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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

DANCE STUDIES

NOVEMBER 2011

MARKS: 150

TIME: 3 hours

This question paper consists of 10 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:
 - SECTION A: Dance History and Theory
 - SECTION B: Music Theory
 - SECTION C: Anatomy and Health Care
2. Answer ALL the questions, except for QUESTION 2 where you have a choice. Answer EITHER QUESTION 2.2 OR QUESTION 2.3
3. Read through the whole paper carefully before you start to answer it.
4. Number the answers according to the numbering system used in this exam paper.
5. Start EACH SECTION on a NEW page.
6. Leave THREE lines after EACH answer.
7. Draw a line through any questions you do not want marked.
8. Check whether you have answered ALL the questions.
9. Write neatly and legibly.

SECTION A: DANCE HISTORY AND THEORY**QUESTION 1**

Name TWO different dance forms that you have studied this year. Explain particular characteristics of each dance form, for example movements/steps used, style, music, costumes, who would perform it, where it may be performed.

[10]**QUESTION 2**

- 2.1 Choreography explores movements and can express emotions. What emotion/(s) do you think are being expressed in the picture below? Explain your answer.

**(5)**

Answer EITHER QUESTION 2.2 OR QUESTION 2.3

- 2.2 Choose only TWO of the choreographic devices from the list below and give an explanation of each.

variation; rondo; canon; chance; climax

(4)

OR

- 2.3 Explain how improvisation in the dance class and during choreography helps to develop a dancer's creativity.

(4)
[9]

QUESTION 3

Choose ONE choreographer from the prescribed list below and answer the questions that follow.

SOUTH AFRICAN CHOREOGRAPHERS	INTERNATIONAL CHOREOGRAPHERS
Veronica Paeper	George Balanchine
Vincent Mantsoe	Alvin Ailey
Alfred Hinkel	Martha Graham
Sylvia Glasser	Christopher Bruce
Gary Gordon	Marius Petipa and Lev Ivanov
Mavis Becker	Vaslav Nijinsky
Hazel Acosta	Paul Taylor
Carolyn Holden	

- 3.1 Name the choreographer you have chosen from the list above.
- 3.2 Where was the choreographer born? (1)
- 3.3 What was his/her early dance training and influences? (3)
- 3.4 Give details of the choreographer's professional career as a dancer and/or choreographer. (6)
- 3.5 Name THREE unique stylistic characteristics of his/her work. (3)
- 3.6 In your opinion, why is this choreographer considered important, for example his/her contributions to dance, recognition, awards and achievements in dance? (3)
- [16]**

QUESTION 4

Answer the questions that follow on ONE of the dance works from the prescribed list below.

SOUTH AFRICAN CHOREOGRAPHERS	DANCE WORKS	INTERNATIONAL CHOREOGRAPHERS	DANCE WORKS
Veronica Paeper	<i>Orpheus in the Underworld</i>	George Balanchine	<i>Apollo or Agon</i>
Vincent Mantsoe	<i>Gula Matari</i>	Alvin Ailey	<i>Revelations</i>
Alfred Hinkel	<i>Last Dance (Bolero)</i>	Martha Graham	<i>Appalachian Spring or Lamentation</i>
Sylvia Glasser	<i>Tranceformations</i>	Christopher Bruce	<i>Ghost Dances or Rooster</i>
Gary Gordon	<i>Bessie's Head</i>	Marius Petipa and Lev Ivanov	<i>Swan Lake</i>
Mavis Becker	<i>Flamenco de Africa</i>	Vaslav Nijinsky	<i>Le Sacre du Printemps</i>
Hazel Acosta	<i>Blood Wedding</i>	Paul Taylor	<i>Esplanade</i>
Carolyn Holden	<i>Imagenes/Blood Wedding</i>		

- 4.1 Name the choreographer and the dance work you have chosen.
- 4.2 What is the synopsis/theme of the dance work and what inspired the choreographer to create this work? (5)
- 4.3 Describe the costumes used and how they complimented the dance work. (3)
- 4.4 Discuss how TWO of the following production elements were used to communicate the choreographer's idea(s): (4)
- Stage space
 - Sets
 - Props
 - Lights
- 4.5 Analyse the movement vocabulary, use of dancers and symbolism in this dance work. (6)
- 4.6 Give information about the music/accompaniment (composer, artist, group, instruments used) and how it contributed to this dance work. (2)
- [20]**

QUESTION 5

You have learnt one traditional South African ceremonial dance this year. Answer the questions that follow.

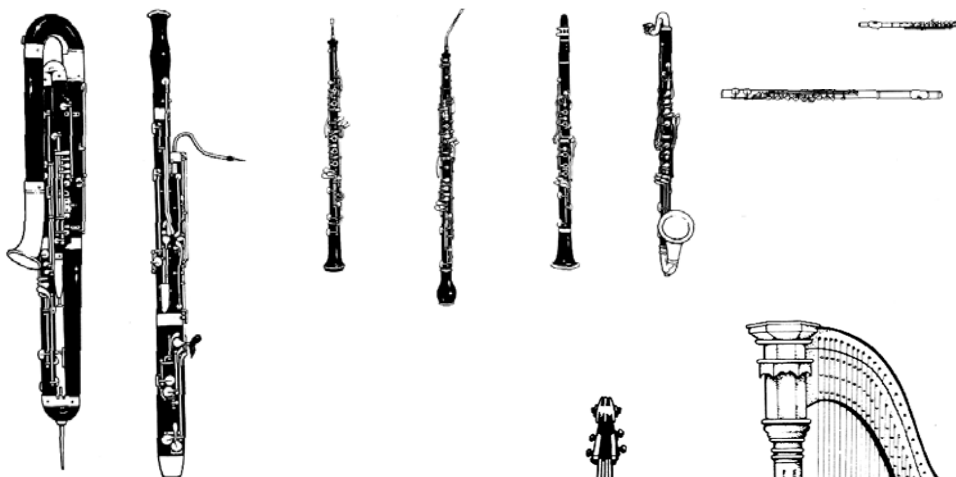
- 5.1 Give the name of the dance you have learnt and state which area/culture it comes from. (1)
- 5.2 Explain the purpose(s) of this dance and its function in the community. (3)
- 5.3 Describe the dress/costumes that would be worn in this dance. (3)
- 5.4 5.4.1 Describe the music/accompaniment/instruments that would be used in this dance. (2)
- 5.4.2 Describe the movements/relationships/formations of this dance. (3)
- 5.5 Explain the symbolism used in this dance. (3)
- [15]**

TOTAL SECTION A: 70

SECTION B: MUSIC THEORY**QUESTION 6**

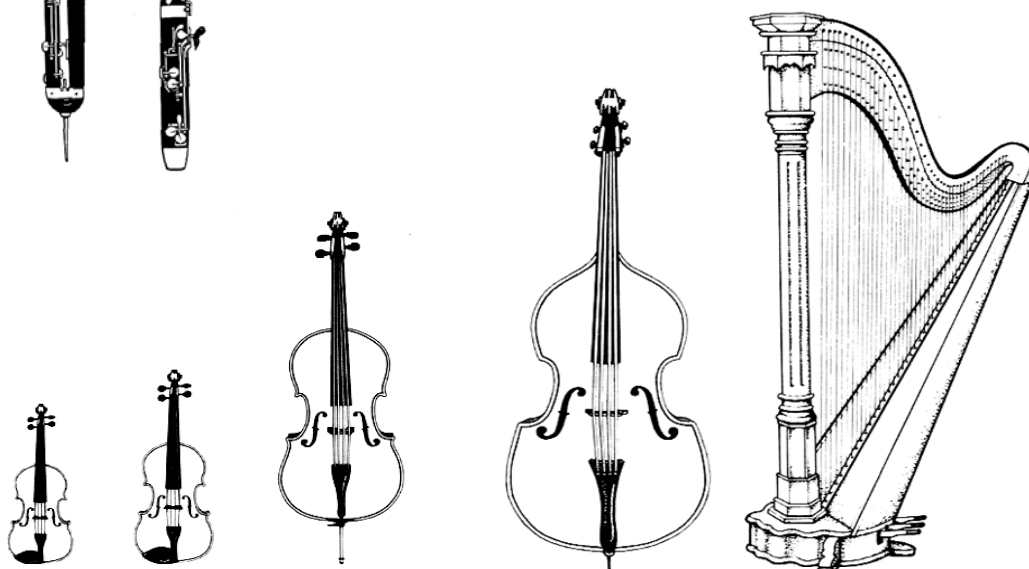
Name the correct music category for each group of instruments shown below.

6.1



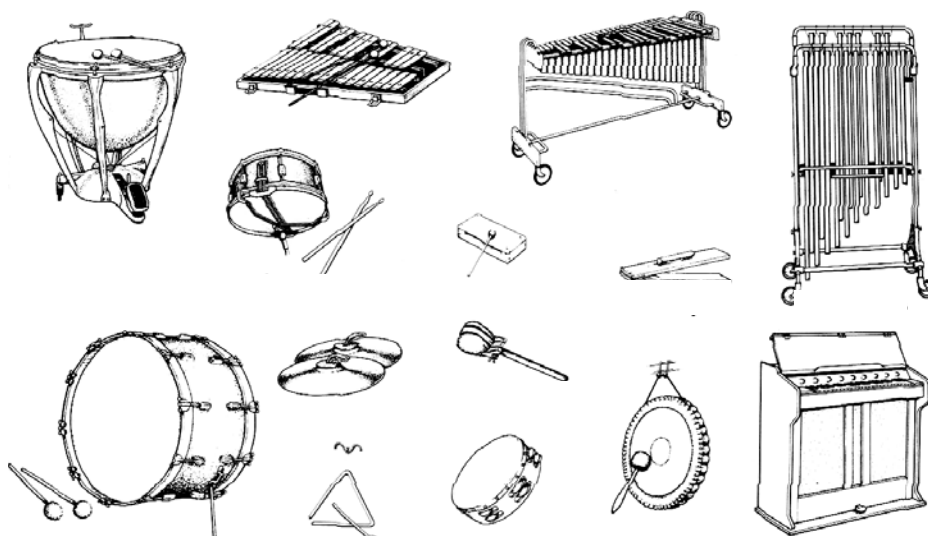
(1)

6.2



(1)

6.3

(1)
[3]

QUESTION 7

Draw the four bars below in your ANSWER BOOK and then compose four bars of music with a **3** time signature.

4

You may use any appropriate notes or rests for each bar.



[4]

QUESTION 8

8.1 As part of a quiz team, what will your answers be to the following questions?

8.1.1 Is **6** simple or compound time?

8

(1)

8.1.2 What do you call several rhythms used simultaneously as in African music?

(1)

8.1.3 Name ONE electronic instrument.

(1)

8.1.4 What rhythm/time signature is a waltz?

(1)

8.1.5 What are the numbers called that appear on the stave at the start of a piece of music?

(1)

8.2 Explain ways in which music influences your dancing.

(4)

[9]

QUESTION 9

Explain any TWO of the following musical elements:

9.1 Melody

9.2 Dynamics

9.3 Rhythm

[4]

TOTAL SECTION B: 20

SECTION C: ANATOMY AND HEALTH CARE**QUESTION 10**

10.1 Complete the following sentences on the components of fitness by filling in the missing word(s). Write only the word(s) next to the question number (10.1.1–10.1.4) in the ANSWER BOOK.

10.1.1 ... is the ability of the heart and lungs to work efficiently during physical activity. (1)

10.1.2 ... is when a dancer is able to move their joints through a wide range of movements. (1)

10.1.3 ... is the ability of a dancer to contract muscles many times without getting tired. (1)

10.1.4 ... is the capacity to exert a muscle contraction or force against resistance. (1)

10.2 Complete the sentences on skill-related components of fitness (neuromuscular skills) using the words below. Write only the word next to the question number (10.2.1–10.2.6) in the ANSWER BOOK.

power; balance; speed; agility; reaction time; fluidity

10.2.1 ... is the ability of a dancer to change body position quickly. (1)

10.2.2 ... is your ability to maintain equal weight around a central point. (1)

10.2.3 ... is the smooth flow of movement, creating the effect of constant, effortless movement. (1)

10.2.4 ... is the ability to combine speed and strength to do a strong movement. (1)

10.2.5 ... is how much time it takes for a dancer to realise that one has to move to continue the desired process. (1)

10.2.6 ... is the ability to get from point A to point B in the shortest amount of time. (1)

10.3 Explain how to stretch safely in the dance class. (6)
[16]

QUESTION 11

Sprains and strains require immediate/ongoing treatment called RICE. Name EACH part of this treatment and explain how it helps recovery.

[8]**QUESTION 12**

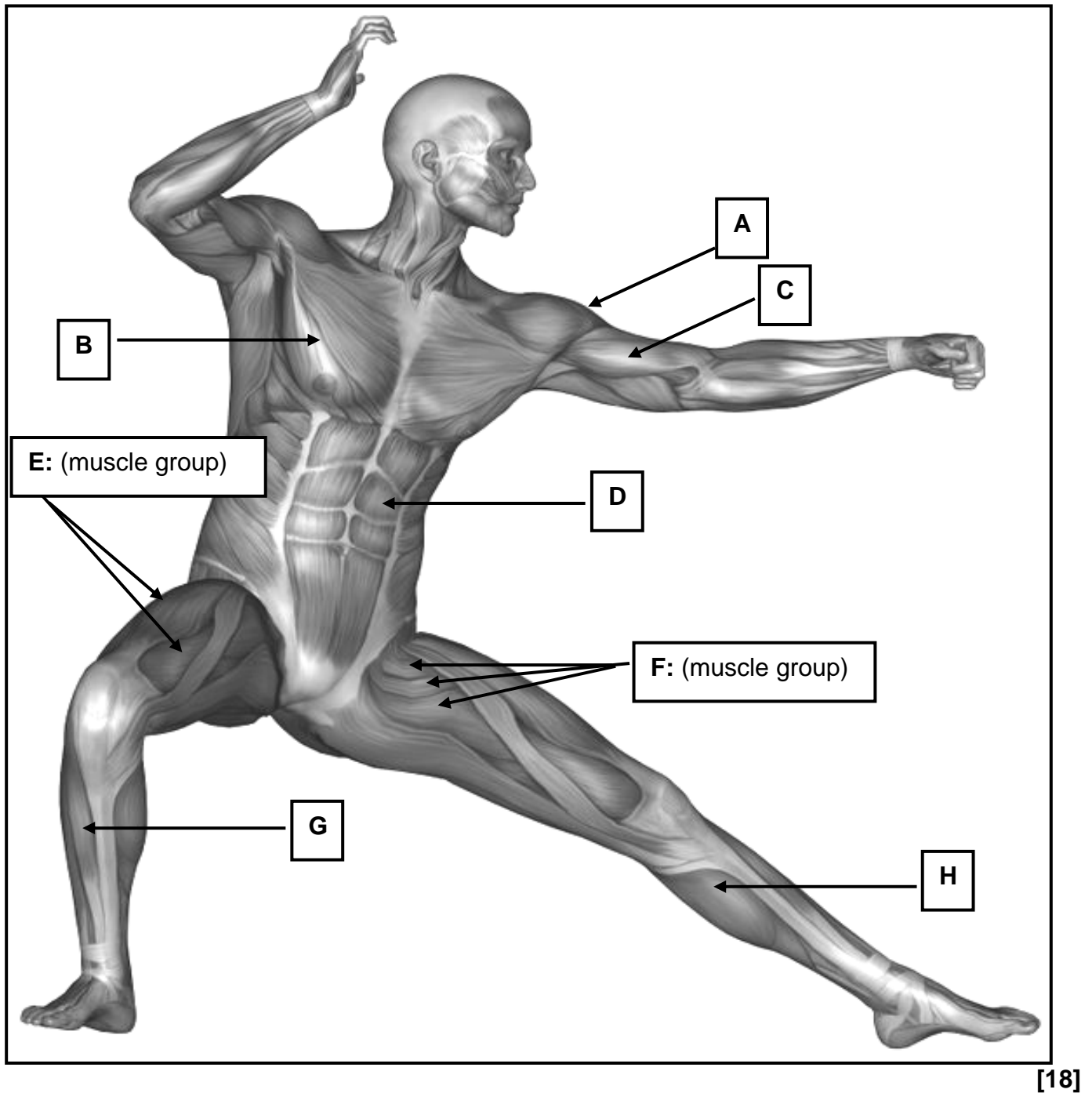
- 12.1 Discuss how the correct dance studio floor can prevent injuries. (3)
- 12.2 Discuss how the correct dance clothing can prevent injuries in various dance forms. (3)
- 12.3 Name and explain THREE causes of poor dance technique. (6)
- [12]**

QUESTION 13

- 13.1 How could eating correctly play an important part in increasing your dance performance? Explain in detail. (4)
- 13.2 What is the importance of hydration to a dancer and what could be the effects of dehydration? (2)
- [6]**

QUESTION 14

- 14.1 Name the muscle/muscle group labelled **A–H** on the illustration below. (8)
- 14.2 Give ONE main anatomical action and indicate which part of the body is moved for each of the muscles labelled **A, C, D, E** and **G**. (10)



TOTAL SECTION C:	60
GRAND TOTAL	150