



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

DANCE STUDIES

NOVEMBER 2012

MARKS: 150

TIME: 3 hours

This question paper consists of 10 pages.

INSTRUCTIONS AND INFORMATION

1. There are 15 questions in this paper. ALL the questions must be answered.
2. This question paper consists of THREE sections:

SECTION A: Dance History and Theory
SECTION B: Music Theory
SECTION C: Anatomy and Health Care
3. Read through the whole paper carefully before you start to answer it.
4. Number the answers correctly according to the numbering system used in this question paper.
5. Start EACH section on a NEW page.
6. Leave THREE lines after EACH answer.
7. Make sure you have answered ALL the questions.
8. Marks are allocated according to the quality of your answer. Answer in full sentences where required. One-word answers will NOT be awarded full marks when detailed descriptions are asked for.
9. Write neatly and legibly.

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

One dance form has been your dance major from Grade 10 to Grade 12.

- 1.1 Name the dance major you have been studying at school.
- 1.2 Give and clearly explain FIVE interesting facts about the history of your dance major. (5)
- 1.3 Name and clearly explain FIVE main principles of the dance major you named in QUESTION 1.1. (10)
- [15]**

QUESTION 2

- 2.1 Clearly indicate and explain TWO of the biggest challenges you had when preparing for your Grade 12 dance choreography project at school this year. (2)
- 2.2 Explain how you resolved each one of the challenges you indicated above. (3)
- [5]**

QUESTION 3

You have learned interesting information about an indigenous African classic ceremonial dance at school. Share your knowledge and experience in a letter to your friend who lives overseas or write a blog. Provide the following information:

- Give the name of the ceremonial dance and its place of origin.
- Explain, in detail, the role of this ceremonial dance in the community and who the participants would be (age, gender, rank and role).
- Describe, in detail, what the participants would wear/carry/use.
- Explain, in detail, the music/accompaniment/sounds used in the dance.
- Analyse and explain the symbolism used in this ceremonial dance. **[10]**

QUESTION 4

You are organising a joint programme featuring a well-known South African and international choreographer. Write programme notes for the two choreographers.

4.1 Write a programme note on ONE of the South African choreographers you have learnt about from the prescribed list below. The programme note must contain the following information and be presented in essay format. Do NOT use bullets in your answer.

- Name of the choreographer you are referring to
 - Place/Country of birth
 - Background influences/Artistic influences/Socio-political influences
 - Choreographic career
- (6)

4.2 Write a programme note on ONE of the international choreographers you have learnt about from the prescribed list below. The programme note must contain the following information and be presented in essay format. Do NOT use bullets in your answer.

- Name of the choreographer you are referring to
 - Place/Country of birth
 - Background influences/Artistic influences/Socio-political influences
 - Choreographic career
- (6)

4.3 Compare the TWO choreographers you have written about in QUESTIONS 4.1 and 4.2 taking into consideration their:

- Movement styles
 - Individual characteristics that are unique/similar to each choreographer
- (8)

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

PRESCRIBED INTERNATIONAL CHOREOGRAPHERS	PRESCRIBED INTERNATIONAL DANCE WORKS
Alvin Ailey	<i>Revelations</i>
Christopher Bruce	<i>Ghost Dances or Rooster</i>
George Balanchine	<i>Apollo or Agon</i>
Marius Petipa and Lev Ivanov	<i>Swan Lake</i>
Martha Graham	<i>Appalachian Spring or Lamentation</i>
Paul Taylor	<i>Esplanade</i>
Vaslav Nijinsky	<i>Le Sacre du Printemps</i>
Joaquin Ruiz	<i>Mar de Tierra</i>
Antonio Gadez	<i>Carmen or Blood Wedding</i>

[20]

QUESTION 5

Write a review for the arts section of a newspaper on ONE of the prescribed dance works on page 4. Do NOT use bullets in your answer. Include the information listed below:

- Title: Name the dance work and choreographer you are reviewing. Give your review a catchy title.
- Synopsis/Intent: Describe the meaning/idea for this dance work.
- Movement vocabulary: Name the style(s) or genre(s) used as well as how the choreographer used movement to portray the idea/intent of this dance work. Give clear examples from the dance work.
- Production elements: Explain, in detail, the use of symbolism in the lighting, sound, set, costumes, props, et cetera and how they contributed to the intent/idea of the dance work.
- Choreographic structure: Discuss the choreographic structure used in this dance work, that is use of space/patterning, et cetera.
- Conclusion: Give reasons for your critical evaluation of the dance work. **[20]**

TOTAL SECTION A: 70

SECTION B: MUSIC THEORY

QUESTION 6

Draw the TWO missing notes for each block (6.1–6.4) to complete the bars below.

[4]

QUESTION 7

List THREE different music genres. Give ONE interesting fact about each one.

[3]

QUESTION 8

What do the following Italian music terms mean:

8.1 Forte (1)

8.2 Adagio (1)
[2]

QUESTION 9

Provide the following information on the music of ONE of the prescribed works you have studied:

9.1 The name of the choreographer and the dance work

9.2 The name of the composer/group or musicians (1)

9.3 Describe the music (2)

9.4 How did the music enhance this dance work (3)
[6]

QUESTION 10

Various options are provided as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question number (10.1–10.5) in the ANSWER BOOK, for example 10.6 B.

- 10.1 A category of musical instruments that produces sound by means of blowing air into the instrument:
- A Idiophones
 - B Membranophones
 - C Aerophones
 - D Chordophones
- (1)
- 10.2 A traditional African instrument:
- A Trumpet
 - B Marimba
 - C Violin
 - D Cello
- (1)
- 10.3 An example of compound time:
- A 2/4
 - B 3/4
 - C 2/2
 - D 6/8
- (1)
- 10.4 Music with a single melody line:
- A Homophonic
 - B Monophonic
 - C Polyphonic
 - D Melody
- (1)
- 10.5 The time signature for a waltz and a triplet:
- A 6/8
 - B 4/4
 - C 2/4
 - D 3/4
- (1)

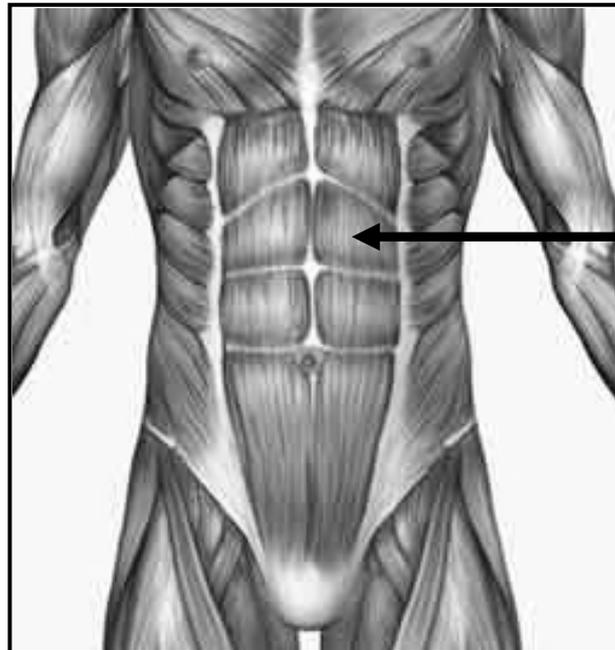
[5]**TOTAL SECTION B: 20**

SECTION C: ANATOMY AND HEALTH CARE**QUESTION 11**

- 11.1 Peers can have a very positive or very negative effect on your life. Explain the different types of peer pressure you might be faced with at school, outside the school or in the dance class. (4)
- 11.2 How could you deal with and avoid negative peer pressure in your life? (4)

[8]**QUESTION 12**

- 12.1 Name the muscle indicated by the arrow below. (1)
- 12.2 State ONE anatomical action this muscle can perform and which part of the body it moves. (1)
- 12.3 Explain ONE exercise you would do to strengthen this muscle. (3)
- 12.4 Which main component of fitness would this muscle help to develop? (1)

**[6]**

QUESTION 13

Read the descriptions of muscles (13.1–13.8) given below. For EACH description, name the following:

- A Give the name of the muscle/muscle group.
B Give ONE anatomical action and the joint/specific body part this muscles moves.

For example: A Tibialis anterior
B Dorsiflexes the foot/ankle

- 13.1 Gives the shoulder its rounded appearance (2)
- 13.2 A group of three muscles on the inside of the thigh (2)
- 13.3 The longest muscle in the body – runs from the knee to the hip (2)
- 13.4 It gives the calf its rounded appearance (2)
- 13.5 This group consists of three muscles at the back of the thigh (2)
- 13.6 The back upper arm (2)
- 13.7 The largest muscle in the body found at the back of the pelvis (2)
- 13.8 A group of muscles in the front upper thigh (2)
- [16]**

QUESTION 14

Poor dance technique or a bad dance environment can cause injuries.

- 14.1 List and explain FOUR main factors of how poor technique can contribute to injuries in the dance class. (4)
- 14.2 List and explain FOUR main factors of how a bad dance environment can contribute to injuries in the dance class. (4)
- 14.3 What is the immediate treatment for sprains and strains? Explain in detail. (4)
- 14.4 List FOUR general complications that follow an injury and explain how these affect your dance training. (4)
- [16]**

QUESTION 15

Provide the following information on the components of fitness:

- 15.1 Give a clear definition of *neuromuscular skills*. (2)
- 15.2 Name and explain FOUR skills developed through the neuromuscular system. (4)
- 15.3 The picture below shows a good example of muscular strength. List FOUR ways to develop muscle strength in the dance class. Do NOT give examples of exercises.



(4)

- 15.4 The picture below shows a good example of flexibility. Give FOUR examples of how flexibility can improve your dance performance.

(4)
[14]

TOTAL SECTION C: 60
GRAND TOTAL: 150