

What work is being set for A-Level Dance?

In Phase 2 – you will be set 5 separate tasks to complete.

- 1. Reminding yourself of the skills**
- 2. Completing Facebook profiles of different practitioners**
- 3. Practical Creative Task and video upload**
- 4. Take part in a professional dance class and write up**
- 5. Social Media Platforms**

How long should I spend on this work?

Each task will vary in length and you should spend 5 hours on Phase 2

You have 5 tasks, and each task should roughly last an hour. Task 2 will probably take you the longest.

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

Miss Billington – leb@hardenhuish.wilts.sch.uk

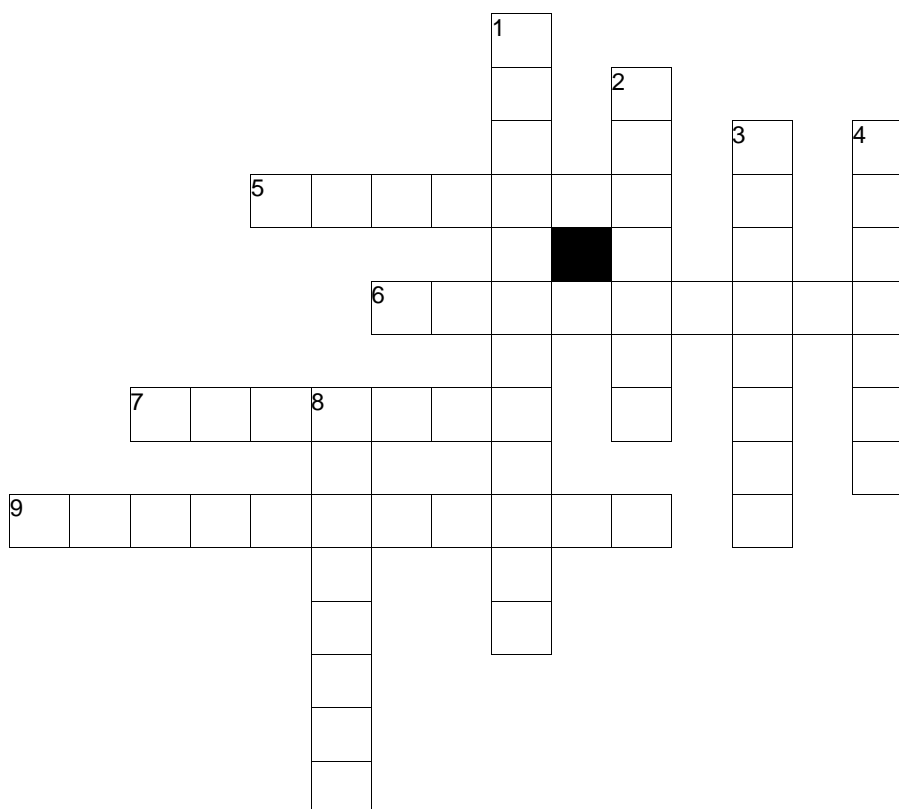
How and when to submit work?

- Task 1 and 2: Please could you write on the document and send me the document via email by the deadline of Phase 2 – Monday 14th July**
- Task 3 – Please could you send your video to my email by the Phase 2 deadline**
- Task 4 - Please could you write this on a word document and again email me with this by the Phase 2 deadline of July 14th.**
- NOTE: Please could Task 1, 2 and 4 all be sent to me in one email, this way all your work is sent to me together.**

Task 1:

In A Level Dance it is important to know the skills needed for an effective performance. They are a little different for A Level as the categories are more blurred but let's see if you can remember all the skills. Complete the crosswords and other tasks below to help you remember what those skills are and what categories they fall in to. You are given the definition and you must find the skill that connects to that definition. I have also attached a worksheet (pg 6) which will help if you are unsure. Try to complete the tasks without the worksheet, but please reference this page if you are unsure.

Physical Skills Crossword



Across

5. The ability to start and stop movement, change direction and hold a shape efficiently.
6. Correct placement of body parts in relation to each other.
7. Ability to maintain physical and mental energy over periods of time
9. The range of movement in the joints (involving muscles, tendons and ligaments)

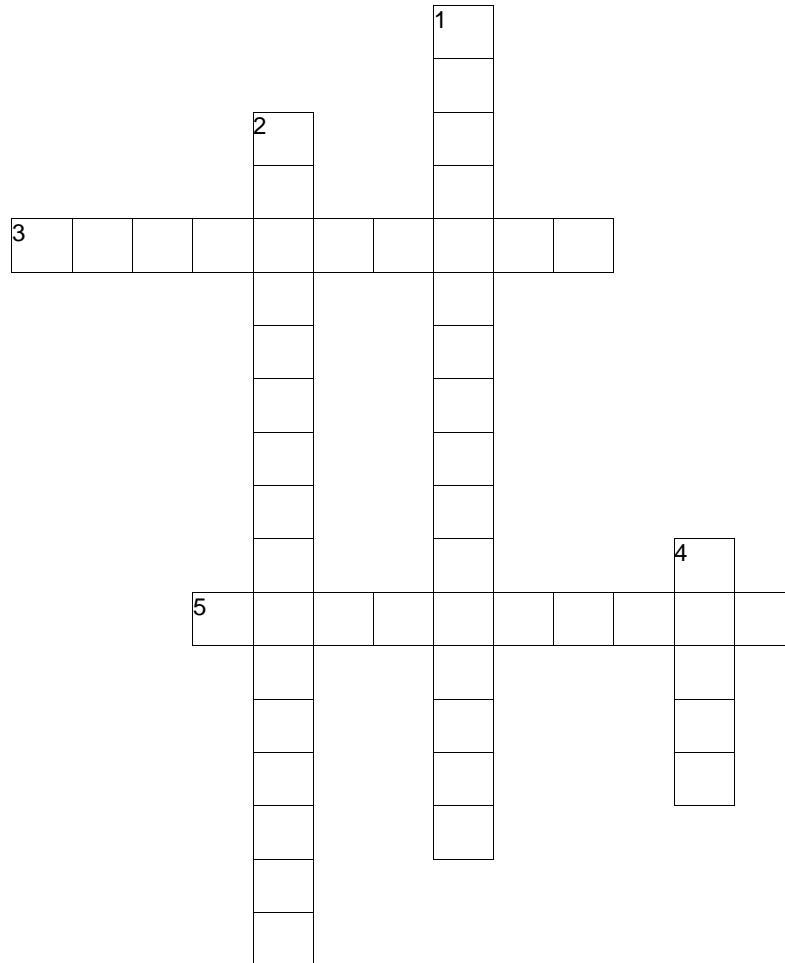
Down

1. The efficient combination of body parts
2. A steady or held position achieved by an even distribution of weight.
3. Muscular power
4. The way the body is held
8. The range of movement in a joint; the ability to move fluently from action to action.

Name: _____

Date: _____

Expressive Skills Crossword



Across

- 3.** An interpretation of the music's structure, rhythm, mood and meaning by the dancer in performance.
- 5.** The engagement of dancer's whole self in the communication of the dance idea; a considered use of energy to attribute perceivable qualities to the movement content.

Down

- 1.** Consciousness of the surrounding space and its effective use
- 2.** Use of the face to show mood, feeling or character.
- 4.** The intensity and direction of the dancer's eyeline, for example to a specific point in space, to a fellow performer or to the audience.

Skills / Key Terminology – Practical & Theory

It is also important to remember what makes up the following key areas mentioned below. They are a little different for A Level as the categories are more blurred but let's see if you can remember all the skills.

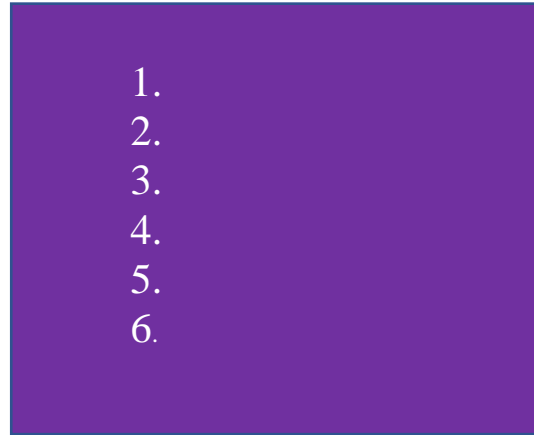
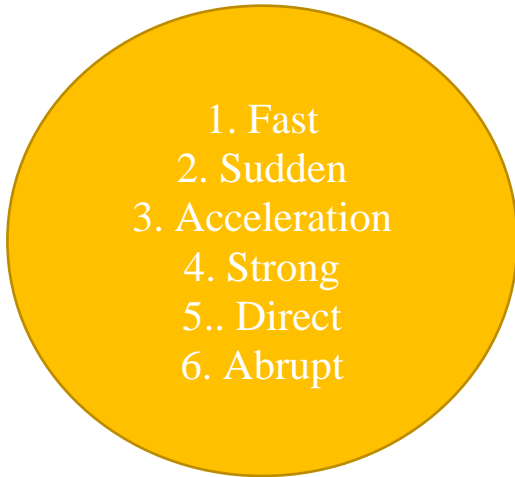
Actions – fill in the blanks

G_S_U_E	J_M_ OR E_E_A_I_N	_R_VE_ OR L_CO_O_I_N	S_I_LN_SS	T_R_ OR R_T_T_O_
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Space – try and define the words below by using images/drawings only

<i>Example</i> Patterns	<i>Example</i> ----- (repeated)
Levels	
Directions	
___ of _____	() ()
Pathways	
Spatial Design	

Dynamics – *try and find the opposite dynamic*



Relationships – *unscramble the letters to form a dance relationship*

- | | |
|-----------------------------------|----|
| 1. <i>Dlea dan wofllo</i> | 1. |
| 2. <i>grrriomn</i> | 2. |
| 3. <i>ctioan dna eactrion</i> | 3. |
| 4. <i>clauucmatoin</i> | 4. |
| 5. <i>plecomtenm adn trcoants</i> | 5. |
| 6. <i>terpoicountn</i> | 6. |
| 7. <i>tnacoct</i> | 7. |
| 8. <i>natiomfors</i> | 8. |

Choreographic Devices – *identify the word by looking at the description*

Description	Word
<i>A short phrase that you can change to make the theme of your work clearer</i>	_____
<i>Something done more than once</i>	
<i>Something that is different to something else e.g. slow dynamics in one section and quick dynamics in the section straight after</i>	
<i>Important moments in the dance that highlight the theme but not the highest point of the dance</i>	
<i>The highest point of the dance</i>	
<i>When you change how many people are doing something</i>	_____
<i>Two things that used to be a relationship – when you do something together and when you do it one after the other</i>	

Performance Skills – Section A

EXPRESSIVE SKILLS

Projection
Focus
Spatial awareness
Facial expression
Phrasing
Musicality
Sensitivity to other dancers
Communication of Choreographic intent

PHYSICAL SKILLS

Posture
Alignment
Balance
Coordination
Control
Flexibility
Mobility
Strength
Stamina

TECHNICAL SKILLS

Action
Space
Dynamics
Relationships
Timing
Rhythmic content
Moving in a stylistically accurate way

MENTAL SKILLS PREP FOR PERFORMANCE

Systematic repetition
Mental rehearsal
Rehearsal discipline
Planning of rehearsal
Response to feedback
Capacity to improve

IMPORTANT

SAFE PRACTICE DURING PERFORMANCE

Safe execution
Appropriate dancewear, including:
footwear
Hairstyle
Absence of jewellery

SAFE PRACTICE PREP FOR PERFORMANCE

Warming up
Cooling down
Nutrition
Hydration

MENTAL SKILLS DURING PERFORMANCE

Movement memory
Commitment
Concentration
Confidence

Choreography Skills – Section A

ACTION

Travel
Turn
Elevation
Gesture
Stillness
Use of different body parts
Transference of weight
Floor work

SPACE

Pathways
Levels
Directions
Size of movement
Patterns
Spatial design

DYNAMICS

Fast/slow
Sudden/sustained
Acceleration/deceleration
Strong/light
Direct/indirect
Flowing/abrupt

CHOREOGRAPHIC DEVICES

Motif and development
Repetition
Contrast
Highlights
Climax
Manipulation of number
Unison and canon

PERFORMANCE ENVIRONMENTS

Proscenium arch
End stage
Site-sensitive
In-the-round

RELATIONSHIPS

Lead and follow
Mirroring
Action & reaction
Accumulation
Complement & contrast
Counterpoint
Contact
Formations

STRUCTURE

Binary
Ternary
Rondo
Narrative
Episodic
Beginning/middle/end
Unity
Logical sequence
Transitions

AURAL SETTING

Song instrumental
Orchestral
Spoken word
Silence
Natural sound
Found sound
Body percussion

Task 2:

Practitioners – Complete the Facebook pages.

For A Level Dance, we must remember many different names and who they are. We need to know them for the theory paper AND for the practical (solo performance).

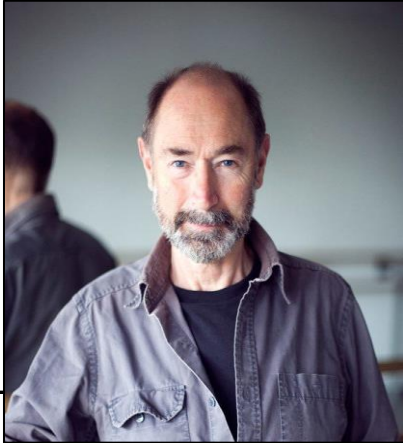
*For Section A of the written paper (taught at Hardenhuish; Miss Billington), you learn about Rambert Dance Company and a dance called 'Rooster'. Within this study, you learn about the choreographer of 'Rooster' – **Christopher Bruce**. Alongside two named practitioners; **Richard Alston** and **Glen Tetley**.*

*For Section B of the written paper (taught at Sheldon; Miss Merry) you learn about the Independent Contemporary Dance Scene in Britain and a dance called 'Sutra'. Within this study, you learn about the choreographer of 'Sutra' – **Sidi Larbi Cherkaoui**. Alongside two named practitioners; **Matthew Bourne** and **Akram Khan**.*

For any of the names in bold above, you also perform a 2-minute solo in the style of that practitioner.

Therefore, it is important that we know who they are, what works they have made, what they trained in and what their style is.

On the next few pages you have empty 'Facebook' pages which you should fill in with information that you will need to research.



Additional Information or Images about him.

Timeline

About

Friends

Photos



Born:



Rambert Dance Company



From:

Make Post

Photo/Video

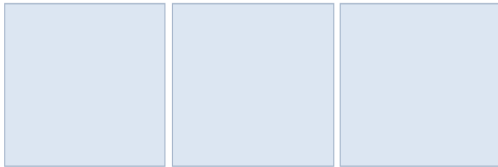
Live Video

Life Event



Write a 'who is he?' overview!

Inset 3 pictures of his influences – either people, places or something else.

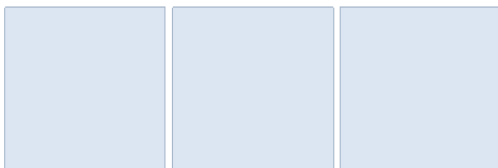


Inset 3 pictures of some works he has created. It must be featured on Rambert Dance website from 1966-2002.



Write the work's name and premier dates here

Inset 3 pictures of other people that appeared when researching him.



Write their ^ names here

Friends

Post



Background and Training...



What is his dance style and key features?



Additional Information or Images about him.

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Rambert Dance Company



From:

Make Post

Photo/Video

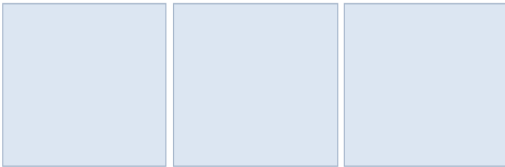
Live Video

Life Event

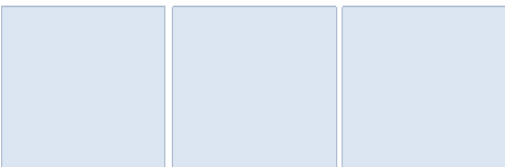


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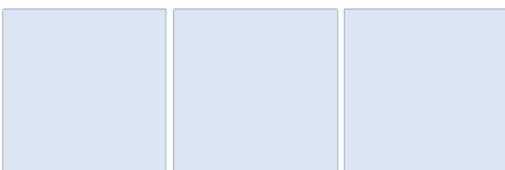


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Post



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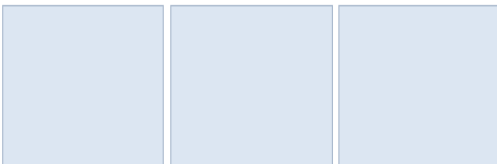
Live Video

Life Event

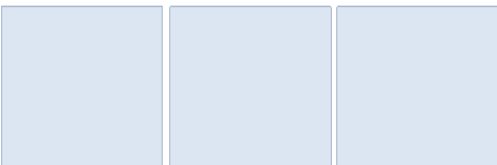


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Additional Information or Images about him.

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Born:



Independent Cont Dance Scene



From:

Make Post

Photo/Video

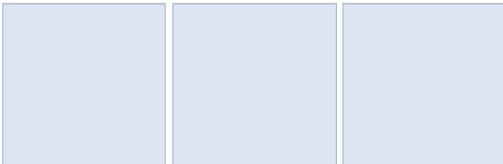
Live Video

Life Event

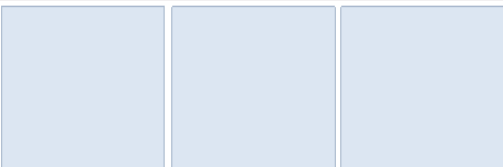


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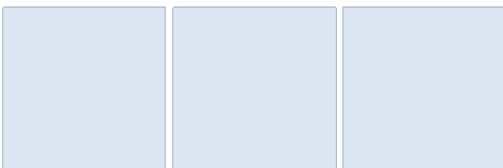


Inset 3 pictures of some works he has created. It must be from 2000-present day. (It can be music videos)



Write the work's name and premier dates here

Inset 3 pictures of other people that appeared when researching him.



Write their ^ names here

Friends

Post



Background and Training...



What is his dance style and key features?



Additional Information or Images about him.

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Photos



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Independent Cont Dance Scene



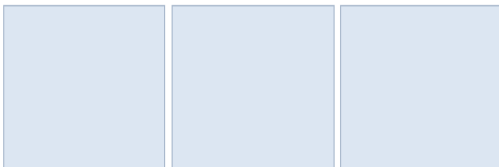
From:

Make Post | Photo/Video | Live Video | Life Event

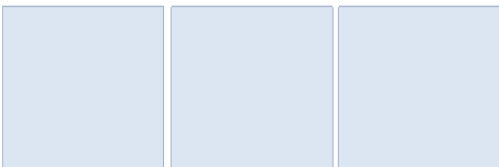


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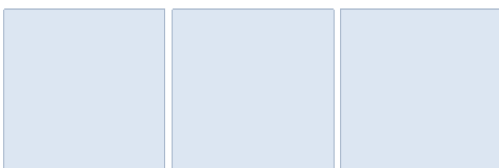


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Born:



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From:



Make Post



Photo/Video



Live Video

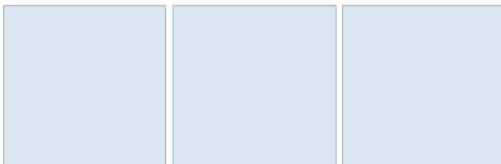


Life Event

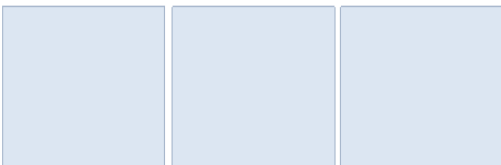


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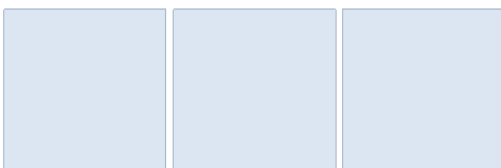


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Background and Training...



What is his dance style and key features?

Task 3: Practical; Creative Task

In A-Level Dance, creativity is key. You will be faced with some really weird and wonderful scenarios and ideas that force you to be creative. A-Level dance allows you to use your imagination and creativity to make wonderful dance pieces. Here is an example below that I would like you to take part in:

Imagine that the floor is clear glass or plastic and covered in sand with an audience sat below looking up. Create a short sequence of movement that would be interesting seen from below. You can choose your own piece of music if you wish that will compliment this idea. It can be as long or as short as you want. A-Level is a lot of independent work – you get out what you put in and you make your own choices. Make a choice on whether this stimulus encourages you to create a short piece, or a long piece!

How do I evidence this?

Please send me an email and upload your video as an attachment, If you are having trouble sending this, try compressing the video, this should work. If not, please send me an email and we will arrange another way for you to get it to me.

Task 4:

Italia Conti (a very good performing arts college/university) have created free online classes for those who want to take part. There is a choice of jazz, ballet and contemporary and I would like you to choose one to complete. I have given you a link for the ballet, jazz and contemporary class, so maybe have a little look at them all and see what one you fancy. Try challenging yourself on a dance style you don't usually do. You then need to include a write up of the class you took part in

What to include in the write up:

1. What class you took and names if applicable
2. What exercises did you do (using dance vocabulary eg – adage, tondu, pirouette)
3. Were there any exercises that you particularly enjoyed? If so – what were they?
4. Were there any exercises that you found quite challenging for your body? What did you find challenging about it?
5. Overall, did you enjoy the class, and what did you enjoy about it?

NOTE: I am only asking for you to complete one class and one write up, but feel free to take part in both classes to see which one you prefer. The links are below:

Italia Conti **Contemporary** full class: [Complete contemporary dance class, with exercise breakdown - ICV - YouTube](#)

Italia Conti **Ballet** full class: [Complete Ballet Barre for beginners #1 \(Short version\) - YouTube](#) (Beginners)

[Complete Ballet Barre for intermediate dancer \(Short version\) - Intermediate ballet barre #1 - ICV - YouTube](#) (Intermediate)

[Professional Ballet Class - Complete Advanced Ballet Barre #1 \(Short Version\) - ITALIA CONTI VIRTUAL - YouTube](#)

Jazz Class: [Jazz Dance Class - Jazz Centre Combination #1 - ITALIA CONTI VIRTUAL - YouTube](#) (this is the jazz channel so there are lots on here you can choose from

Task 5:

This is your final task and a pretty simple one. Social Media is slowly taking over the world and has pros and cons. But following dance artists and famous choreographers is definitely a pro. By following the people below on different social media platforms, you will be able to keep up to date with what they are doing, any classes they offer and lots of other things. If you don't have these different social media platforms, don't worry, its not the end of the world, but might be something to invest in, even if it is just to follow some cool dance artists. I have listed some below which I would recommend you follow. Majority of them are Twitter and Instagram.



Twitter:

@AkramKhanLive
@rambertdance
@AlstonDance
@JVCompany
@CherkaouiLarbi
@New_adventures
@SirMattBourne



Instagram

thelacelondon
sadlers_wells
northern_school
balletboyz
jwiltondance
motionhouse
akramkhancompany
matthewbourne13
sidilarbicherkaoui
marthagrahamdance
richardalstondance