

Extra practice questions

Orange - perspective & key ideas focus

Purple - dance element & key ideas focus

Blue - key ideas focus

Yellow - structure focus

Pink - roles & contrast focus

Explain how groupings are used in Tāwhirimatea as ways to develop ideas and progress the dance toward climax and resolution. Consider the:

- Emotional responses of each gender
- Pointing phrase as an example of development using groupings
- Relationship between the genders
- Role groupings play in creating climax and building toward resolution
- Structure of the dance

Select an important dance element in Tāwhirimatea. Describe how the dance element is used or seen and explain how it contributes to communicating the ideas in the dance. Consider choosing:

- Energy or dynamics (dynamics in dance is changes in time and energy)
- Space
- Relationships

Choose one key moment in Tāwhirimatea. Discuss the idea(s) presented and evaluate how well the idea(s) is communicated. Justify your argument with evidence and specific examples from the dance. Consider choosing the following:

- Directed docs and diagonal
- Walking patterns and gestures

Discuss how ideas are developed or progressed in Tāwhirimatea, and evaluate how effectively ideas are resolved. Consider:

- How motifs are repeated and changed
- The pointing phrase
- How groupings change to develop ideas about separation of genders
- The climax
- Full resolution/Coda ending

Explain how unity is achieved in Tāwhirimatea. Consider:

- Repetition and development of motifs
- Development of ideas
- Climax
- How ideas are resolved or concluded

Evaluate the effectiveness of the climax and/or coda in resolving and concluding the dance. Consider the role of:

- Dance elements
- Devices
- Groupings
- Music
- Lighting
- Structure

Compare the beginning of Tāwhirimatea with the end of the dance. What is similar? What is different? What ideas are introduced at the beginning? How have these developed or changed at the end of Tāwhirimatea? Consider:

- Ideas
- Elements
- Devices

- Music
- Light

How are the roles of males and females in Tāwhirimatea? What is the significance of these differences? For example, male and female roles may be significant because they:

- Help communicate ideas in the dance
- Reflect traditions in the dance style
- Refer to expectations
- Challenge values

Consider planning around:

- Gender roles and relationships in pre-war society
- Gender response to war
- How these are seen or communicated in the dance
- How groupings and spacing are used to show gender relationships
- How movements are used to show gender responses
- Development of ideas

Discuss how contrast is used to sustain interest in Tāwhirimatea and evaluate the contribution of contrast to the ideas in the dance. Consider contrast in:

- Dance elements
- Groupings
- Music
- Lighting

Discuss the ways in which Tāwhirimatea balances abstract ideas with accessibility for new audiences. Do you think the balance is right? Consider:

- Which abstract ideas are communicated
- How abstract ideas are communicated
- Narrative structure
- Literal ideas/movements
- Dancers
- Costumes (abstract/literal)
- Music

Discuss the significance of the title “Tāwhirimatea” and evaluate how the title links to ideas and features in the dance. Consider:

- Stormy winds and turbulence
- How elements of dance are used to show turbulence
- Social change
- Ways social change is represented
- How social change is seen in the dance. What has changed by the end?

“The vision for NZDC is to create new connections to dance by staging contemporary dance in highly engaging ways that continue to break new ground but in ways people ‘get’ and can’t get enough of.” NZDC

Discuss which audience groups Rotunda may appeal to, who may identify with its themes and why. Evaluate the extent to which Rotunda:

- Creates new connections to dance in ways people understand
- Breaks new ground for dance

Evaluate the accessibility of Tāwhirimatea for a range of audiences, including people new to dance and established dance-goers. Consider how the following are/are not accessible:

- Ideas/content
- Movements
- Dancers

- Structure of the dance
- Technologies-brass band, literal men's costumes, abstract women's costumes, showing the body

Provide evidence of your argument from the dance in for the form of specific examples

The New Zealand Dance Company used the poster image below to market Tāwhirimātea as part of the full length show Rotunda.

Discuss how important ideas in Tāwhirimātea are represented in the poster and explain why this image may have been chosen to market the dance.

OR

Discuss the relevance of this image to Tāwhirimātea. Evaluate the appropriateness of the image for establishing accurate audience expectations of the dance and engaging audience interest. What might audiences expect to see in the dance, based on this poster? Are these expectations appropriate for Tāwhirimātea? Consider:

- Gesture and its origins
- Movement content
- Emotional content
- Music content
- Ability to arouse audience interest
- Why a yellow costume may have been chosen for the image e.g. mood
- Accessibility of the dance to a range of audience members

