

Victorian Certificate of Education 2016

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

Letter

STUDENT NUMBER

DANCE

Written examination

Wednesday 2 November 2016

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

| Number of questions | Number of questions to be answered | Number of marks | |
|---------------------|---------------------------------------|--------------------|--|
| 6 | 6 | 80 | |

- 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 correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 16 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.

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Instructions

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

Question 1 (6 marks)

Describe **at least two** practices a dancer can use that will enhance their execution of the choreography when rehearsing a solo dance work.

Question 2 (10 marks)

A group of dancers is about to start learning a group dance with a guest choreographer. The choreographer and the dancers begin by discussing ways that the dancers can individually and collectively learn the choreography, and develop an understanding of the expressive intention.

Explain how dancers, individually and/or collectively, could learn the choreography in a learnt group dance work to achieve the outcomes given below. The five ways of learning must be different from each other.

| Ways dancers could learn the choreography in a learnt group dance work | Outcome |
|--|--|
| | Individually, and as a group, the dancers have a comprehensive understanding of the expressive intention. |
| | Individually, each dancer has muscle memory of the movement vocabulary. |
| | Individually, each dancer is able to safely and accurately execute the movement vocabulary. |
| | Individually, each dancer is able to physically execute and control the choreographic variations of energy. |
| | As a group, the dancers are able to maintain spacing and orientation in group formations accurately. |

Question 3 (4 marks)

The invention and manipulation of movement occurs through the use of choreographic devices.

Explain why choreographic devices are essential to a choreographer when creating a dance work.

The following is the 2016 Prescribed List of solo dance works for Unit 3:

- 1. Female solo from Les Sylphides by Mikhail Fokine
- 2. Male solo from 'Newspaper Dance' from *Summer Stock* by Gene Kelly
- 3. Female solo from *Smoke* by Mats Ek
- 4. Solo by William Forsythe
- 5. Female solo from 'Balletto' from Save the Last Dance by Fatima Robinson and Randy Duncan
- 6. Female solo from Café Müller by Pina Bausch
- 7. 'Billie Jean' from Michael Jackson Live in Bucharest: The Dangerous Tour by Michael Jackson
- 8. 'You're All the World to Me' from Royal Wedding by Fred Astaire
- 9. Female solo from Romeo and Juliet by Kenneth MacMillan

Question 4 (25 marks)

Select one of the solo dance works listed above and refer only to it when answering Question 4.

Title of the solo dance work selected _____

Analyse the form of the solo dance work selected and discuss how the movement vocabulary and phrases within sections communicate the expressive intention throughout the solo dance work.

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

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The following is the 2016 Prescribed List of group dance works for Unit 4:

- 1. The Envelope by David Parsons
- 2. Excerpt from Swan Song by Christopher Bruce
- 3. Excerpt from One Flat Thing, reproduced by William Forsythe
- 4. 'Rubies' from Jewels by George Balanchine
- 5. 'Mutton Bird' and 'People' from Mathinna A girl's journey between two cultures by Stephen Page

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- 6. 'The Final Dance' from *Step Up 3* by Dave Scott, Jamal Sims, Nadine 'Hi-Hat' Ruffin, Richmond Talauega and Anthony Talauega
- 7. 'The Rich Man's Frug' ('The Aloof', 'The Heavyweight' and 'The Big Finish') from *Sweet Charity* by Bob Fosse
- 8. 'Prologue' from West Side Story by Jerome Robbins

Select one of the group dance works listed above and refer only to it when answering Questions 5 and 6.

Title of the group dance work selected _____

Question 5 (15 marks)

Choose **three** phrases from the selected group dance work that have contrasting movement vocabulary. Describe the choreographic manipulation of all the elements of spatial organisation and the aspect of the expressive intention communicated in each phrase.

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

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Question 6 (20 marks)

Use the **same** group dance work selected in Question 5 and refer **only** to it when answering Question 6. Discuss **one** example of movement vocabulary for **each** of the five types of group structures. You must use a different example for each group structure.

In your response, show that each example demonstrates the choreographic use of that group structure. You may use diagrams and/or drawings to support your response.

Group structure 1 Group structure 2

| Group structure 4 | Group structure 3 | |
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END OF QUESTION AND ANSWER BOOK

Extra space for responses

Clearly number all responses in this space.



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An answer 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 answer book. **At the end of the examination, place the answer book inside the front cover of this question and answer book.**

