Revision practice

International Baccalaureate · IB Diploma · Dance · SL

1 Movement motifs and development

- motif
- dynamics

Question 1

Which change most directly tests timing?

Available marks: 2.

Worked answer

Keep the movements but alter the pause and acceleration.

Question 2

Explain the mechanism or reasoning in this original case: A simple reach-and-turn phrase can communicate hesitation or confidence depending on timing and energy. Dance meaning emerges through embodied choices, not an adjective in a commentary.

Available marks: 4.

Worked answer

Perform a reach, pause and turn with a slow pause, then with immediate acceleration. Record both trials with consent. Compare how timing changes the intended hesitation, and retain the more effective version with an evidence-based reason.

- Accurate relevant concept (1)
- Specific evidence from the case (1)
- Connected reasoning (2)

Do not assume an audience reads your intention automatically. / A choreography commentary must refer to actual movement evidence; an imagined rehearsal cannot replace the practical work.

2 Dance investigation and cultural context

- movement vocabulary
- cultural context

Question 1

What gives the comparison context?

Available marks: 2.

Worked answer

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Evidence about each form's functions, communities and performance setting.

Question 2

Explain the mechanism or reasoning in this original case: A dance form's movement can relate to its setting, function and training traditions. Copying a short online clip does not establish that context.

Available marks: 4.

Worked answer

Compare one familiar and one unfamiliar form through rhythm, movement vocabulary, spatial organization and cultural function. Record what research changed about your practical understanding, rather than ranking one form as better.

- Accurate relevant concept (1)
- Specific evidence from the case (1)
- Connected reasoning (2)

Do not present a whole culture as a single dance style or perform restricted practices without permission. / Teacher verifies the current investigation requirements and SL/HL depth; the future 2029 research-and-video task differs.

3 Rehearsal, interpretation and performance evidence

- expressive intention
- rehearsal

Question 1

Which feedback is most useful?

Available marks: 2.

Worked answer

The pause before the turn interrupts the intended continuous flow.

Question 2

Explain the mechanism or reasoning in this original case: A dancer performs the right sequence but loses the intended emphasis at a transition. Accuracy and expression need connected rehearsal.

Available marks: 4.

Worked answer

Review the transition in a consenting rehearsal recording. Identify whether timing, focus or weight transfer weakens it. Practise the transition within the whole phrase, record again and compare against the intention.

- Accurate relevant concept (1)
- Specific evidence from the case (1)

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- Connected reasoning (2)

Written self-evaluation cannot substitute for assessed performance. / School supervises training and retains actual evidence; no fictional written mock is created for this practical course.