Year 11 G.C.S.E Dance Revision Guide

Go through each section in the booklet and highlight using the following traffic light system:

Confident areas in Green

Revision areas in Orange

Weak areas in Red

Good Luck!



**Performance**

**Technical and Expressive Skills**

Key Questions:

* Why do we need good technique?
* What is a technical skill?
* What is an expressive skill?

Learn the following definitions- **Please see technical skills document on the website, the definitions are much more detailed**

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| **Technical Skills**  | **Definition** |
| Posture, placement and alignment | How you stand, how bones are stacked, how you hold positions. |
| Co-ordination  | Moving the arms, legs and head simultaneously  |
| Control  | Managing to hold body shapes in air, floor, travelling, how you land after a jump |
| Mobility  | Flexibility in motion.  |
| Strength  | Using muscles to hold body shapes, take on your own or others weight |
| Balance | A steady or ‘held’ position on one or multiple points of the body |
| Flexibility  | The range of movement that is attainable at a joint. |

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| **Expressive Skills** | **Definition** |
| Focus  | Where you are looking (at your hand, out to the audience etc.), using the eyes to enhance performance or interpretive qualities. |
| Projection  | When a dancer gives out appropriate energy to connect with an audience and draw them into the performance.  |
| Musicality  | The ability to pick out the unique qualities of the accompaniment and make them evident through the performance (using all your counts) |
| Sense of style  | When a dancer is able to emulate the distinctive actions and qualities of the dance e.g sharp dynamics for street dance. |

**Achieving high quality performance**



Key questions:

* How can you improve the quality of your own performance work?
* What factors are important for effective rehearsal?
* How do you communicate effectively with the audience?

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| **Rehearsal Technique** | **Definition** |
| Partner Work | Buddying up with a partner and giving constructive feedback. |
| Whole Class Feedback | Watching your class and providing collective whole-class feedback. |
| Mental Rehearsal | Visualising your performance in your head without moving |
| Personal Feedback | Using mirrors to correct technique or enhance expressive qualities. |
| Personal Targets | Setting targets to work towards.  |
| Teacher Feedback | A teacher watching and giving verbal or written feedback |
| Audience Feedback | Rehearsing in front of an audience and getting feedback from a few audience members. Then: Perform – Refine – Evaluate – Perform again.  |
| Video Feedback | Asking someone to record your performance on video so that you can evaluate your own work |
| Rehearsal Plan | Design a rehearsal plan of the aspects you intend to work on for each session.  |

 

Key Questions:

* How can you use actions to portray different dance themes e.g. anger?
* Why is it important to have a range of different actions in a dance?

**Gesture**

This is a non-weight-bearing movement of the limbs mostly associated with the arms but also can apply to the legs, the head and the torso.

**Travel**

The act of moving from one point in space to another. This could be a simple action of walking or running, or something more structured and complex.

**Flight**

This refers to any movement that is not in contact with the floor. Flight can refer to huge *jetés* or even the smallest of hops.

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| **Actions****Gesture****Travel****Stillness****Flight****Rotation** |

**Stillness**

This is quite simply a pause within movement; a complete stop, a balance or even a suspension between movements.

**Rotation**

This occurs when the body or a body part is turned, twisted or coiled. This action also covers movements like rolling and *pirouettes*.

 

**Space**

What is Space?

Space is where the body is moving. This can involve:

* Where the dancer is placed onstage e.g.

 

* The direction the dancer is facing e.g. right hand side, right hand corner, front, back.
* The pathways the dancer is using e.g.
* The level the dancer is on- high, medium, low.
* The size and shape of the movement
* Group formations e.g.

Key Questions:

How can you develop a motif using space?

If the subject of the dance is ‘water’ how could you use space to communicate the idea to the audience?



**Dynamics**

Key Questions

What are dynamics?

How could you use dynamics as part of a climax?

If you were choreographing a dance based on ‘fire’ what kind of dynamics would you use to help communicate the idea to the audience?

Dynamics are HOW the body is moving. This can be divided into 3 categories: speed, energy, flow. Below are some words to describe dynamics.

Strong

Free

Explosive

Smooth

Jagged

Heavy

Fast

Soft

 Dynamics



What is a stimulus?

**Stimulus**

Stimulus means starting point and it is something that inspires you to create a dance.

Why are stimuli important?

To help you to develop your creative and problem-solving skills and originality. Using different stimuli will help you find new ways of moving and appreciate the dances you watch.

Auditory- sound

Different types of stimuli

Visual

Poem or artwork

Kinaesthetic

Movement or steps

Ideational -idea or theme

Tactile e.g. some material



**Motif And Motif Development**

Key Questions

* What is a motif?
* Why are motifs important?
* How do you develop a motif?

A Motif is a basic phrase of 4 or more movements and can be repeated, varied and developed to help structure and organise a dance. They are important as they help communicate the intention of the dance and the choreographer’s style to the audience.

You will need to be able to describe a motif from each professional work and also one from your own choreography. Remember that you must mention the following when describing a dance:

**ACTION SPACE DYNAMICS RELATIONSHIPS**

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| --- | --- |
| **ACTION**(**what** a dancer does)TravelJumpTurnGestureStillness | **SPACE**(**where** the action happens)Personal / GeneralLevelDirectionPathwaysShapeSize |
| **DYNAMICS**(**how** a dancer does the action)Fast / SlowSudden / SustainedHeavy / LightFlowing / JerkySharp / Soft | **RELATIONSHIPS**(**who** or what the dancer is dancing with)SoloDuetGroupsAction and ReactionUnison / CanonCounterpoint/Fragmentation |

To start to describe something, begin with the action:

*The dancer lifts her right arm out to the side and straight over her head, in a semi-circle.*

Then add the space:

*She is facing the audience, in the centre of the stage, but focusing on her right hand.*

Then dynamics:

*The dancer moves her hand very slowly; it takes 8 counts to complete the movement.*

Then relationships:

 *She is alone on stage.*

Please refer to your choreography bible for motif development and relationships (compositional devices).



**Choreographic Devices**

A Choreographic device is a method applied to a movement phrase that changes or develops the phrase. There are many devices which help choreographer to create new and inventive ways in which the body can move and perform movements.

These can include anything from the following list:

* Motif Development
* Contrast
* Highlights
* Climax
* Dance Relationships

KEY QUESTIONS

How does the choreographer use choreographic devices in the works you have studied to convey the meaning of the dance to the audience?

You will need to know the definitions of all the choreographic devices as there may be a question asking you to define one of them. These can be found in your textbook.



**Climax and Highlights**

What is a climax…?

“The most important or significant moment of the dance, which usually happens near the end”

“The portion of the composition given primary emphasis or representing culmination; the most intense or highest point in the development or resolution of choreography.

Key Questions

What is a climax? What is a highlight? How can a climax be created?

Give an example of a climax/highlight from a professional work.

Explain the importance of a climax in a dance piece.

Questions

(All the answers can be found somewhere in the revision guide!)

1. Why do we need good technique?

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1. What is a technical skill?

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1. What is an expressive skill?

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1. How can you improve the quality of your own performance work?

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1. What factors are important for effective rehearsal?

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1. How do you communicate effectively with the audience?

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1. How can you use actions to portray different dance themes e.g. anger?

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1. Why is it important to have a range of different actions in a dance?

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1. How can you develop a motif using space?

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1. If the subject of the dance is ‘water’ how could you use space to communicate the idea to the audience?

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1. What are dynamics?

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1. How could you use dynamics as part of a climax?

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1. If you were choreographing a dance based on ‘fire’ what kind of dynamics would you use to help communicate the idea to the audience?

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1. What is a stimulus?

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1. Please describe a motif (actions, space and dynamics) from the Nutcracker and also one from your own choreography

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1. How does the choreographer use choreographic devices in the works you have studied to convey the meaning of the dance to the audience?

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1. What is a climax?

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1. What is a highlight?

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1. How can a climax be created?

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1. Give an example of a climax/highlight from a professional work.

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1. Explain the importance of a climax in a dance piece.

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