

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.

Identify one technical strength in your own dance performance.


flexibility

1. (a) Describe one technical exercise you worked on in class to maintain this strength. 2

In class we stretched before
we did anything e.g.
dancing and this ensured that
my body was more flexible
therefore I could perform
better as I had stretched during
e.g. lunges and touching my toes

- (b) Explain in what way this technical strength enhanced your overall dance performance. 2

Having flexibility enhanced my
performance as it meant I
could do things such as leaps
and the splits. It ensured
I was getting fully down into a
split and that in a
leap my legs were fully
extended meaning the
performance looked better.

2. Alignment and posture is an important aspect of dance performance. 

Give an example of how alignment and posture could have a negative effect on your own performance. 2

If my alignment and posture are poor then it means my performance may not look good because for example I may not be able to hold a certain position or do a pirovettte and make it neat as my balance would be poor. [Turn over

3. Select one performance skill from the options below.

Tick (✓) one box.

self-expression

dynamics

musicality

(a) Describe a task you took part in to improve the performance skill you have selected. 2

A task ~~was~~ I took part in was when we would play different ~~music~~ ^{music} that varied in type and speed and we would adjust our movement to fit with the song whilst moving around the room.

(b) Evaluate in what way the task helped to enhance your selected performance skill. 2

This helped as it meant that I can adjust myself to different ~~music~~ ^{music} and this means I have more potential as I can perform to different variations of music and can ~~do~~ do it well as my musicality will be good.

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: Jazz

4. (a) State the time and place your selected dance style originated. 2

Jazz originated from ^{New Orleans} ~~the 1800's~~
 in the 1800's

- (b) Describe the development of your selected dance style from its origin to the present day. 3

Jazz has developed and
 changed as when it was
 first originated it was made
 up of very energetic movements
~~the~~ e.g. the jitterbug and
 it has now developed to
 become a style that can
 be interpreted in many ways
 and can be used to
 showcase different things e.g. in
 Broadway

5. Identify one key characteristic of your selected dance style. 1

Isolations or leaps

6. (a) Identify one style-specific travelling step from your selected dance style. 2

Travelling step: drag mm

Describe this travelling step: A drag mm is where for example if you started on your left foot you would place your left foot in front and begin a quick pace whilst then switching legs as you drag through your right leg

- (b) Identify one style-specific step from your selected dance style. This should be different from the step you described in (a). 2

Style-specific step: pas de bourree

Describe this step: starting on your right leg you bring your right leg swiftly behind your left leg, to then bring it to the side and then bring it back in front in almost a lunge and then repeat on the other foot (behind-side-front)

and then repeating the ^{movement} ←
continuing to switch legs,
dragging them through as
you change. Your arms tend
to be at your sides.

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.

"Wouldn't change a thing" - This piece is all about a woman who finds out she has a terminal illness and it shows how her family handle it and help her through it.

7. Describe how one choreographic device is used to help convey the theme/intentions of the piece.

2

Levels is used a lot throughout the piece as the main dancer who has the illness is constantly being lifted up and down by her family throughout the piece to show her changing emotions and the family's and to help try to portray the ups and downs of the illness and how her family are dealing with it and trying to help her through.

[Turn over

8. (a) Describe the use of space within the choreography.

2

Spacing was used differently throughout the piece as sometimes the dancers would be close and surrounding the "ill" dancer to help show togetherness and support but they also were very spaced out

- (b) Explain in what way the use of space helps to communicate the theme/intentions of the choreography.

2

The use of spacing is good as it portrays everyone different emotions well. When the dancers were more distressed and upset they would be more spaced out but when the main dancer (the ill one) needed them they would come back together.

at times e.g. when she first got the news and told them they all spread out and did ~~their~~ own thing as if to show how they all dealt with the news differently.

9. Select one theatre art from the options below.

Tick (✓) one box.

costume

lighting

set design

(a) Describe in what way this theatre art is used within the piece.

2

This theatre art is used because the main ~~the~~ dancer who is found ill wears a white dress which can have connotations of innocence, illness and also things like white blood cells and this all links with the main idea of the

(b) Explain the impact this theatre art has on the mood and atmosphere of the piece.

It creates a very sad ~~and~~ ^{piece 2} (illness) ~~atmosphere~~ atmosphere as it makes us feel sympathetic to the girl who has felt ill as she doesn't deserve it and we feel sorry for the journey also who are distraught about it.

[END OF QUESTION PAPER]