



Victorian Certificate of Education 2013

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Letter

Figures

Words

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DANCE

Written examination

Monday 4 November 2013

Reading time: 11.45 am to 12.00 noon (15 minutes)

Writing time: 12.00 noon to 1.30 pm (1 hour 30 minutes)

QUESTION AND ANSWER BOOK

Structure of book

<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
5	5	73

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 14 pages.
- Additional space is available at the end of the book if you need extra paper to complete an answer.

Instructions

- Write your **student number** in the space provided above on this page.
- All written responses must be in English.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

Instructions

Answer **all** questions in the spaces provided. Diagrams may be used where appropriate.

Question 1 (12 marks)

- a.** Describe the use of the **three** elements of movement in **one** example of movement vocabulary from your Unit 3 dance solo.

6 marks

- b.** Improvisation, selection and arrangement are three movement creation processes. Explain how **each** of these processes can be used when choreographing a solo dance work.

6 marks

Imagine you are a dancer in a group dance work for a video clip and you have just finished learning the choreography. Before the filming of the video clip can commence, the dance work needs to be rehearsed. Describe **two or more** rehearsal processes the group could undertake to improve the safe and accurate execution of the choreography.

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The 2013 Prescribed List of solo dance works for Unit 3 was

1. *Cry* by Alvin Ailey
2. The male solo from *Percussion 4* by Bob Fosse
3. 'Ruby Tuesday' from *Rooster* by Christopher Bruce
4. 'Freedom in Knowledge' from *Snakes, Gods and Deities* by Julia Gray and the Tracks Dance Company
5. The female solo from *Smoke* by Mats Ek
6. *Solo* by William Forsythe
7. 'Balletto' scene from *Save the Last Dance* by Fatima Robinson and Randy Duncan
8. Female dancer in long, white costume from *Café Müller* by Pina Bausch

The 2013 Prescribed List of group dance works for Unit 4 was

1. *Envelope* by David Parsons
2. *Water Study* by Doris Humphrey
3. Barn raising celebration dance from *Seven Brides for Seven Brothers* by Michael Kidd
4. Excerpt from *Swan Song* by Christopher Bruce
5. Excerpt from *One Flat Thing, Reproduced* by William Forsythe
6. 'Rubies' from *Jewels* by George Balanchine
7. 'Step in Time' from *Mary Poppins* by Marc Breau and Dee Dee Wood
8. Excerpt from *Swan Lake* by Graeme Murphy

Question 3 (16 marks)

Select **either one** solo dance work from the Unit 3 Prescribed List of solo dance works above **or** the group dance work studied from the Unit 4 Prescribed List of group dance works above. Refer **only** to the selected work when answering Question 3.

Name of the solo or group dance work selected _____

Discuss how cultural influences affected the choices made by the choreographer(s) of the dance work selected.

In your response, discuss a different cultural influence on the choreographer's(s') choice for each of the following.

- expressive intention
- movement vocabulary
- form
- technical and production aspects

You may use diagrams and/or drawings to support your response.

[illegible]

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Select the group dance work studied from the Unit 4 Prescribed List of group dance works on page 4 and refer only to it when answering Question 4. If a group dance work was used to answer Question 3, the **same** group dance work must be used to answer Question 4.

Name of the group dance work selected

In the sections of a dance work performed by a group of dancers, choreographers use manipulations of direction, dimension, level and focus simultaneously to communicate an expressive intention. The group of dancers also performs in symmetrical and/or asymmetrical formations while dancing in canon, unison or contrast with each other.

Analyse the elements of spatial organisation and group structures used to communicate the expressive intention in examples of movement vocabulary from the group dance work selected.

In your response, analyse the choreographer's(s')

- simultaneous use of all **four** elements of spatial organisation in **one** movement vocabulary example
- use of differing combinations of the types of group structures in **another** movement vocabulary example
- expressive intention, or an aspect of the expressive intention, communicated in each of the **two** movement vocabulary examples.

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Question 4 – continued
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Question 5 (25 marks)

Select **one** solo dance work from the Unit 3 Prescribed List of solo dance works on page 4 and refer only to it when answering Question 5. If a solo dance work was used to answer Question 3, a **different** solo dance work must be selected to answer Question 5.

Name of the solo dance work selected _____

Analyse how, in your opinion, the choreographer's(s') use of a range of choreographic devices communicates the expressive intention in the solo dance work selected. To substantiate your analysis, discuss examples of movement vocabulary and phrases from throughout the solo dance work that demonstrate the use of the specific choreographic devices chosen.

You may use diagrams and/or drawings to support your answer.

[illegible]

[illegible]

[illegible]

END OF QUESTION AND ANSWER BOOK

Clearly number all responses in this space.

[illegible]

[illegible]

A script book is available from the supervisor if you need extra paper to complete your answer. Please ensure you write your **student number** in the space provided on the front cover of the script book. **At the end of the examination, place the script book inside the front cover of this question and answer book.**