRITE IN THIS MARGIN
5.	(a) Describe one historical moment that influenced your selected dance style.	2	
	<p>The war influenceed jazz dance style as the men were sent to war so the women had no dance partners so this is <del>where</del> when solo's started to become a thing and they became very loved.</p>		
	(b) Explain the impact this historical moment had on your selected dance style.	2	
	<p>The war had a good impact on jazz as it made solo's become a thing and people loved to watch them, it also made women realise they don't need a partner to performe a dance.</p> <p>The war also had a positive impact on jazz as it made women more confident and they could dance themselves without a partner. This also meant more woman would join dance / performing as they watched so many other woman doing it.</p>		

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

Choreographer BOB Fosse

(a) Explain a key costume from one performance of this choreographer's work.

2

Rich Man's Frug a key costume  
they had was the new girl  
was in a black sparkly  
dress compared to the other  
girls they were all in plain  
dresses with nothing special

(b) Describe one other key characteristic from the performance explained in (a).

2

The lighting in rich man's  
frug was different in each  
section in the first one  
it was quite dark and calm then  
in section B it became red  
to show of the boxing / blood  
side then in the last section  
it was party lights that  
were bright and colorful.

[Turn over

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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 this piece.

Rich Man Frug is about a night out for rich people and a new girl comes along and everyone is jealous of her.

7. (a) Describe the music and/or sound used in the opening of the choreography. 2

The music/sound in the opening was ~~fast~~ slow but had it's upbeat bits it was ~~so~~ loud and the beats would change as the woman was walking in, you could hear the piano in the music.

- (b) Explain in what way(s) the music and/or sound in the opening of the choreography communicated the theme/intentions. 2

The music in the opening helped show that the rich people that are always in this club weren't used to someone new coming in and you could tell by there faces when the music was changing someone was coming in.

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8. Explain in what way(s) unison is used to communicate the theme/intentions.

2

Unison was used to help show the dancers all doing the same thing throughout the night. It helps show that even though the new girl isn't someone they know she still acts and ~~the~~ dances like them.

- Unison made the intentions of Rich man's frug very clear as ~~it was~~ you could see very clearly what happens on a typical night out and what they get up to throughout the night. [Turn over

MARKS	DO NOT WRITE IN THIS MARGIN
9. Evaluate the choreographers use of levels to communicate the theme/intentions.	4
<p>Fosse used different levels throughout the <sup>whole</sup> dance. <del>are</del> In section <sup>is</sup> at the end of the section all the dancers were in a different level going down in a diagonal line like this  this helped show us the idea of a knockout as all the dancers are down except one which communicates there's been a fight, Fosse knew <del>was</del> that if he ended the section of the dance like there it would</p>	
[END OF QUESTION PAPER]	

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
1b	<p>By doing my dance in front of a mirror helped me to work on my facial expressions for example I was able to pull certain faces like a pout after doing a <del>bit</del><sup>section</sup> of my dance. This meant I knew when to change my face as the dance went on. This also meant I wasn't nervous to do these faces when performing for a big audience as I knew what to do.</p>	
6a	<p><del>On</del> on them, the new girl also had her hair tied up in a high pony whilst the others all had the same hair style. This meant the new girl</p>	

ENTER NUMBER OF QUESTION	DO NOT WRITE IN THIS MARGIN
6a	<p>would stand out compared to everyone else and all the rich people were jealous of her.</p>
7b	<p>The music gave the idea of something big was happening the beats of the music were becoming heavier and louder as the new girl came in on the rich <sup>people</sup> I didn't like it.</p>
9	<p><del>Bob Fosse</del> <del>the</del> <del>viewer</del> <del>as</del> <del>it</del> <del>looks</del> <del>like</del> <del>she</del> <del>won</del> <del>the</del> <del>right</del> <del>against</del> <del>the</del> <del>rich.</del></p> <p>show the viewers as it looks like she won the right against the rich.</p>
9	<p>Bob Fosse also used lifts to show different levels throughout the dance. In the last section there was girls been lifted up in a pyramid shape and it helped show they were having fun and enjoying</p>



## Candidate 2 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.	(a) Describe a development method you have used to improve one performance skill.	2	
	<p>I improved my facial expressions. To do this I watched videos of dancers I look up to, such as Franchesca Hayward. I watched that she used a beautiful longing face and a big cheesy smile. I then practiced doing these faces in the mirror.</p>		
	(b) Explain in what way(s) the development method described in part (a) improved your solo performance.	2	
	<p>I used these faces in my Jazz solo performance. It immediately improved my routine by making it exciting and engaging to watch. I did a big grin when I did my amazing kick, and used the same <del>face</del> longing face that Franchesca Hayward used in her performance. When I lifted my hand up to the sky. <del>the</del></p>		

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2. Explain your use of leg strength when performing travelling step(s).

2

When I performed a grande jete in my ballet class, I used leg strength. I engaged my thigh and calf muscles to have a beautiful 180° leap. I also used my glute muscles to whack my legs right up so I was lovely and high. This made me have a wonderful grande jete. If I didn't engage my muscles, my legs wouldn't be as high and I wouldn't be able to travel as much.

[Turn over

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3. Evaluate your use of centring and/or balance in your solo performance.

4

In my jazz solo performance, I had exquisite balance. I held my core and abdominal muscles to stop ~~stop~~ me from wobbling when I did my outstanding pirouette. I pulled up the backs of my knees and thought about spreading all five toes on the floor when holding my balance where I reach up to the sky on relevé. Doing all these things made my dance controlled and strong.

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

Attempt ALL questions

Select a dance style you have studied during the course.

Selected dance style Ballet

4. Describe one style specific turning step from your selected dance style.

2

Turning Step: pirouette on de don

Description of turning step: I started with my feet in a beautiful fifth position and my arms in first.

I pointed my front foot out, extending and articulating every muscle in my foot. While doing this I brought my arms up to fourth I then lengthened and transferred my weight [Turn over]  
over to my front foot into a lunge with a straight back leg. I releved up into reterie, whipping my head around and landing in a 5<sup>th</sup> in the opposite side.  
A pirouette on de don is a quick and controlled turning step used in multiple ballets.

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5. (a) Describe one historical moment that influenced your selected dance style.

2

In ballet, the French revolution was a huge moment that changed the way ballet evolved. ~~The~~ The French revolution caused huge political and social issues - money went bad and this impacted the trajectory of ballet massively.

- (b) Explain the impact this historical moment had on your selected dance style.

2

Now because of the money problems, ballet changed from being only accessible to the rich noble men and women, to being open for all of the public to try. This meant new ideas. ~~Costumes~~ Costumes changed from big head dresses and dresses to more stripped back clothing. This meant higher leaps and more turns were used because they had more room to move. Now today you can see these kind of costumes and more difficult and high moves being performed.

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

Choreographer ~~George Balanchine~~ Christopher Bruce

(a) Explain a key costume from one performance of this choreographer's work 2

~~In Christopher Bruce's Swan Song, he used costumes effectively. He dressed the 2 guards in fancy, professional, green outfits. Because they were dressed the same, it showed authority. The prisoner wore worn down old clothes, showing a clear power imbalance and~~

worn down

(b) Describe one other key characteristic from the performance explained in (a)

~~Another key characteristic from Swan Song is the corridor of light used in the prisoners solas. It was a white light shaft from the top corner of the stage. This light can be seen as heaven and suggests that the prisoner is wanting freedom and trying to escape. Some people think that the light is showing he has died.~~

[Turn over

answers on the additional space for answers.

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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 this piece.

I have selected swansong, choreographed by Christopher Bruce. The theme and intentions of this piece is the interrogation of a prisoner of conscience. There is 2 guards and 1 prisoner.

7. (a) Describe the music and/or sound used in the opening of the choreography. 2

In the opening of swansong. It's silent. Then all of a sudden, you hear a bang, as the guards come in and they start to perform the motif with banging and quick music.

- (b) Explain in what way(s) the music and/or sound in the opening of the choreography communicated the theme/intentions. 2

The silence at the start creates tension ~~between~~ and makes the audience engaged and focused. It is also similar to what the prisoner might normally hear in his cell. Then the big bang makes the audience jump and it shows the theme by showing the interrogation and the harsh punishment when the speedy music appears as the prisoner gets lifted up by the guards.

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8. Explain in what way(s) unison is used to communicate the theme/intentions.

2

The two guards are in unison when they do the tea for two section. Because they are in unison, it ~~is~~ outnumbers the prisoner and makes him vulnerable to the guards. When the guards perform this tea for two section in unison, it makes the prisoner feel out of place, showing the guards are manipulating him.

[Turn over

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9. Evaluate the choreographers use of levels to communicate the theme/intentions.

4

The use of levels in *Entrance* were excellent. ~~Most~~ Most of the time, the guards are towering over the prisoner, showing who ~~the~~ has the higher status and it makes the prisoner feel frightened and shows he is being interrogated. During the prisoners solo, he uses high levels when he does bird like gestures and reaches up to the corridor of light. This shows that he is desperate for freedom ~~when~~ when he does these high levels because it shows he is ~~desperate~~ wishing he was free and is trying to escape. Overall, Christopher Bruce ~~has~~ incorporated levels brilliantly and it made the audience feel the threat from the ~~prison~~ guards and makes the audience want, to be free. the prisoner

[END OF QUESTION PAPER]

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ADDITIONAL SPACE FOR ANSWERS

b. (a)

~~Choreographer - George Balanchine~~  
Choreographer - George Balanchine

In ~~the set of the~~ the Nutcracker, the costumes were outstanding. One of the costumes ~~was~~ the sugarplum fairy's tutu. It was glittery and sparkly and shimmered as she turned around the stage. This made the dance interesting and showed that was the sugar plum fairy.

(b) Another key characteristic from the Nutcracker is the set design. In the beginning, the backdrop is in a house. It's got massive Christmas trees and you can see the snow falling outside the window. It makes you feel cosy and sets the scene for it being Christmas and clearly shows the audience where they are and what time of year it is. It also has big presents wrapped in shiny paper with bows tied around them.

## Candidate 3 evidence

SECTION 1 — EVALUATION OF TECHNICAL AND PERFORMANCE SKILLS — 10 marks		MARKS	DO NOT WRITE IN THE MARGIN
Attempt ALL questions			
Base your answers on a performance you have taken part in during the Dance course.			
1. (a) Describe a development method you have used to improve one performance skill.	2		
<p>A improve <u>my self-expression performance skill</u> I took part in a self-evaluation activity. This was when I performed my solo full out, using facial expressions, and got my teacher to video me doing it. I then watched my solo back and <u>evaluated my self expression by giving myself a score out of 10 for my use of it.</u> I then worked*</p>			
(b) Explain in what way(s) the development method described in part (a) improved your solo performance.	2		
<p>Taking part in my video analysis, self-evaluation activity improved my solo massively. It meant I could see my self-expression myself and see ways in which I could improve it. <u>Adding varied facial expressions like smiles, winks, grins, smirks and pouts kept my audience intrigued and entertained by my solo.</u> It made it look like I enjoyed performing my solo and that I knew how to interpret the music I was dancing to.**</p> <p>*through my solo myself and added self expression in places where I thought I could improve it. I added varied facial expressions and winks.</p> <p>** It made my performance look more professional to the people watching me.</p>			

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2. Explain your use of leg strength when performing travelling step(s).

2

When performing my leaps from the corner, travelling across the room, I used my leg strength. Before swishing my legs into the leap I bent them and then pushed off of them, off the floor, using the power in my legs to lift myself high off of the ground. I ensured to reach a maximum height where I extended my legs out into a full split position. Using my leg strength to push myself off the floor to this high position meant that I was able to reach a full split in the air and I also used my leg strength to fully extend and stretch my legs into a full split position. When returning to the ground, I bent my legs again to control my landing. My effective use of leg strength had a positive impact on my performance as it made my leaps look impressive, elevated and visually pleasing to those watching me.

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3. Evaluate your use of centring and/or balance in your solo performance.

4

My use of centring and balance during my solo performance was excellent. For example, when performing my pirouettes in my solo, I made sure to engage my core and push my shoulders down and have a straight posture. I kept my core engaged as I lifted my leg to retiré position and relevéd onto my standing leg. I pulled up on my standing leg and locked it straight. I tried to feel my weight balanced over ~~the~~ my entire ball of my foot and used my lifted head to spot my turn. I lifted out of my hips and made sure my hips were ~~over~~ inline with my shoulders in a straight, pulled up position. This use of centring and balance was excellent as my pirouette position was perfect and I managed to perform a triple ~~and~~ pirouette. My centring also meant that I was balanced when coming out of my pirouette and my landing was clean and controlled. This had a positive impact on my performance as it made it more impressive to the audience and judges as I performed an impressive amount of turns in a row. My excellent use of centring and balance allowed me to easily complete several turns in a row.

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

Attempt ALL questions

Select a dance style you have studied during the course.

Selected dance style jazz

4. Describe one style specific turning step from your selected dance style.

2

Turning Step: a jazz pirouette

Description of turning step: I began in a lunge position with my right foot on the ball behind and my legs in a parallel position with both legs bent. My arms were in a jazz third position with my opposite arm to foot forward (my right arm) and my left arm straight and out to the side. Both my arms were stretched straight. I then pulled up on my left leg and straightened it and moved it onto a relevé position and the ball of my foot. I lifted my right leg from behind and brought it into a relevé position in parallel, with my thigh at a right angle to my posture and my right foot pointed next to my left knee. I changed my arm position from a jazz third to a jazz first with my arms bent in and elbows in a straight line. I then turned 360 degrees to the right and came out of my pirouette in a controlled way by lowering my right leg back to the ground. During my jazz pirouette I whipped my head round quickly and focussed on one spot to complete my turn.

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5. (a) Describe one historical moment that influenced your selected dance style. 2

The Transatlantic slave trade would be a historical moment which influenced jazz dance. This was when thousands of African people were taken from their home country and brought across to America on boats to work on the plantations. All the African enslaved people came from different \*

- (b) Explain the impact this historical moment had on your selected dance style. 2

The Transatlantic slave trade had a positive impact on jazz dance. As awful as the conditions when working on the plantations, the enslaved people made it better by dancing. The owners of the plantations found the movements of the African enslaved people funny and so set up shows to mimic their movements and although this was making a mockery of their ~~perfor~~ movements, these shows, known as minstrel shows were the beginning of jazz dance being performed as a form of entertainment. The stamping and patting of the body later developed into the Charleston, a famous piece of jazz dance today which still uses patting the body movements to this day. The minstrel shows meant that the movements ~~that~~ that were mocked were repeated over and over again and this began to create a dance style. Professional theatre shows were started, using these movements and before you knew it, jazz dance classes were beginning with people who wanted to learn the movements they had seen in the shows.

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answer paper

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

Choreographer Bob Fosse

- (a) Explain a key costume from one performance of this choreographer's work. 2

A performance of Fosse's style would be Rich Man's Frig. In this performance, the dancers which are female wear short, provocative dresses, fishnet tights and slicked, pulled back hair into a high ponytail. All of the costumes are black and the men wear suits. White gloves are worn by \*

- (b) Describe one other key characteristic from the performance explained in (a). 2

A key characteristic in Rich Man's Frig would be jazz hands. This was an iconic dance movement created by Fosse and it is performed many times during the Rich Man's Frig choreography. This is where fingers are splayed and palms are facing forwards. The dancer then shakes their wrists back and forth to create jazz hands. These are performed many times during Rich Man's Frig.

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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 this piece.

Ghost Dances by Christopher Bruce is an  
inspiring choreography which follows the story  
of the political oppression in Chile where the Ghost  
dancers represent the evil Chilean government who take  
the lives of innocent people.

7. (a) Describe the music and/or sound used in the opening of the choreography. 2

In the opening of the choreography, Bruce makes  
use of silence. He has the <sup>ghost</sup> dancers dancing in  
complete silence to create a tense atmosphere and  
draw attention solely to them performing. Slowly, sound  
effects like a wind blowing and water droplets are add-  
ed to the silence. Towards the end of the opening section  
of the choreography, the distant sound of the song \*

(b) Explain in what way(s) the music and/or sound in the opening of the choreography communicated the theme/intentions. 2

The use of silence shows the silence of an animal  
before it attacks and hunts its prey and this shows  
how the Chilean government kept quiet about their plan  
before suddenly attacking and killing the innocent people.  
Adding in the wind and water sounds shows that the  
ghost dancers are outside and perhaps living in a  
cave like animals would do. This helps to show  
their animalistic qualities and how they were savage  
like hunting animals when attacking the innocent  
Chileans. The water dropping sound shows the blood  
dripping which shows that has been \*

8. Explain in what way(s) unison is used to communicate the theme/intentions.

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2

Bruce uses unison to show the strength and power that the evil Chilean government had. Bruce has the Ghost Dancers all perform the same movements at the same time, they all stand in an arabesque position with their back leg in an attitude position and then they bend to scratch their standing leg with their attitude leg. They then lower to the floor and change <sup>direction</sup> before performing a lunge movement across the floor. Having the Ghost Dancers all perform the same movements at the same time shows they strength that they had and how they were united together and worked together. It shows how they were all fighting for the same thing and were united together against the innocent people. It shows how intimidating the Chilean government was to the innocent people and the strength and control that they had.

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9. Evaluate the choreographers use of levels to communicate the theme/intentions.

4

Bruce uses levels to communicate the themes and intentions in the Ghost Dancers performance. Bruce's use of levels was excellent. Firstly, he had the Ghost Dancers perform, low, close to the ground movements like crawling. This was effective as it showed the Ghost dancers staying low and out of sight, like predators would do before attacking their prey. This linked to the theme of it showed how quiet and discreet the Chikan government were prior to their attack. Bruce then had the Ghost Dancers dance on a high level, performing jumping high level moves like leaps. This is an excellent

[END OF QUESTION PAPER]

use of levels as it shows the Ghost dancers how jumping up to attack their prey and this links to the theme of how the ~~Ghost Dancers~~ evil government rose up and attacked the innocent people. Bruce also uses levels to show the strength of the Ghost Dancers. He has the dancers standing tall, lifting the dead innocent people above their heads. This shows the Ghost Dancers showing off their killings like a trophy, proud of what they have done.

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5. a) (continued) **ADDITIONAL SPACE FOR ANSWERS**

parts of Africa and therefore did not speak the same language. This meant that they used jazz dance to break the communication barrier and speak to one another. The enslaved people were often tied up on the ships with ropes and so would stamp their feet and put their bodies in attempt to escape this situation and these movements were influenced into jazz dance. When the enslaved people arrived in the US, they continued to perform jazz dance movements on the plantations to keep them happy in this upsetting time.

6. a) (continued)

many of the dancers and these contrast visually with the ~~all~~ black costumes. The dresses are sparkly and catch the light when the dancers perform. Fossé uses provocative clothing to create a shock factor from his audience as dressing provocatively was not usually seen in this time period. White gloves were used by Fossé to cover his hands as he suffered from arthritis. The men wearing suits shows the sophisticated and sleek, elegant look that Fossé was going for with rich man's fridg.

7. a)

## ADDITIONAL SPACE FOR ANSWERS

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\* Ojos Azules begins to play and we hear the breathy sound of the Indian flute made out of bone.

7. b)

\* \* been lost by all the people killed in the political oppression. The distant sound of Ojos Azules as it is played as the innocent people walk in and this hopeful happy song shows that the innocent people did experience hopeful and happy times prior to their torture. The use of the breathy flute represents the heavy breathing of the innocent people in their fight against the evil government. The music and sound used are effective in displaying the theme of the dance.

## Candidate 4 evidence

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### 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. (a) Describe a development method you have used to improve one performance skill.

2

One development I used to improve my self expression was ~~watching~~ getting one of my classmates to film my dance. I was then able to watch back on my dance and give myself a mark out of 5 for self expression and watch to see where I would need to add more points on or smiles etc. I could then rate this feedback and add more facial to my dance. I could also watch a video of a model performer to see what self expressions and facials they use and try add the same things to my dance.

- (b) Explain in what way(s) the development method described in part (a) improved your solo performance.

2

Using a video to watch back on my performance could help improve my self expression and facials. I would be able to look back on my performance and see where I could use more smiling or happy faces and see where I forget to use facials. I could also use to model performer to see what facials they use. I could then practice my dance again and then get a classmate to film me again so I can see what improvements had been made and what parts still need not work. This would have a positive impact on my dance as it would make it more interesting and exciting to watch.

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2. Explain your use of leg strength when performing travelling step(s).

2

my use of leg strength is very important when performing kicks across the floor. I would ~~start~~ need to start of stepping on my right leg back and then twist my <sup>left</sup> leg through using the strength of my legs pushing against the floor to lift my leg up. My leg strength would help me get a higher kick with more control making sure I kick the highest I can. I would also use my leg strength on the way <sup>[Turn over</sup> back down to help me ~~control~~ slowly lower my leg with control looking there is some resistance from bring my leg down fast. This ~~would~~ would have a positive impact on my ~~steps~~ <sup>kicks</sup> as it would help them look cleaner with more control and more impressive.

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3. Evaluate your use of centring and/or balance in your solo performance.

4

my use of centering and balance with my solo performance is poor. This means that when I am performing a pirouette in one part of my dance I am not able to stay on the turn for the full 300 turn and I am falling out to the side because my body is not in a straight posture. It also affects when I am doing a jazz kick ~~movement~~ with my supporting leg on demi pointe. I not able to complete my leg with out my <sup>supporting</sup> leg ~~falling~~ falling from demi point meaning I don't get my leg up as high as it could go and I am wobbling about causing me to have a flouched position and to fall out towards the side. This would have a negative impact on my dance as it would make it look very messy and less impressive causing me to score lower in my solo performance.

I struggled to keep my grounded and stability throughout the ~~the~~ dance as my posture was not correct and my body was not in a correct position. I could have fixed this by practicing with a pirouette position on releve without the turn until I had fixed my technique so I wouldn't fall out of my movements.

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

Attempt ALL questions

Select a dance style you have studied during the course.

Selected dance style Jazz

4. Describe one style specific turning step from your selected dance style. 2

Turning Step: Jazz pirouette

Description of turning step: I would start in parallel  
and then bring my arms to jazz third  
position with an opposite arm to leg  
in front and my <sup>leg</sup> bent in preparation.  
I would then bring my leg up to the side of my  
knee in parallel and then ~~turn~~ I would  
then turn 360 degrees, while bring my arms  
to first position, using my lead to spot  
to the front and ~~to~~ my ~~left~~ shoulder [Turn over  
over my tips. I would then come back down  
into the parallel position with arms

5. (a) Describe one historical moment that influenced your selected dance style.

2

One historical moment was in the 1600s when the African enslaved people took inspiration from living things around them to create movements such as the turkey trot, pigeon wings and shake hips. They also used drums to help keep a beat until the protestant church banned instruments so they had to improvise with patting their body, stamping their feet and clapping their hands to keep a beat.

(b) Explain the impact this historical moment had on your selected dance style.

2

This has had a huge impact on jazz today. The creation of the turkey trot has turned into the isolations which we use today where we move one part of our body while keeping the rest of it still. Shake hips have also evolved into the hip rolls we use and can be seen in music videos such as Alicia Keys' 'Hip Don't Lie' and many other dances. The enslaved people tapping their body later turned into the clapping which is when people would tap their knees and cross their hands over each other. The stamping of feet has also evolved into one of the styles of dance called tap dance which so many people do now. The movements of the African enslaved people have had a very positive impact on jazz today and have evolved into some of the most famous moves used today.

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

Choreographer Bob Fosse

(a) Explain a key costume from one performance of this choreographer's work. 2

Bob Fosse used very memorable costumes within his dance pieces, Rich man's Frig. He had the women dressed in tight provocative clothing because he wanted to find as people. These included tight, sparkly front dress, fishnet tights, long satin white gloves, small heels and hair pulled back into a tight high ponytail. He also used props such as hats because he saw inspiration of his holding. ~~the use of~~ His use of costumes has had a very positive effect as it makes his dance easily recognisable.

(b) Describe one other key characteristic from the performance explained in (a). 2

One key characteristic within Rich man's Frig in jazz hand. This is when the performer would have their hand ~~out~~ to the side of their with their <sup>out</sup> fingers displayed very widely. They would then make their hands back and forth

very quickly making their hand almost blur in the process of the jazz hand. palms should be facing the front as they make their hands back and forth

[Turn over

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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 this piece.

Ghost Dancers by Christopher Bruce was a dance based on the political oppression in Chile and the evil government is represented by the ghost dancers who go around carrying violence and death to the innocent people in Chile.

7. (a) Describe the music and/or sound used in the opening of the choreography. 2

Sound  
~~The opening in the opening section is silent~~  
 and then the only thing you can hear is the ghost dancers sliding along the floor. There is then a wind sound effect ~~shortly~~ shortly followed by the sound of water dripping. Then you hear the music of an South American band called Pishi-illunari which was a sweetly sound due to flutes and panpipes. Then there is happier folk music with instruments such as a guitar to bring a more upbeat sound.

- (b) Explain in what way(s) the music and/or sound in the opening of the choreography communicated the theme/intentions. 2

The music and the music helps to communicate the actions of the evil government. The dance at the beginning creates an eerie atmosphere and makes the audience only focus on the ghost dancers. The wind sound effect conveys they are living outside due to their animalistic qualities. The water dripping shows lack of resources due to the evil government taking away basic human rights. It could also help to give the idea of blood dripping of the ghost dancers hands as they have killed so many people. The folk breathy music helps to show the breathless of the innocent people as they stand against the government. It is all to show the violent acts of the government.

8. Explain in what way(s) unison is used to communicate the theme/intentions.

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The use of unison helps to communicate the strength of the evil government. In section one the ghost dancers all joined arms to form a chain. They then turned to the side and ~~performed~~ sunk to the ground ~~down~~ while lunging to travel along the floor. This helps to ~~emphasize~~ illustrate the strength of the ghost dancers and how they are all joining as a team. It describes <sup>[Turn over</sup> they are standing together to stand against the innocent people in Chile. This therefore highlights the brutality and strength of the evil government in Chile.

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9. Evaluate the choreographers use of levels to communicate the theme/intentions. 4

Christopher Bruce uses levels within his dance to communicate the strength and brutality of the government. At one point in the dance the ghost dancers are sitting along the floor like reptiles. They then effortlessly spring up doing powerful leaps and jumps with ease. This helps to show their animalistic nature and that might be the reason they don't perform all this violence - because they are animals. This also shows their strength and powerfulness through their ability to spring up from the floor. This is showing they are more powerful than the dead and that's why they can attack them. In another section of the

[END OF QUESTION PAPER]

dance the ghost dancers go and kill all the men and start dancing with the women. They eventually kill the women as well and lift their limp bodies up by the arms in a way that they are towering over the men. This helps to show the strength of the ghost dancers and the power imbalance between the characters. They are standing over the dead men like they are worthless and holding the women like they have possession over them and like they are a trophy to show off. This helps to highlight the actions of the evil government and how

<p style="text-align: center;"><b>ADDITIONAL SPACE FOR ANSWERS</b></p> <p>They felt no remorse for the lives they killed and their power and possession over them</p>	<table border="1"><tr><td style="text-align: center;"><b>MARKS</b></td><td style="text-align: center;"><b>DO NOT WRITE IN THIS MARGIN</b></td></tr><tr><td style="height: 100px;"></td><td></td></tr></table>	<b>MARKS</b>	<b>DO NOT WRITE IN THIS MARGIN</b>		
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