

GAUTENG DEPARTMENT OF EDUCATION

SENIOR CERTIFICATE EXAMINATION

OCTOBER / NOVEMBER 2005
OKTOBER / NOVEMBER 2005

DANCE SG
(First Paper: History and Music)

TIME: 3 hours

MARKS: 105

INSTRUCTIONS:

- Answer ALL the questions.
-
-

SECTION A
HISTORY OF DANCE

QUESTION 1

- 1.1 Write a critical review for the magazine *Film Finesse* on an international or a local dance performance that you saw on stage, on circuit or on video during 2004 or 2005. Structure your review according to the following guidelines:

- | | | |
|-------|---|-----|
| 1.1.1 | Title of dance work | (1) |
| 1.1.2 | Name of company | (1) |
| 1.1.3 | Date (month and year) and venue of the performance or screening | (1) |
| 1.1.4 | Choreographer(s) | (1) |
| 1.1.5 | Composer(s) or performer(s) | (1) |
| 1.1.6 | Brief description of the content or plot | (1) |
| 1.1.7 | Choreographic style | (1) |

- 1.2 You have been requested to suggest either a South African or an international dance company to perform at a state function for international celebrities. Write a letter to the organisers in which you name the company you think should perform. Substantiate your choice by referring to the following aspects:

- 1.2.1 The name of the company (1)
- 1.2.2 A brief history of the company (1)
- 1.2.3 Title of ONE dance work from their repertoire to be performed (1)
- [10]**

QUESTION 2

Copy and complete the following table on careers in dance for a new dance publication. List next to each area of employment a specific job related to the area, the skills required to be appointed in the job and the responsibilities involved in the job.

Areas of employment	Jobs related to areas	Skills required and responsibilities involved
Entertainment industry		
Journalism		
Dance Education		
Dance Administration		
Dance Therapy		

[10]

QUESTION 3

- 3.1 Do you think it is necessary for dancers to be involved in social issues such as the prevention of HIV / Aids, drug abuse, crime, rape, hijacking, armed robbery, etc.? Substantiate your answer clearly in a short paragraph. (2)
- 3.2 What is **creative movement**? Why is creative movement of value in schools? (4)
- 3.3 You decide to produce and direct a dance show at the local community centre. What steps do you need to take when planning such a project? (4)
- [10]**

QUESTION 4

Market your favourite dance form or field of dance by writing an article for the school yearbook. Create an eye-catching heading for the article. (1)

NB: Do not list the information. Write in four paragraphs as follows:

- Introduction: The history, background or origin of the dance form (2)
 - The principles which underpin the dance form (3)
 - Refer to ONE professional performer in the dance form and list ONE production in which he / she danced. (2)
 - Conclusion: The relevance of the dance form today (2)
- [10]**

QUESTION 5

At the annual FNB Dance Umbrella you have to introduce ONE South African choreographer to the audience. You prepare for this task by listing all the relevant facts regarding the choreographer neatly on speech cards:

- 5.1 His / Her name and a summary of the choreographer's dance career (3)
 - 5.2 Achievements and awards (2)
 - 5.3 Choreographic style and TWO examples of dance works (3)
 - 5.4 Additional interests and current involvement (2)
- [10]**

QUESTION 6

From the prescribed dance works which you have studied, select TWO works which include references to **bird images**. Compare these two works and determine how these bird images are reflected in the story line (plot), the main characters, the costumes, set designs and choreographic style of each work. **[10]**

TOTAL FOR SECTION A: [60]

SECTION B
MUSIC

QUESTION 7

This question refers to the attached music score *Pas seul* from *Giselle*.

- 7.1 What do the dots on the note heads in bars 1 – 3 indicate? (1)
- 7.2 What is the term indicating the opposite of this? (Answer to Question 7.1) (1)
- 7.3 List the following abbreviations beneath one another: *rall.*, *mp.* Write next to each the Italian term in full and / or explain the meaning. (2)
- 7.4 In which bar can one find both a *crescendo* and a *decrescendo*? (1)
- 7.5 Which TWO types of note values occur in Bar 1? (2)
- 7.6 Name the type of rest that occurs repeatedly in this score (see bars 7 – 21). (1)
- 7.7 What does *Vivo* mean? (1)
- [9]**

QUESTION 8

State whether the following facts are TRUE or FALSE.

- 8.1 A guitar is a chordophone.
- 8.2 A saxophone is a woodwind instrument.
- 8.3 ABA refers to three-part form.
- 8.4 Dynamics indicate the pitch of an instrument.
- 8.5 The lowest human voice is the baritone.
- 8.6 Cymbals and African drums are idiophones.
- 8.7 Beat and pulse are two very different elements of music.
- 8.8 All brass and woodwind instruments can be classified as aerophones.
- 8.9 A cadence occurs at the end of a phrase. **[9]**

QUESTION 9

Choose ONE music style and write this down in capital letters as a heading.

- 9.1 List the names of THREE people whom you would associate with this style and identify the vocation of each (e.g. composer / painter / poet / writer / dancer / choreographer). (3)
- 9.2 Explain some of the basic style characteristics of your chosen music style regarding melody, rhythm, tone colour, dynamics, etc. (6)
[9]

QUESTION 10

You recently attended a dance performance at the Sand du Plessis Theatre in Bloemfontein. At this performance your focus was on the composer of the music.

Write down the surname of the composer in your answer book in capital letters.

- 10.1 Write down the nationality of the composer. (1)
- 10.2 Name at least TWO works composed by him / her. (2)
- 10.3 Write short notes on the composer's music career. (3)
- 10.4 Name THREE contemporaries of the composer (other composers / performers / dancers / choreographers / political figures / painters / philosophers / poets). (3)
[9]

QUESTION 11

Choose THREE **contrasting** dance types from the following list:

Barcarolle, Bolero, Cha-cha, Charleston, Flamenco, Foxtrot, Galop, Habañera, Kwela, Mambo, Mazurka, Mbaqanga, Minuet, Polka, Polonaise, Ragtime, Rumba, Samba, Tango, Tarantella, Waltz

- 11.1 Write down the THREE dances beneath one another in your answer book.
- 11.2 Prove the differences between the dance types by adding a **time signature** as well as a **tempo indication** next to each of the three types. (6)
- 11.3 Also indicate the **country of origin** next to each dance type. (3)
[9]

TOTAL FOR SECTION B: [45]

TOTAL: 105

ADDENDUM Score: *Giselle: Pas seul* (Excerpt)

The musical score is written for piano and features six systems of music. Each system consists of a grand staff with a treble and bass clef. The key signature is three sharps (F#, C#, G#) and the time signature is 2/4. The score includes various musical notations such as eighth and sixteenth notes, rests, and dynamic markings. The first system shows a continuous melody in the treble and a supporting bass line. The second system includes a 'rall.' (rallentando) marking. The third system is marked 'Vivo' and 'mp' (mezzo-piano). The fourth and fifth systems continue the melodic and harmonic development. The sixth system is marked 'Più mosso' and 'cres.' (crescendo), leading to a final measure marked 'sfz' (sforzando).

rall.

Vivo
mp

Più mosso
cres.
sfz

END