

GAUTENG DEPARTMENT OF EDUCATION

SENIOR CERTIFICATE EXAMINATION

DANCE SG  
(First Paper: History and Music)

TIME: 3 hours

MARKS: 105

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**INSTRUCTIONS:**

- Answer ALL the questions.
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SECTION A  
**HISTORY OF DANCE**

**QUESTION 1**

- 1.1 Write a review on a dance performance that you have attended during 2004 / 2005 / 2006. Use the guidelines below to formulate your review.

\* Please note: The live production (Question 1) must differ from the prescribed dance works (Question 6).

- Title of the work (1)
- Performers (name of company and lead dancers) (1)
- Date (month and year) and venue of performance (1)
- Choreographer(s) (1)
- Brief description of the content or plot (1)
- Choreographic style (1)

- 1.2 You have been asked by a well-known dance company to design a poster to advertise their dance productions for next year. Draw the poster. Include on the poster the name of the dance company, the names of TWO lead dancers and the titles of TWO dance works from their current repertoire that will be performed during this year.

(4)  
**[10]**

**QUESTION 2**

- 2.1 The mayor of Johannesburg has asked you to arrange a big concert at the Coca-Cola Dome to create drug awareness amongst the youth. Write a letter to him in which you explain what your plans for the event entail. Add who the performing artists will be and mention any special items of interest which will be included in the programme. Remember that this is a big concert about drug awareness so the programme should reflect just that! (8)
- 2.2 What do you understand by the term **integrated dance**? Name ONE example of a dance company that promotes integrated dance. (2)

**[10]****QUESTION 3**

- 3.1 A friend of yours needs to explain to her peers at her local dance studio what skills are needed in order to become a dance educator, a dance journalist and a dance researcher. Compile notes for your friend that she can use for her talk. You must add at least TWO skills that one needs for each of the jobs – to ensure that an application will succeed. (6)
- 3.2 You have written four e-mails to potential sponsors asking for financial assistance to start a dance studio. Name the FOUR institutions, or people, that you are going to send these e-mails to. (4)

**[10]****QUESTION 4**

You have to deliver an informative speech at your local primary school about dance. Choose ONE dance style or field of dance from the list below and write your speech. You may draw some examples of the posters that you want to take along, to explain the positions and technique.

African dance	Contemporary dance	Ballroom dancing	Jazz dance
Ballet	Choreography	Latin American dancing	Spanish dance
Greek dance (Ginner method)	Folk dance (Character national)	Indian dance (Bharatha Natham / Kathak)	Tap dance

**[10]**

**QUESTION 5**

Write a letter to a friend about research that you recently did on choreographers from Europe and South Africa. Choose TWO choreographers and include information on their respective careers, achievements, choreographic styles and dance works.

- 5.1 Choose ONE of the following choreographers from Europe: (5)

Pina BAUSCH, Maurice BÉJART, Mats EK, Kurt JOOSS, Jiri KYLIÁN,  
John NEUMEIER, Hans VAN MANEN

- 5.2 Choose ONE of the following choreographers from South Africa: (5)

Boyzie CEKWANA, John CRANKO, Sylvia GLASSER, Gary GORDON,  
Mark HAWKINS, Vincent S MANTSOE, Gregory MAQOMA, Robyn ORLIN,  
Veronica PAEPER, Jay PATHER, Mbuyiselwa SEMELA, Frank STAFF

**[10]**

**QUESTION 6**

Carefully study the list of dance productions below:

*Bessie's Head, Giselle, Gula Matari, Revelations, Swan Lake, The Rite of Spring, Tranceformations*

- 6.1 Choose ONE of the dance works above. Clearly write the title of the dance work as a heading. Write a synopsis (summary of the story) on the dance work. (4)
- 6.2 Explain the choreographic style of the chosen work in Question 6.1. (2)
- 6.3 What is the relevance of this work (Question 6.1) in South Africa today? (1)
- 6.4 Choose ANOTHER work from the list above. Clearly write down the title of the dance work as a heading. Compare the choreographic style of this work to the choreographic style of the work you have chosen in Question 6.1. (3)

**[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 are the dots above the heads of the notes known as? See the notes in the treble clef in bars 1 to 5. (1)
- 7.2 How should these notes (Question 7.1) be performed? (1)
- 7.3 Write the abbreviation *rall.* in full and explain the meaning in English. (2)
- 7.4 Write the abbreviation *mp* in full and explain the meaning in English. (2)
- 7.5 Number the bars and study the notation in bars 1-8 carefully. Identify TWO different kinds of note values which occur in bars 1 to 8. (2)
- 7.6 Write down the bar number where a sign indicating *crescendo* and a sign indicating *decrescendo* appear. (1)
- [9]**

## QUESTION 8

Complete each sentence by choosing the letter that represents the correct answer.

- 8.1 A violin is a / an \_\_\_\_\_.
- A. chordophone  
B. membranophone  
C. idiophone (1)
- 8.2 An example of an Idiophone is a \_\_\_\_\_.
- A. penny whistle  
B. bow-harp  
C. mbira (1)
- 8.3 The last section in music is sometimes called \_\_\_\_\_.
- A. *fine*  
B. *presto*  
C. *coda* (1)
- 8.4 Tambourines can be found in the following instrument group of the orchestra.
- A. Percussion  
B. Woodwinds  
C. Strings (1)

- 8.5 Tenor, baritone and bass are \_\_\_\_\_.
- A. all female voices types
  - B. both male and female voices types
  - C. all male voices types
- (1)
- 8.6 ABA is the scheme for \_\_\_\_\_.
- A. binary form
  - B. ternary form
  - C. variation form
- (1)
- 8.7 The tenor voice type has a pitch range that can be described as \_\_\_\_\_.
- A. low
  - B. middle
  - C. high
- (1)
- 8.8 Marimbas can be classified as \_\_\_\_\_.
- A. idiophones
  - B. aerophones
  - C. chordophones
- (1)
- 8.9 *Decrescendo* has the same meaning as \_\_\_\_\_.
- A. *Accelerando*
  - B. *Ritardando*
  - C. *Diminuendo*
- (1)  
**[9]**

### QUESTION 9

You have to deliver a speech on ONE of the music styles listed below. Write the style you have chosen clearly as a prominent heading.

African music	Impressionism	Jazz	Nationalism	Romanticism
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List the information in point format on cue cards to assist you during your speech.

9.1 Cue card No. 1:

Write the names of THREE people you associate with this period (e.g. composers, dancers, choreographers, writers, painters, etc.).

(3)

9.2 Cue card No. 2:

List the titles of THREE works from this period (dance works, music works, paintings, books, movies, etc.).

(3)

9.3 Cue card No. 3:

List characteristics of the music style you chose, e.g. describe the melodies, rhythms, dynamics, textures and tone colours.

(3)  
[9]

**QUESTION 10**

10.1 Match the dance works listed below with the composers / arrangers listed on the table. Write only the question number and the correct letter, e.g. **10.1.8 H**.

- A. *Bessie's Head*
- B. *Giselle*
- C. *Gula Matari*
- D. *Revelations*
- E. *The Rite of Spring*
- F. *Swan Lake*
- G. *Tranceformations*

	Composer / Arranger	Dance work (letter)
10.1.1	Adolphe ADAM	
10.1.2	Shaun NAIDOO	
10.1.3	Howard ROBERTS (arranger)	
10.1.4	Gabrielle ROTH	
10.1.5	Erik SATIE, Leonhard PRAEG, Cesaria EVORA	
10.1.6	Igor STRAVINSKY	
10.1.7	Peter Ilyich TCHAIKOVSKY	

(7)

10.2 Identify the nationality of any TWO composers listed above.

(2)  
[9]

**QUESTION 11**

Choose THREE dances from the dance types listed below.

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

Copy the table below in your answer book and complete the blank spaces.

	Country of Origin	Time Signature	Tempo Indication
Dance Type 1	(1)	(1)	(1)
Dance Type 2	(1)	(1)	(1)
Dance Type 3	(1)	(1)	(1)

[9]

**TOTAL FOR SECTION B: [45]**

**TOTAL: 105**

P.T.O.

ADDENDUM  
MUSIC SCORE  
"Pas Seul" from *Giselle*

The first system of musical notation consists of two staves. The upper staff is in treble clef and contains a complex melodic line with many sixteenth notes. The lower staff is in bass clef and contains a rhythmic accompaniment with chords and eighth notes.

The second system of musical notation consists of two staves. The upper staff continues the melodic line and includes the marking "rall." towards the end. The lower staff continues the accompaniment.

The third system of musical notation consists of two staves. The upper staff begins with the tempo marking "Vivo" and the dynamic marking "mp". The lower staff continues the accompaniment.

The fourth system of musical notation consists of two staves, continuing the melodic and accompanimental lines from the previous system.

The fifth system of musical notation consists of two staves, continuing the melodic and accompanimental lines from the previous system.

The sixth system of musical notation consists of two staves. The upper staff begins with the tempo marking "Più mosso" and the dynamic marking "cres.". The lower staff continues the accompaniment and ends with a dynamic marking "sfz".

END