



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

DNCE.1

DANCE STUDIES

FEBRUARY/MARCH 2010

MARKS: 150

TIME: 3 hours

This question paper consists of 12 pages.

AFTERNOON SESSION



INSTRUCTIONS AND INFORMATION:

1. This question paper consists of THREE sections:

SECTION A: History
SECTION B: Music
SECTION C: Anatomy and Health Care
2. Read ALL the questions carefully.
3. Number the answers correctly according to the numbering system used in this question paper.
4. Neatly cross out ALL the work you do not want to be marked.
5. Leave THREE lines after each QUESTION.
6. Start each SECTION on a NEW page.
7. Marks are NOT allocated according to the principle of 'one mark per one fact', but according to the quality of your answer.
8. Let the marking rubrics that are included, guide you.
9. The prescribed dance works and choreographers are listed on page 3. You may not write about works that are not listed, EXCEPT IN QUESTION 1.
10. Write neatly and legibly.



**LIST OF PRESCRIBED CHOREOGRAPHERS AND THEIR DANCE WORKS –
DANCE THEORY GRADE 12**

You must answer QUESTIONS 3 and 5 from the prescribed list below.

SOUTH AFRICAN CHOREOGRAPHERS	DANCE WORKS
Veronica Paeper	Orpheus in the Underworld
Vincent Mantsoe	Gula Matari
Alfred Hinkel	Last Dance (Bolero)
Sylvia Glasser	Tranceformations
Gary Gordon	Bessie's Head
Mavis Becker	Flamenco de Africa
Hazel Acosta	Blood Wedding
Caroline Holden	Imagenes

INTERNATIONAL CHOREOGRAPHERS	DANCE WORKS
George Balanchine	Apollo or Agon
Alvin Ailey	Revelations
Martha Graham	Appalachian Spring or Lamentation
Christopher Bruce	Ghost Dancers or Rooster
Marius Petipa & Lev Ivanhof	Swan Lake
Vaslav Nijinski	Le Sacre du Printemps
Paul Taylor	Esplanade



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

South Africa is a multiracial country that is vibrant and dynamic because of our different cultures. In view of this statement, provide the following information:

- 1.1 Name a dance form you have learned about (in Dance Studies at school) that is different from your own dance major.
- 1.2 Name a dance in this dance form, its origin and explain it in detail.
- 1.3 What costumes are worn and what props (if any) are used for this dance?
- 1.4 What did you find most interesting about this dance form?
- 1.5 Why, do you think, it is important to learn about the different cultures we have in our country?
- 1.6 Compare this dance form to the dance form of your major, explaining the similarities and differences.

THE MARKING RUBRIC BELOW IS GIVEN TO GUIDE YOUR ANSWERS IN QUESTION 1.

1 – 4 WEAK	5 – 8 ADEQUATE	9 – 12 SATISFACTOR	12 – 15 OUTSTANDING
Learner attempted to explain the importance of learning about the different cultures. Was able to name the dance learned. Not able to describe the costumes. Not able to compare.	Learner could vaguely explain the importance of learning about the different cultures. Able to name the dance but not able to describe the costumes and props used. Attempted to identify similarities/ differences between the dance style and own dance major.	Learner was able to explain the importance of learning about the different cultures. Able to name the dance learned about. Able to explain the dance. Able to describe the costumes and props used. Able to compare the differences and similarities in the dance style and own dance major.	Learner was able to clearly explain the importance of learning about the different cultures. Able to name the dance form learned about. Able to explain the dance in detail. Able to describe in detail the costumes and props used. Able to compare in detail the differences and similarities between the dance style and own dance major.

[15]

QUESTION 2

Throughout your study of improvisation and choreography, you are required to keep a journal of all the work you have done.

- 2.1 Name and explain the important factors that should be included in your journal when doing your choreography.
- 2.2 Write an entry for your journal explaining your understanding of the purpose of improvisation.

[10]



QUESTION 3

Dance is a means of communicating with the body. It is a symbolic language. Choose an INTERNATIONAL dance work from the list of prescribed dance works on page 3 and discuss in detail how the choreographer used symbolism in this work.

Use the numbering system below in your answers.

State the dance work and choreographer you are discussing.

- 3.1 How did the choreographer communicate the message through symbolic movements? Be specific when describing the movements used and give examples of how the message is conveyed.
- 3.2 Analyse how the elements of production are used within this dance work to convey the meaning symbolically. Include specific examples of how costumes/sets or props/music/lighting/use of stage space added to the symbolic meaning of the dance.

THE MARKING RUBRIC BELOW IS GIVEN TO GUIDE YOUR ANSWERS IN QUESTION 3.

1 – 4 WEAK	5 – 8 ADEQUATE	9 – 12 SATISFACTORY	13 – 15 OUTSTANDING
Attempts to describe the message of the dance work. Cannot explain how the choreographer communicated these themes through movement. Describes some of the movements but cannot explain how these movements conveyed the message. Learner could not identify the examples of the production elements and explain how these added to the symbolic meaning of the dance.	Can vaguely describe the message of the dance work. Vaguely explains how the choreographer communicated these themes through movement. Vaguely describes the movements used but cannot explain how these movements conveyed the message. Learner mentioned some examples of the production elements but could not explain how these added to the symbolic meaning of the dance.	Can describe the message of the dance work. Able to explain how the choreographer communicated these themes through symbolic movements. Able to describe the movements used and how the movements conveyed the message. Learner mentioned some of the relevant examples of the production elements and explains how these added to the symbolic meaning of the dance.	Able to clearly describe the message of the dance work. Able to explain in detail how the choreographer communicated these themes through symbolic movement. Able to specifically describe the movements used and how the movements conveyed the message. Learner mentioned all the relevant examples of the production elements and clearly explained how these added to the symbolic meaning of the dance.

[15]



QUESTION 4

Your school is about to receive a grant of R5,000 from the government which is to be used for the upliftment of young people in your school or community.

Write a proposal to your principal, motivating for this grant (money) to be allocated to the school's dance department.

In your answer:

- Give a clear explanation of how this money would be used for the upliftment of the young people.
- Give clear reasons what the benefits will be to the dance learners and recommend why the money should be given to Dance Studies.

THE MARKING RUBRIC BELOW IS GIVEN TO GUIDE YOUR ANSWER IN QUESTION 4.

1 – 2 WEAK	3 – 4 ADEQUATE	5 – 7 SATISFACTORY	8 – 10 OUTSTANDING
Minimal facts are given and show no real understanding of how the funding will be used to uplift the dance learners/community. There are no points of value given that would contribute to the development of the dance learners/ community. Did not motivate why learners should receive the funding.	Some facts are given but do not explain how the funding will be used to uplift dance learners/ community. The points given are vague and would not really contribute to the development of the dance learners/community. An attempt made to motivate why the learners should receive the funding. Superficial ideas with the planning not well thought through.	Well written. The facts given are clear but not well organised. Gives an idea of how funding will be used to uplift dance learners/community. The points given are meaningful but do not explain how this would contribute to the development of the dance learners/community. Some motivation was given as to why the learners should receive the funding.	Excellent written with the facts outlined clearly and sequentially, justifying how the allocated funding would be used to uplift dance learners/community. The points given are meaningful and would contribute greatly to the development of the dance learners/community. The answer gives an excellent motivation as to why the learners should receive the funding.

[10]



QUESTION 5

Write a TRIBUTE to ONE of the South African choreographers that you have studied (from the prescribed list on page 3) with reference to:

- 5.1 His/Her biography
- 5.2 His/Her career as a choreographer
- 5.3 His/Her artistic collaborations
- 5.4 Include some of his/her achievements and the contributions that his/her work have made to the art of dance.

Do not include the above numbering in your answer.

THE MARKING RUBRIC BELOW IS GIVEN TO GUIDE YOUR ANSWER IN QUESTION 5.

1 – 6 WEAK	7 – 11 ADEQUATE	12 – 15 SATISFACTORY	16 – 20 OUTSTANDING
Learner is unable to answer with understanding of the choreographer's biography, career as a choreographer, artistic collaborations and achievements. Very little or no knowledge of the contribution that the choreographer's work has made to the art of dance. Format incorrect.	Able to answer with some understanding of the choreographer's biography, career as a choreographer, artistic collaborations and achievements. Some knowledge of the contribution that the choreographer's work has made to the art of dance. Format incorrect.	Able to answer with insight and understanding of the choreographer's biography, career as a choreographer, artistic collaborations and achievements. Good explanation of the contribution that the choreographer's work has made to the art of dance. Format partially correct.	Able to answer with accuracy, insight and understanding of the choreographer's biography, career as a choreographer, artistic collaborations and achievements. Excellent explanation of the contribution that the choreographer's work has made to the art of dance. Written in the correct format of a tribute.

[20]

TOTAL SECTION A: 70



SECTION B: MUSIC THEORY**QUESTION 6**

Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'true' or 'false' next to the question number (6.1 – 6.10) in the ANSWER BOOK.

- 6.1 An example of compound time is $\frac{6}{8}$ (1)
- 6.2 Polyphonic music is made up of several tunes occurring at the same time. (1)
- 6.3 Music with a single melody line is called homophonic. (1)
- 6.4 The time signature of a waltz is $\frac{4}{4}$ (1)
- 6.5 Percussion instruments are also called idiophones. (1)
- 6.6 'Adagio' means fast. (1)
- 6.7 'Vivace' means sweetly. (1)
- 6.8 A group of musical instruments that produces sound by means of blowing air into the instrument is called aerophones or wind instruments. (1)
- 6.9 Pitch is another word for tempo. (1)
- 6.10 Keyboards are electronic instruments. (1)
- [10]**

QUESTION 7

Provide each of the following rhythmic phrases with a suitable time signature:

7.1 



- 7.2 Give the missing notes marked with a star below.



[4]

QUESTION 8

Below are all the questions that you will ask one of the choreographers (from the prescribed list on page 3) during a radio interview about the music used in his/her dance work. Write only the answer that the choreographer would give, in your ANSWER BOOK. Remember to include the name of the choreographer and the dance work you are discussing.

Hello! It is wonderful to have you here on Radio 202. As we are a music station, I am sure that our listeners would like to know more about the music of your dance work.

The name of the dance work and choreographer.

- 8.1 Who composed the music for your dance work?
- 8.2 What is the style of the music?
- 8.3 What instruments/accompaniment are/is used in the music?
- 8.4 Evaluate the influence that the music had on your dance work.

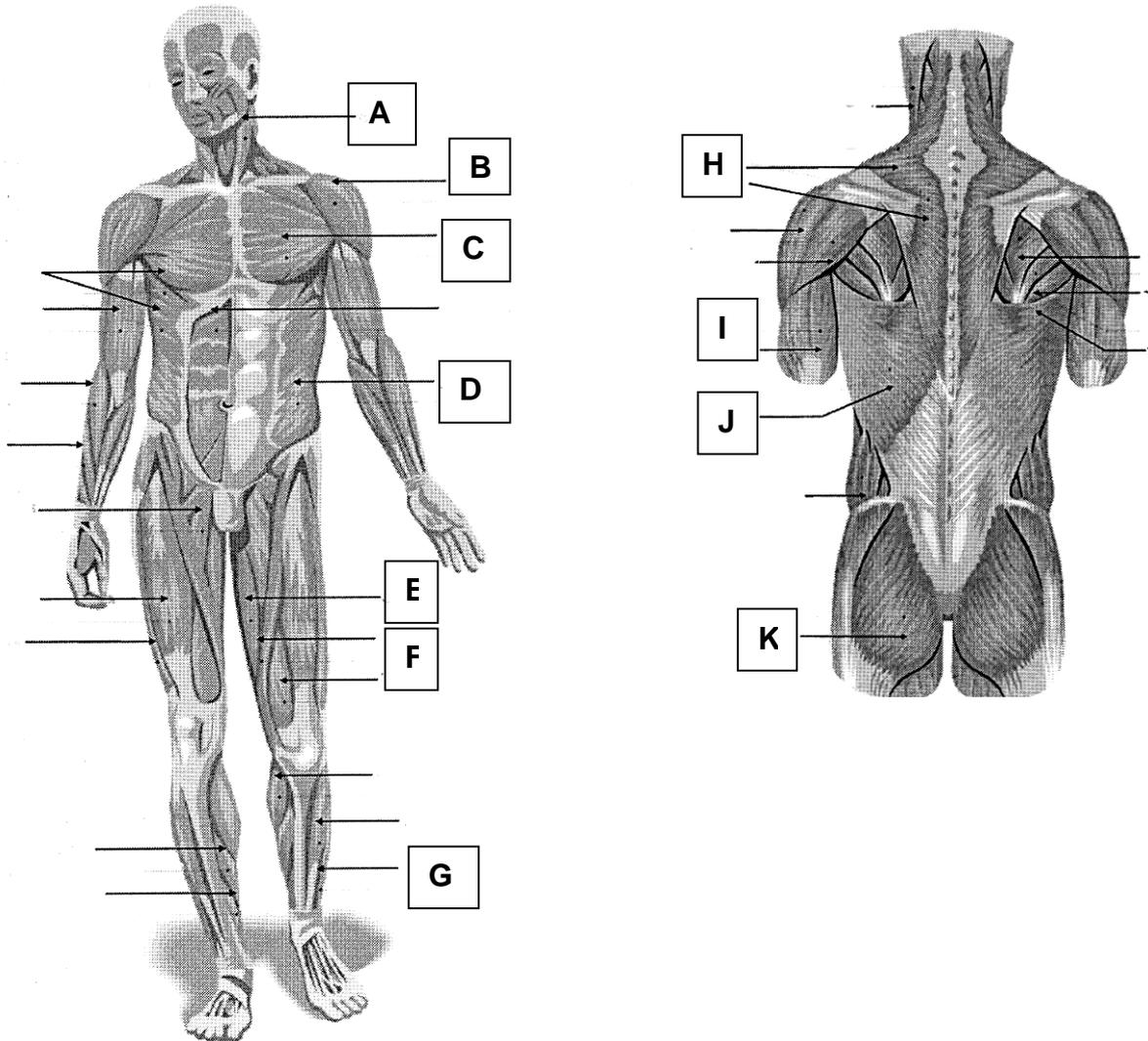
It was so nice to have you here to enlighten us on the music used in your dance work. We can now listen to the music with a better understanding. Thank you for your time. Goodbye.

[6]**TOTAL SECTION B: 20**

SECTION C: ANATOMY AND HEALTH CARE

QUESTION 9

Name the muscles labelled A – K in the diagram below.



[11]

QUESTION 10

- 10.1 A balanced diet is an important part of increasing your dance performance levels. Explain why this is so. (6)
- 10.2 What are the common eating disorders that dancers are often faced with? Give the possible causes. (4)

[10]



QUESTION 11

- 11.1 Name THREE movements possible in a ball-and-socket joint. (3)
- 11.2 Name the movements possible in the ankle joint. (2)
- 11.3 Why is it important for a dancer to have mobility in the feet and ankles? (3)
- 11.4 Study the photo. Then name the anatomical actions in the body parts listed below.



- 11.4.1 The dancer's right hip (1)
- 11.4.2 The dancer's left hip (1)
- 11.4.3 The dancer's knees (1)
- 11.4.4 The dancer's right shoulder (1)
- 11.4.5 The dancer's trunk (1)
- 11.4.6 The dancer's neck (1)
- 11.5 Describe ONE exercise used in your dance class that would develop mobility in the feet and ankles. (3)

[17]

QUESTION 12

Choose TWO of the components of fitness listed below and complete the table in the ANSWER BOOK.

COMPONENTS OF FITNESS	DESCRIPTION	METHODS USED TO TRAIN OR IMPROVE IT
ENDURANCE		
STRENGTH		
CORE STABILITY		
NEUROMUSCULAR SKILLS		
FLEXIBILITY		

[14]**QUESTION 13**

You and your friend have been preparing for an important audition to further your careers. Shortly before the big day, your friend tears a muscle/tendon in his/her leg.

- 13.1 What would you recommend as treatment for the injury?
- 13.2 Do you think your friend will be able to perform if he/she follows the recommended treatment? Substantiate your answer.
- 13.3 What is your opinion about the suggestion from another friend to take painkillers?

[8]**TOTAL SECTION C: 60****GRAND TOTAL: 150**