

# AQA



Hello and welcome to A level Dance! I am very excited to start teaching you all in September where we will be dancing, analysing, evaluating, getting creative, interpreting, reviewing and watching some great dance works. To ensure that you are prepared for the next few years, the following Induction work has been carefully arranged to give you a taste of what is to come. You will begin to fill your A-Level Dance bucket with some great knowledge and ideas which we will dip in and out of over the next few years. There will be instructions on each of the pieces of work that is set so ensure you read them carefully. If you have ANY questions at all, my email is: [leb@hardenhuish.wilts.sch.uk](mailto:leb@hardenhuish.wilts.sch.uk) –

PS- if you click on the photos – it will take you to some trailers/clips of some of the pieces we look at over the 2 years.



## What work is being set for A-Level Dance?

In Phase 1 – you will be set 4 separate tasks to complete.

1. Looking at the A-Level Dance Overview and completing the Microsoft Forms questions (this document)
2. Reading over and familiarising yourself with the Subject Specific Vocabulary and completing a quiz on Microsoft Forms
3. Reading and familiarising yourself with the Rambert Dance Knowledge Organiser and completing a timeline on key dates and people
4. Watching dances and writing a dance review

## How long should I spend on this work?

Each task will vary in length and you should spend 5 hours on Phase 1

1. This will probably be the quickest of the tasks and should spend about 30 minutes on this (this document)
  2. This task will probably be the second quickest but ensure you really familiarise yourself with the vocabulary before completing the quiz – roughly an hour on this task
- 3 + 4 will take the longest, so spread your time out over these two tasks.

## Who should I send this work to and / or who should I contact with any questions?

Miss Billington – [leb@hardenhuish.wilts.sch.uk](mailto:leb@hardenhuish.wilts.sch.uk)

## How and when to submit work?

- After the first 2 tasks where you will respond to a Microsoft Form, please submit work via e-mail by the Phase 1 deadline – Monday 21st June.

## A-Level Dance Overview

Component 1 = Performance and  
Choreography (50% of A-Level)

Two Components

Component 2 = Critical Engagement  
(50% of A-Level)

Note: 1 and 2 are taught at Hardenhuish  
3 and 4 are taught at Sheldon

### 1. Solo performance linked to a specified practitioner within an area of study. (Minimum 2 minutes – maximum 3 minutes)

- The solo performance can be choreographed by the student, their teacher or a dance artist. It may also result from a collaboration between the student and teacher/dance artist. The choreography of the solo performance should strive to encapsulate the style of the chosen practitioner. It does not, however, need to be a reconstruction of existing repertoire.

### 2. Performance within a quartet

- Students must learn how to perform as part of a quartet. The quartet performance can be choreographed by the student, their teacher or a dance artist. It may also result from a collaboration between the student and teacher/dance artist. The dance can be performed in any dance style relevant to the defined genres

### 3. Group Choreography (Minimum 3 minutes – Maximum 4 minutes)

- Students must learn how to create an original piece of group choreography, for three, four or five dancers, in response to an externally set task. To translate their dance ideas into choreography, students must develop and apply practical knowledge and understanding of choreographic processes, including: • researching, developing and experimenting with dance ideas through studio and non-studio investigation • the rehearsal process.

### 1. Compulsory Set work (Rooster by Christopher Bruce)

- significance of the character of the dance, the subject matter, the form of the dance, constituent features, the choreographic approach, influences affecting the development of the choreographer, origins of the dance, relationship between dance and its context, similarities and differences between the dance and other works by choreographer.

### 2. Rambert Dance Company (1966 – 2002)

- Studying the history of the Rambert Dance Company and 5 main practitioners/choreographers who made what the company is today: Glen Tetley, Robert North, Richard Alston, Siobhan Davies, Ashley Page

### 3. Set Work (Sutra by Sidi Larbi Cherkaoui)

- significance of the character of the dance, the subject matter, the form of the dance, constituent features, the choreographic approach, influences affecting the development of the choreographer, origins of the dance, relationship between dance and its context, similarities and differences between the dance and other works by choreographer.

### 4. The Independent Contemporary Dance Scene in Britain (2000 – current)

- The last few decades have seen the emergence of several generations of successful practitioners working in Britain. Their choreographic skills have achieved considerable international recognition through their own work and that created for different companies. The work of these independent practitioners often reflects a range of styles and embraces cultural similarities and differences. You will be studying different practitioners and how they create their wonderful pieces

Task 1: Once you have read the A-Level Dance Overview and watched some of the links, please could you click on the link below where it should take you to a Microsoft Forms page. There are 6 questions that I would like you to answer, just about your initial thoughts on A-level dance overview. Please let me know if you have any problems.

Link for Microsoft Form:

<https://forms.office.com/Pages/ResponsePage.aspx?id=ALV0CGtJkCS-T05uDMt-vqnMZ4YowRBqhU1jll5ktlUNkZSTjZaNERRMkRMWEpFREVKTIExVzhSSC4u>