

Candidate 1 evidence

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.

continued
answer on
back

1. (a) Describe one development method you have used to improve your centring and balance. 2

To improve centering and balance we learned a spotting exercise. The spotting exercise is when you start in parallel which is when your two feet are beside each other hip width apart. You then find a spot on the wall to look at and keep focus on that spot at all times. (The spot must be one that doesn't move) you then can start by just walking around in a circle slowly whipping your head round back to that spot while you turn (trying to keep your eyes on the spot at all times). You can then progress and try doing a pirouette with this - we perform this

- (b) Explain the impact the development method had on your centring and balance in your dance performance. 2

exercise after our straining warm up and stretch and before we do our performance of our solos.

The development method had a positive impact in my dance performance making it easier to remain centered and on balance. For example when performing a pirouette in my contemporary solo performance I carried out the spotting exercise. This impacted my performance in a good way as I did not fall off balance and remained in the correct position with my weight in the middle before my pirouette which meant I stayed in time with the music and my solo finished on time.

2. Explain the impact flexibility had on your solo performance.

2

My flexibility in my solo performance impacted me as I couldn't perform my solo to my full potential. For example when performing my contemporary solo with movements such as kicks and leaps I wasn't getting my legs up as far as I could which to the audience this could look messy. This impacted my performance as my legs in my kicks were not at a full 180° they were only at my hips and in my leaps my legs were bent which impacted the height of my leaps also.

[Turn over

3. Evaluate your use of quality and/or dynamics in your solo performance.

4

My use of dynamics in my solo performance was effective. For example when watching my solo performance back I realised I was hitting all the beats correctly and sharply and on time - This had a positive effect on my performance as it was engaging to my audience and it looked like I was putting effort in and cared about how my performance looked. My use of quality in my solo performance was poor. For example when watching my contemporary solo performance back I realised the quality ~~was~~ and the standard I was performing my moves to was poor. I realised my lack of stamina had a part to play in this meaning as I got tired my movements were weak and sloppy. This affected my performance as the audience became bored as I was tired and my movements were off it was not an engaging performance for them to watch.

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 hip hop

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

Style – specific step kick cross step

Description of step you start with your feet in parallel / feet hip width apart. you then take your right foot and kick it out in front sharply with sharp dynamics while the left foot remains on the ground. you then cross the right foot over the left (which still hasn't moved) and then to finish of step the left foot to the side (left side) this should be done with loose body, bent knee and body low to the ground following the performance style of hip hop

5. Describe one stylistic feature of your selected dance style. 2

The costume and attire of urban streetwear.

when hip hop first originated in New York in the Bronx in the 70s late 60s people didn't have much money so hip hop etc costume became normal clothing people had \$ it would consist of things such as high top trainers.

baggy jeans baggy T-shirt / and a big chunky gold jewellery. ~~People who seen this on~~ This would be worn to block parties where they would have break battles. people who seen this instantly knew this was the hip hop style. They also knew because of the performance style of the boys and the way they danced by breaking and in break battles they would tell their friends where hip hop dancers.

6. Describe the key characteristics of music and sound used in your selected dance style.

2

The music and sound of hip hop was ~~usually~~ called break beats which people in the Bronx who danced to this would refer to as going off. This style of music was heavily influenced by DJ Kool Herc who was a DJ in the Bronx. Turn tables and DJ decks were also used for hip hop and many people often danced in the streets at the block parties where people would break dance and have break dance battles.

7. Explain the impact of historical point(s) and/or event(s) on your selected dance style.

4

The slave trade in 1700s had a huge impact on the hip hop style of dance we see now. ^{for example} In the 1740s during the slave trade slaves were banned from using African drums which was a huge part of their culture and what they enjoyed doing. When this was taken away slaves had to come up with another way to communicate for example they used dance. They created ring circles and ring shows using movements such as sliding and gliding and movements with low bent knees. We now see the influence this has had on hip hop nowadays as we see in the newly formed commercial style people doing slides and glides and also in the breaking style we see many of the people in the Bronx in these circle formations but with more swagger added and how it has now evolved into a competition/pride gaining thing - a breaking circle. This impacted the hip hop style of dance as due to these ring circles and ring shows that happened in the slave trade people ~~the~~ hundreds of years later are taking influence from it but making it their own and adding the new style on hip hop to it.

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.

Swan Song by Christopher Bruce is a dance concerned about human rights also about the hooliganism amongst corrupt authorities - and the injustice towards the defenseless with themes of torture and interrogation.

8. (a) Describe a formation used within the choreography.

2

In Swan Song during the sections 1, 2, 4, 6 the guards and prisoner are both on the stage - due to the guards always against the prisoner there is a 2 against 1 formation. The guards are often at either side of the prisoner meaning that no way the prisoner chooses to go a guard will be able to capture him - they also stand in front of the prisoner ~~meaning~~ showing the power they have over him.

(b) Explain in what way this formation helps communicate the choreographic theme/intentions.

2

The 2 against 1 formations help show the theme of torture and interrogation and the power and authority the guards have over the prisoner. For example in sections 1, 2, 4 and 6 the guards are standing beside or either side of the prisoner. For further example in section one they sit the ~~guards~~ prisoner down on a chair and then the guards stand at either side of him looking down on him meaning he can't escape. This impacted the communicating of the theme as we could clearly see the guards had a lot of power over the prisoner as they would always be opposite each other and do the same things to ^{stop the} prisoner escape and to torture him for longer.

9. Explain in what way(s) costume has been used to communicate the theme/intentions.

2

The costume in Swan Song mirrors the theme and intentions Christopher Bruce wanted in his dance. For example the prisoners outfit is casual clothing to show he is an ordinary human with a red top - The red top here could symbolise danger, blood and warnings which goes ~~quite~~ well with the torture he is receiving from the guards. While the guards are dressed in uniform to show their authority and to show that he are always 2 against 1. 2 - being two guards and 1 - being the prisoner. This impacted the communication of the themes and intentions as straight away we can recognise who the guards are and who the prisoner is and how the guards are more powerful and stronger and because the prisoner is wearing normal clothing we see how his power is less and how he is just a commoner.

10. (a) Describe the choreographer's use of structure.

2

Christopher Bruce in Swan Song uses the episodic structure. episodic structure is like little mini episodes happening while a story unfolds. Christopher Bruce used this structure to show the many different sections he had and what they mean. he had an introduction and then 7 following sections. in sections 3, 4 and 5 it was the solos for the prisoner. in section 1, 2, 6 and 7 it was the mix of the 2 guards and the prisoner on together. section 1 was question and answer. section 2 was read for the 2, 5, 7 where prisoners solos.

(b) Explain the impact the structure had on communicating the theme/intentions. 2

The episodic structure of Swan Song was like little mini episodes which helped Christopher Bruce show his theme of torture and interrogation. For example he had 7 sections and an introduction and in each of the 7 sections he aimed to show a different way the guards were torturing the prisoner. In the introduction they were interrogating him and trying to get answers out of him but the prisoner would not reply. For another example in section 2 the guards place a red nose on the prisoner to show he is like a clown and to humiliate him. This impacted the overall performance as we could clearly see the themes of torture and interrogation and with each mini episode the audience became more engaged and wanting to see more. This mirrored the tense atmosphere of the dance and showed us how scary being the prisoner's position would have been.

ADDITIONAL SPACE FOR ANSWERS

1a) To improve our centering in our technique classes after our warm up and stretch we done our plie exercise this was when we started with feet hip width apart and arms relaxed by our side and bent our knees performing a demi plie first then a full plie which is just a half bend down and a full bend down while performing this we keep our backs straight and bum tucked in and squeeze our core

Candidate 2 evidence

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 one development method you have used to improve your centring and balance. 2

one method of development that I used to improve my centring and balancing was leg holds. I would start off holding for a short amount of time in order to feel what was off and correct it and eventually I continued to hold my balance for long periods of time.

- (b) Explain the impact the development method had on your centring and balance in your dance performance. 2

The impact this method had on my performance is that it helped make moves such as fan kicks or leg holds look almost effortless and clean making my performance more relaxing for me and captivating to the audience for example my fan kick looked sharp and clean.

2. Explain the impact flexibility had on your solo performance.

2

The impact flexibility had on my performance was that it made moves look effortless. In my performance, at the end I must drop into a split, flexibility makes the move look flawless as I fall straight into a 180° line, impressing and entertaining the audience.

[Turn over

3. Evaluate your use of quality and/or dynamics in your solo performance.

4

My use of Dynamics in my solo hiphop routine was nothing short from constant as every move either had to be sharp and clean, a burst of energy or soft and relaxed during grooves. With numerous moves being either or if you do not have a strong sense of dynamics everything will mesh together and wont look as entertaining as it should. This affects me through the audiences attitudes because if I can see them disengaging it could spoil & distract me.

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 Contemporary

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

Style – specific step Leap

Description of step _____

A leap is a jump through the air using a great amount of strength and flexibility to push you up into the air before snapping the legs apart to travel further forward while at a 180° angle. A leap is a travelling step

5. Describe one stylistic feature of your selected dance style. 2

One stylistic feature of contemporary would be contract and release. It could be apart of a motif or a movement where the body contracts inwards before taking a breath and releasing back out.

[Turn over

6. Describe the key characteristics of music and sound used in your selected dance style.

2

The characteristics of music and sound used in contemporary is that the music is a very modern interpretation of different genres mixed as the community stayed away from classical, modern gave them a new form of expression

7. Explain the impact of historical point(s) and/or event(s) on your selected dance style.

4

- Mary Wigman strayed from classical ballet to create contemporary in the 1920s in Europe.
- Martha Graham became a great influence when she founded the contract and release.
- Ayla Sharp studied dance with Graham which inspired her to take inspiration from ballet in an avant-garde way and fuse ballet with every day moves such as motions of running and talking.

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 watched *Revolutions* by Alvin Ailey. This choreography explores Alvin Ailey's blood memories as well as the journey from slavery to freedom. It has key themes of - religion, hope & celebrations through faith.

8. (a) Describe a formation used within the choreography.

2

A formation used within the choreography was in section 1 'pilgrim of sorrows' was when all of the dancers were huddled in a triangle very close at all times and even when they break apart they come back to the triangle.

- (b) Explain in what way this formation helps communicate the choreographic theme/intentions.

2

This formation helps communicate togetherness. The triangle is a reflection of them sticking together through hard times. This relates to the theme of slavery and how they had no one but each other.

[Turn over

9. Explain in what way(s) costume has been used to communicate the theme/intentions.

2

The use of costume was used very well especially in Section 2 take me to the water as the females were all in long flowing white lace dresses and thornes in white slacks. The white of the costumes represents innocence and virtue of their rebirth as this section is all about baptism.

10. (a) Describe the choreographer's use of structure.

2

The structure that Alvin Ailey has used is the arc - narrative structure. This is how we see the story line of a performance the journey before the climax. In section 1 the narrative shows the pain and suffering before section 2 where they have been released and wishes to be baptised then in section 3 we see all the church goes celebrating the beginning of a new era for them which is the climax.

- (b) Explain the impact the structure had on communicating the theme/intentions.

2

The impact that this had made the theme and climax more clear and helped the story line progress more.

[END OF QUESTION PAPER]

Candidate 3 evidence

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 one development method you have used to improve your centring and balance. 2

To improve my centre and balance I took extra ballet and technique classes. I practiced turn and rising exercises to improve my centre and balance till I got better and was happy with my improvement.

- (b) Explain the impact the development method had on your centring and balance in your dance performance. 2

In my jazz solo there is a ~~turn~~ turn section where I needed my centre and balance. As I improved on this I was able to perform ~~the~~ the turns without falling out of them.

2. Explain the impact flexibility had on your solo performance.

2

In my jazz solo I need flexibility to perform the ending pose in a split position. I need flexibility in order to reach a full split position comfortably and hold it so I finished my performance well.

[Turn over

3. Evaluate your use of quality and/or dynamics in your solo performance.

4

In my jazz solo I think my use of quality and dynamics was successful. For example in the isolation section I could easily use high energy and sharp, fast dynamics to make my performance exciting. Another example is when I performed a fan kick I successfully used softer and fluid dynamics to make the move look easy and pleasing to watch.

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 step from your selected dance style. 2

Style – specific step isolation

Description of step an isolation is when you isolate on part of your body like an arm, leg, ribs or hips and move it sharply while the rest of your body is still

5. Describe one stylistic feature of your selected dance style. 2

One stylistic feature of jazz is its costumes. They are usually sparkly black leotards worn with a tailcoat which is a coat with a tail at the back of it. they can also be paired with fishnet tights which are tights with holes in them. jazz shoes or new yorkers which are shoes with a heel can be worn with the costumes.

Turn over

6. Describe the key characteristics of music and sound used in your selected dance style.

2

In jazz music instruments like trumpets and saxophones were used originally ^{most} for songs. For example Louis Armstrong's 'What a Wonderful World', nowadays jazz music is upbeat, fast and has many highlights in the music. For example 'Hush, Hush' by the Pussycat Dolls uses these characteristics.

7. Explain the impact of historical point(s) and/or event(s) on your selected dance style.

4

Jazz dance originated in the 1800s during the Atlantic Slave Trade where slaves were brought to Europe on ships ~~and~~ ^{and} the slaves would dance to keep morale high. The Europeans saw this and made fun of the slaves by making dances like 'the monkey'. In the 1900s in New Orleans the big brass era was occurring where the syncopated beat often used in jazz was first created. These events had an impact on jazz dance today as it created a timeline and helped develop the style as some of the key characteristics and moves are used today and you are still able to take classes at dance schools learning about the original styles.

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 watched Greenwood, choreographed by Donald Byrd, performed by Alvin Ailey American Dance Theatre. This choreography tells us about the horrific historical event that caused the Greenwood massacre. It has key themes of racial segregation and social injustice.

8. (a) Describe a formation used within the choreography.

2

One formation used in the choreography was a ^{tight} clump used with the white supremacists. They were shoulder to shoulder ^{in close contact} while circling the African family who were centre stage.

- (b) Explain in what way this formation helps communicate the choreographic theme/intentions.

2

The formation helped communicate the theme as it showed the white supremacists were like soldiers and are a danger to the African families which shows the racial segregation between the two races.

[Turn over

9. Explain in what way(s) costume has been used to communicate the theme/intentions.

2

The costumes used ~~for~~ for the white supremacists show the theme of social injustice as they are wearing the same ~~shape~~ angular and robotic, straightly shape costumes, ^{as each other} to show how they are like an army coming for the African families. The silver colour also represents being rich and having more money ^{and status} which relates to the social injustice as the white supremacists are of a higher class than the African families.

10. (a) Describe the choreographer's use of structure.

2

the use of rondo structure
~~within~~ (ABACADE) within the piece
 is shown by A being the
 story as we know it with
 the contrasting sections being
 the theories of how the incident
 in section E occurs. Going back
 to A ~~every~~ before every section
 and rewinding to have a fresh
 start and mind before the theories
 and massacre happen.

- (b) Explain the impact the structure had on communicating the theme/intentions.

2

Using the rondo structure
 (ABACADE) in Greenwood showed
 how important A is and how
 it helps us to understand each
 time ~~as~~ ^{what might have} ~~what~~ occurred before
 the massacre. Each contrasting
 section allowed us to see what
 people assumed happened and
 reasons why people tried to
 justify why the Greenwood massacre
 happened and that is because of
 the racial segregation

[END OF QUESTION PAPER]

Candidate 4 evidence

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 one development method you have used to improve your centring and balance. 2

one development method I have used is practising the movement slowly. I hold on the barre as support first then repeat that a couple of times then have a model performer mark me to see if I can make more improvements. I then do the movement without the barre but slowly so I don't fall over. Once I have been assessed by the model performer I can move on to speeding it up. Once I have it perfectly I can add the movement back into my routine.

- (b) Explain the impact the development method had on your centring and balance in your dance performance. 2

The development method had a positive impact on my performance as I was able to complete my pirouette without falling over. This meant that my turns were straight on my leg and I felt enough balance to keep turning. This had a further positive effect on my timing as I was not falling out of my turns and missing the next movements. For example the high left leg kick on ~~the~~ relevé was completed smoothly which allowed me to be able to control my leg back to the ~~the~~ ground to slowly ~~and~~ slide into a left leg split after.

2. Explain the impact flexibility had on your solo performance.

2

flexibility had a negative impact on my performance. This is because my kicks were not getting as high as my other teammates and it took me more time to get my leg up to the desired height. This further impacted my timing as it left me a few counts behind therefore putting me off the rest of the dance. For example, during my performance my team were able to get their kick to 180° in 1 count ~~which~~ which meant that they were able to move on to the next movement whereas it was taking me 2 counts to get my leg to 90° ~~so~~ So I was set back a count and was rushing the rest of the routine. [Turn over

3. Evaluate your use of quality and/or dynamics in your solo performance.

4

The use of quality in my solo was limited. This was due to me not having a good balance which led ~~to~~ me to bobble on my turns and fall out of kicks. This meant that I was out of time for the rest of my routine as my music was not in sync with my choreography therefore giving my dance poor quality.

The use of Dynamics in my solo was good. This was due to the energy being strong ~~even~~^{even} though I may not of produced great quality. I made sure all of my movements were strong and sharp which made the audience enjoy it more because I made it look like I was having fun.

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 step from your selected dance style. 2

Style – specific step Jazz turns

Description of step to complete a jazz turn you step the foot out in which direction you would like to travel. Once you step this foot out to second position you do a deep plié so you can push into the turn with your feet squeezed together. When deep plié you put your arms in second position and ^{when} ~~when~~ you turn they go to first position. Once you complete the first pirouette you step back out to second and continue going until you reach the place you stop at

5. Describe one stylistic feature of your selected dance style. 2

one stylistic feature of jazz is inverted body positions and isolation. This is seen as the Fosse style of jazz which has movements such as inverted knees, shoulders, pelvic thrusts, sharp shoulder movements and chest pops. ~~The Fosse~~ ^{The Fosse} feature to jazz adds a sense of being different as its ~~unusual~~ ^{unusual} movements stand out to the ~~the~~ audience.

[Turn over

6. Describe the key characteristics of music and sound used in your selected dance style.

2

The music in jazz is more ^{energetic} ~~energetic~~ and fast. This means that there are strong beats behind it which suggest that sharp movements are vital within the choreography to match up to the dynamics of the music. Some jazz music does not end up being fast but is strong and stappy ~~is~~ but drags out so that movements will be held longer.

7. Explain the impact of historical point(s) and/or event(s) on your selected dance style.

4

Jazz began in Africa during the slave trade. This was only for the purpose of exercise and entertainment but was seen as freedom to the slaves. ^{Jazz} ~~Jazz~~ then traveled to New Orleans in the 1900s where it took off. It started as a vaudeville style dance in the 1900s, which then became theatre based in the 1950s. Jazz became featured in movies in the 80s. It then showed in adverts, ~~shows~~ and appeared on MTV in the 90s and when the 2000s hit it ^{started} ~~became~~ in TV shows like Dance Moms and So You Think You Can Dance. Jazz has been seen still in Broadway musicals but celebrities like Michael ~~the~~ Jackson and Beyoncé have used it in their music videos. It has evolved through many years and is now a well known style of dance that many people practice.

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.

Swansong

Theme: Interrogation.

8. (a) Describe a formation used within the choreography. 2

A formation used within the choreography is the victim on a chair seated whilst the guards and towering over him, standing ~~with~~ ^{with} good postured and the guards are matching positions. one guard is standing on the left side of the chair and the other on the right meaning the victim is trapped in the middle.

- (b) Explain in what way this formation helps communicate the choreographic theme/intentions. 2

This helps communicate the theme as it shows how the guards have the prisoner under their control and leaving the victim ~~is~~ with out power. for example with the victim lower to the ground ~~on~~ a chair with 2 men over towering him suggests that he is being held away with the loss of any rights he had once before as he is stuck between them and has no way of getting out.

[Turn over

9. Explain in what way(s) costume has been used to communicate the theme/intentions.

2

The costume shows the theme of interrogation as the guards wear a khaki green uniform that looks to be something a guard would wear. The victim/prisoner has on an everyday casual outfit of blue jeans and a red t-shirt. This suggests that an interrogation could be taking place as the guards have a matching uniform and have hold of a prisoner. For example, the guards in a full uniform ~~is~~ that holds some sense of authority suggests that ~~it~~ they are in complete control of the interrogation as the victim wears an average out fit.

10. (a) Describe the choreographer's use of structure. 2

The choreographer uses an episodic structure which is seen as he uses 7 different sections to the performance which includes 3 solos. This shows that the episodic structure uses these sections to make it seem like episodes of the interrogation to see the views from both the guards and the victim

- (b) Explain the impact the structure had on communicating the theme/intentions. 2

The structure shows how the victim/prisoner feels through his solos where he is locked away but the 7 sections show the process of an interrogation and the effect it has on the guards and on the victim. ~~first~~
The sections where ~~the~~ the 3 dancers are together show the abuse ^{and} ~~the~~ torture ^{the} ~~the~~ victim goes through throughout the interrogation. The solos show the ~~the~~ victims wish to be free again which show how he has no escape.

[END OF QUESTION PAPER]

Candidate 5 evidence

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 one development method you have used to improve your centring and balance.

2

To improve my centring and balance, I practised rising on to demi pointe holding on to a barre/ chair and trying to stay there for as long as I could. To make it harder, I let go of the barre and closed my eyes. I started doing it once a day and then after increased it to three times a day.

- (b) Explain the impact the development method had on your centring and balance in your dance performance.

2

This impacted my dancing in a very positive way as it allowed me to perform more challenging movements like multiple pirouettes, and it also helped me balance for longer whilst performing adage in the center. Overall, it made my dancing as a whole look better and it improved my technique.

2. Explain the impact flexibility had on your solo performance.

2

By having good flexibility, it allowed me to perform movements like a grande jete better as my legs would get that perfect split in the air. It also reduced my injury risk as I am confident with my leaps/kicks which I performed during my solo and I had stretched beforehand which meant I was able to perform them well.

[Turn over

3. Evaluate your use of quality and/or dynamics in your solo performance.

4

Whilst I performed my ballet solo, there were lots of smooth, gentle, slow movements like developés and arabesques. It was important for me to have good balance whilst I performed these so I never injured myself or fell over. However, there were also some faster and more neo-classical movements in my solo like relevés and multiple pirouettes which all had very athletic, fast and sharp qualities.

MARKS

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 step from your selected dance style.

2

Style – specific step develope

Description of step this is a stationary step at the barre
start with left hand on barre with feet in fifth position
right foot in front with right hand in braba. peel right
foot up past your ankle into retire staying turned out.
right arm should move into first as you do this. Extend
right leg forward out to 90° keeping the heel forward and
staying turned out. right arm should move into second

extra
space
↓

5. Describe one stylistic feature of your selected dance style.

2

One specific feature of ballet is pointe shoes. Female dancers
 wear these which help to lengthen their body and make their
 lines appear longer. These can be worn to do small steps at the
 barre ~~like~~ like relevés and rises or dancers can wear them
 in the centre to perform a huge variety of movements. There is a
 block at the end of the shoe which allows dancers to dance on.

extra
space
↓

[Turn over

6. Describe the key characteristics of music and sound used in your selected dance style.

2

Ballet music is typically played by an orchestra involving strings and piano. It is often very graceful and elegant to dance to. In neo classical ballet, there is often faster tracks which fast steps are performed to. These faster tracks can have a larger variety of instruments used, including brass, drums, piano and strings.

7. Explain the impact of historical point(s) and/or event(s) on your selected dance style.

4

Ballet first started in the Italian Renaissance Courts in the 15th Century when only the nobility could participate. They used to wear heavy dresses and masks, and would dance in heeled shoes. The ~~French~~ Revolution changed a lot of this. For example, light, flowy dresses and soft shoes were now worn which made more steps possible. The Romantic Era came next, which introduced the first calf length tutu and the idea of ballet being dominated by women. Ballets performed in the romantic era like Giselle were all based on ethereal, supernatural inspirations. Posing on pointe also happened in the romantic era, first done by Amelia Brungoli and Fanny Bias. Later on, George Balanchine came

* French

MARKS

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.

extra
space

Swan Song was choreographed by Christopher Bruce in 1987. It tells the story of a prisoner of conscience getting interrogated and tortured by two guards. Throughout, the prisoner fights for

8. (a) Describe a formation used within the choreography.

2

One of the formations used was a pyramid/triangle shape, where the guards would both be the two points at the back standing up and the prisoner would be lying on the floor helplessly in front of them.

- (b) Explain in what way this formation helps communicate the choreographic theme/intentions.

2

This helps to reinforce the theme as the guards are standing up looking down on the prisoner in front of them. This shows that the guards are in charge and a lot more powerful than the prisoner. The prisoner at the front lying down shows how worthless he is and how lonely and miserable he is feeling.

[Turn over

9. Explain in what way(s) costume has been used to communicate the theme/intentions.

2

The prisoner was dressed in a faded pink t-shirt and blue jeans with very messy hair. He is supposed to look like a normal guy to show that this could happen to anybody. The guard costumes were a big contrast, as they wore smart khaki uniforms with their hair slicked back neatly. Their costumes shows how they are superior to the prisoner and

MARKS

10. (a) Describe the choreographer's use of structure.

2

The structure of Swan Song is narrative, with 7 sections. It tells us a story of the prisoners time in jail under the guards control and torture.

Section 1 - question + answer

Section 2 - tea for two

Section 3 - solo 1

Section 4 - slow trio

Section 5 - solo 2

Section 6 - cane dance

Section 7 - solo 3

- (b) Explain the impact the structure had on communicating the theme/intentions.

2

extra
space
↓

The choice of narrative worked very well for telling us the full story of the prisoner. It meant we got to see all the key interrogation and bullying moments, as well as the prisoner doing his solos which show desperation of wanting to escape. We were shown the prisoners story which is exactly what narrative means. Section 1 showed us the first interrogation stage, and how straight away he was being bullied. Section 2 showed the guards making fun of him by teasing him and putting a red

[END OF QUESTION PAPER]

ADDITIONAL SPACE FOR ANSWERS

4. continued

... position as you do this. finish by lowering right leg down back into fifth position and right arm closes in braba.

5. continued

... the very tips of their toes, and they also sew ribbons on to tie them.

7. continued

... from ballet russe in Russia to the USA. He created neo classical ballet which is still very popular in present day.

Theme/intentions on professional choreography

... his life until he sadly ends up passing, although freeing his spirit from all the torture he experienced.

ADDITIONAL SPACE FOR ANSWERS

9. continued

... how they are in charge and in control of him

10. b continued

... nose on him. Section 3 showed us him trying to escape and lots of reaching gestures, showing how miserable he is. Section 4 showed the guards demonstrate waterboarding, and how extreme they were to him. Section 5 showed him trying to escape with lots of reaching movements.

Section 6 showed even more bullying and hitting the prisoner with canes which showed how brutal and nasty the guards were. Section 7 shows the prisoner passing after all the torture he sadly experienced.