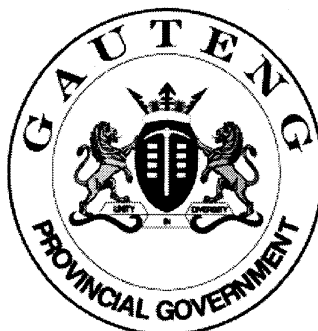


# SENIOR CERTIFICATE EXAMINATION



FEBRUARY / MARCH  
2007

DANCE

**HG**

First Paper

609-1/1 E

DANCE HG: Paper 1

10 pages



609 1 1E

HG

X05



COPYRIGHT RESERVED  
APPROVED BY UMALUSI





GAUTENG DEPARTMENT OF EDUCATION  
SENIOR CERTIFICATE EXAMINATION

DANCE HG  
(First Paper: History and Music)

TIME: 3 hours

MARKS: 140

---

---

**INSTRUCTIONS:**

- Answer ALL the questions.
- 
- 

**SECTION A  
HISTORY OF DANCE**

**QUESTION 1**

Your local neighbourhood newspaper is having a youth competition on writing reviews where you can win R10 000. You decide to write a **review** on a dance performance that you have seen during 2004 / 2005 / 2006, as that may just be the exciting material they might be looking for. Construct your review with great care and do not leave out any information, as it could cost you your prize money! Structure your review according to the guidelines listed below.

Please note:

The live dance production (Question 1) must differ from the prescribed dance works (Question 6).

- 1.1 Copy and complete the following table in your answer book. (4)

- Title of dance work	
- Performers: Name of dance company	
- Performers: Name ONE main dancer	
- Date of performance (month and year)	
- Venue of performance (hall and city)	
- Choreographer(s)	
- Set OR costume designer(s)	
- Music: Composer(s) / Performer(s)	

- 1.2 Write a paragraph in which you describe the following briefly:

- The content or plot
- The choreographic style
- The relevance of the work in South Africa today (5)

- 1.3 You attended a very moving performance by a local dance company at the Grahamstown Arts Festival. Upon your return from holiday, you cannot wait to tell your class mates all about this company. Write down what you have read in the performance programme about this particular company. Refer especially to:
- 1.3.1 A brief history of the company and their artistic management (2)
- 1.3.2 The current repertoire of the company (2)
- 1.3.3 The major dancers of the company (1)
- [14]**

**QUESTION 2**

- 2.1 Write down FOUR reasons why people dance in society and give an example next to each reason. (8)
- 2.2 Explain to your friend from Australia what the celebration of the 46664 Concert is all about. Mention who initiated the concert and why such a concert takes place in South Africa. (6)
- [14]**

**QUESTION 3**

- 3.1 You have applied for the following dance jobs:
- A journalist at *The Star* newspaper
  - A financial manager at the South African Ballet Theatre dance company
  - A dance educator post at the local arts school
- For EACH of the above THREE job possibilities, list TWO skills you have which must be included in your CV in order to increase your chances of being employed at one of the above institutions. (5)
- 3.2 You want to organize an HIV/Aids benefit dinner at the Nelson Mandela Theatre in Johannesburg. Describe what the planning would entail, what the entertainment would be, and list THREE stakeholders whom you would approach for financial assistance. (5)
- [10]**

**QUESTION 4**

- 4.1 As part of a weekend camp with your youth club, you have to give a presentation on your favourite dance form or field of dance (chosen from the list below). Prepare a user-friendly handout (document) to give to each member of the audience. Remember to add enough details about the principles that underpin this dance form, so as to make them interested and enthusiastic about the dance form. Feel free to add drawings in order to enhance your presentation visually.

(9)

African dance	Dance composition (choreography)	Jazz dance
Ballet	Folk dance (character national)	Latin American dancing
Ballroom dancing	Greek dance (Ginner method)	Spanish dancing
Contemporary dance	Indian dance (Bharatha Natham/Kathak)	Tap dancing

- 4.2 Conclude the presentation on your favourite dance form by adding an example of a well-known professional dancer in your selected field of dance. Briefly discuss this person's career, movement style and achievements. End the presentation on a climax by showing the youth club an exciting video of the performer's career achievements. Identify the video.

(5)  
[14]

**QUESTION 5**

As an independent dance historian, you have been approached by Penguin Publishers to write biographies on choreographers for their new *Dance Dictionary*. Provide biographies on ONE South African choreographer and ONE choreographer from the United States of America. Refer to their respective careers, achievements and dance works.

- 5.1 First choreographer – South African
- 5.2 Second choreographer – American

(7)

(7)  
[14]

## QUESTION 6

You have been invited to present a talk about dance works for 702 Talk Radio station. Select TWO dance works from the list below which contain **bird images**. Prepare notes on the historical context and choreographic style of each. Also compare the occurrences of bird images in each of the TWO works and how these are reflected in the décor, choreography and costumes of EACH.

<i>Bessie's Head</i>	<i>Gula Matari</i>	<i>Swan Lake</i>
<i>Giselle</i>	<i>Revelations</i>	<i>Tranceformations</i>
	<i>The Rite of Spring</i>	

[14]

TOTAL FOR SECTION A:

[80]

SECTION B  
MUSIC

## QUESTION 7

Carefully study the attached music score, **Variation II, *Odile***, on page 10.

- 7.1 Explain the term *Odile* in the title. (1)
- 7.2 Write the abbreviation ***string*** out in full and explain the meaning. (1)
- 7.3 Explain the playing technique (relating to articulation) which is indicated by a dot above the head of a note. (1)
- 7.4 Give the Italian term for the effect in Question 7.3. (1)
- 7.5 The music in this score is a reduction of the orchestral score. What instrument is to perform this reduction in a rehearsal? (1)
- 7.6 Is the time signature indicated on the score compound or simple? (1)
- 7.7 In which bar does a *decrescendo* occur? (1)
- 7.8 Who is the composer of this music? (1)
- 7.9 Write a four-bar phrase of correctly grouped notes in simple triple metre. (4)

[12]

## QUESTION 8

Complete each sentence by writing down the letter with the best possible answer.

- 8.1 The highest female voice is known as \_\_\_\_\_.
- A. alto
  - B. soprano
  - C. baritone
  - D. tenor
- (1)
- 8.2 A trumpet can be classified as a/an \_\_\_\_\_.
- A. chordophone
  - B. membranophone
  - C. aerophone
  - D. idiophone
- (1)
- 8.3 A harp can be classified as a/an \_\_\_\_\_.
- A. aerophone
  - B. chordophone
  - C. membranophone
  - D. idiophone
- (1)
- 8.4 The last section in music form is sometimes called the \_\_\_\_\_.
- A. *fine*
  - B. *allegro*
  - C. *presto*
  - D. *coda*
- (1)
- 8.5 Two or more notes sounding together can be called \_\_\_\_\_.
- A. harmony
  - B. melody
  - C. rhythm
  - D. tempo
- (1)
- 8.6  $\frac{3}{4}$  is an indication of \_\_\_\_\_.
- A. tempo
  - B. rhythm
  - C. metre
  - D. pulse
- (1)

- 8.7 *Crescendo* is an Italian word that means \_\_\_\_\_.
- A. gradually softer
  - B. gradually faster
  - C. gradually slower
  - D. gradually louder
- (1)
- 8.8 The expression "A dancer's count" can be defined as \_\_\_\_\_.
- A. the first beat in every second bar
  - B. the first beat in every bar
  - C. the first and second beat of every bar
  - D. the last beat of every bar
- (1)
- 8.9 *Diminuendo* has the same meaning as \_\_\_\_\_.
- A. *forte*
  - B. *allegro*
  - C. *piano*
  - D. *decrescendo*
- (1)
- 8.10 The string instrument that has the lowest range is the \_\_\_\_\_.
- A. violin
  - B. double bass
  - C. viola
  - D. cello
- (1)
- 8.11 An electric guitar is an example of a/an \_\_\_\_\_.
- A. acoustic instrument
  - B. wind instrument
  - C. symphonic instrument
  - D. electronic instrument
- (1)
- 8.12 A cadence has two chords and is usually \_\_\_\_\_.
- A. at the end of a phrase
  - B. at the beginning of the phrase
  - C. in the middle of a phrase
  - D. None of the above.
- (1)

**[12]**



**QUESTION 9**

Copy the table format below in your answer book and complete it accurately to ensure that you do not omit any detail.

	TWO music styles			
9.1	THREE persons in EACH style (6)	9.1.1	9.1.4	
		9.1.2	9.1.5	
		9.1.3	9.1.6	(6)
9.2	TWO music/dance works in EACH style (4)	9.2.1	9.2.3	
		9.2.2	9.2.4	(4)
9.3	TWO music style characteristics in ONE of the styles. Refer to melody and/or rhythm, and/or harmony, and/or dynamics and/or tone colour. (2)	Style chosen:		
		TWO style characteristics:		
		9.3.1		
		9.3.2		
				(2)

Choose TWO music styles that you have studied and write them down in the table.

- 9.1 List THREE names of people you associate with EACH style (e.g. composers, performers, writers, painters). (6)
- 9.2 Name TWO music OR dance works from EACH style. (4)
- 9.3 Choose ONE of the two music styles you have selected for Question 9. Write down the name of the style next to 9.3. Describe TWO style characteristics of the music of this style. Refer to music elements such as melody, rhythm, harmony, dynamics or tone colour. (2)

**[12]**

**QUESTION 10**

You are a real bookworm (“nerd”) and have no friends. You love researching biographical information on important composers in your free time. Choose ONE composer associated with dance music and write down in your answer book the biographical research that you’ve done on him/her. Refer to his/her career in music and his/her contribution to the repertoire of dance.

**[12]**

**QUESTION 11**

Copy the table below in your answer book and complete it accurately to ensure that you do not omit any detail.

Dance types:	1.	2.	3.	4.	
11.1 Country of origin					(4)
11.2 Time signature					(4)
11.3 How is the dance type used in the dance class? Name a specific exercise.					(4)

Choose FOUR of the following dance types and write them down in your table.

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

- 11.1 Indicate a correct country of origin for each dance type. (4)
- 11.2 Write the correct time signature of each dance type. (4)
- 11.3 Explain how each of the dance types can be used in the dance class and refer to specific exercises. (4)

**[12]**

**TOTAL FOR SECTION B: [60]**

**TOTAL: 140**

Variation II, *Odile*

The first system of musical notation for Variation II, *Odile*. It consists of two staves, treble and bass clef, with a grand staff bracket on the left. The music is in 3/4 time and features a melody in the right hand and a bass line in the left hand. The dynamic marking *mf* is present at the beginning.

The second system of musical notation for Variation II, *Odile*. It consists of two staves, treble and bass clef, with a grand staff bracket on the left. The music continues from the first system. Dynamic markings include *p string.*, *mf*, *ritard.*, and *p a tempo*.

The third system of musical notation for Variation II, *Odile*. It consists of two staves, treble and bass clef, with a grand staff bracket on the left. The music continues with a *mf* dynamic marking.

The fourth system of musical notation for Variation II, *Odile*. It consists of two staves, treble and bass clef, with a grand staff bracket on the left. The music continues with a *mf* dynamic marking.

The fifth system of musical notation for Variation II, *Odile*. It consists of two staves, treble and bass clef, with a grand staff bracket on the left. The music concludes with a *p* dynamic marking.

END