

COMPONENT 1: Exploring the Performing Arts (30%)

In this component of work you will develop your understanding of the performing arts by watching and learning professional dance works, and look into the processes used to create each dance.



Research Journal Checklist

- Title** of piece.
- Name of **choreographer**.
- When** it was created and first performed.
- Purpose** of piece (to entertain, inform etc).
- Style** of the piece (contemporary, ballet, jazz etc) and what makes it this style (key features like pointed or flexed toes etc).
- What components such as costume, lighting, sounds, props etc helped to portray the style and meaning of each piece.
- Research about the piece. How it was made, the **collaborations between performers and non-performers**. Why did they have to collaborate with those people?
- Research about the choreographer. Where they are from, awards received, the style of the work they have created etc.
- Information about **how you have explored the piece** in lessons (describe exercises and tasks and reflect on how you found these. Easy. Challenging. Different and the skills you needed).

A1 – Professional practitioners
performance material, **influences**, creative outcomes and **purpose**.

Style
Themes
Contextual influences
Collaboration with other practitioners
Purpose of the piece – entertain, educate etc

A2 – Practitioners roles, responsibilities and skills

Performance roles – dancer, actor etc
Non-performance roles – choreographer, director etc
Responsibilities – rehearsing, performing, creating, refining
Skills – organisational skills, performance skills, managing and directing skills, communication skills when liaising with others, creative skills

Learning Aims:

- A** Examine professional practitioner's performance work.
B Explore the interrelationships between constituent features of existing performance material.

B1 – Processes used in performance

Responding to a stimulus to generate ideas
Exploring and developing material
Discussions and setting tasks for the performers
Teaching material
Developing material
Providing notes/feedback to performers

B2 – Techniques and approaches used in performance

Rehearsal
Production
Tech rehearsal, dress rehearsal
Performance
Post-performance evaluation/review

Tips for describing workshops:

Describing what you did in each workshop and provide examples of sequences and actions.

2. Reflect on how easy or difficult the workshops were and identify the skills needed.

3. Provide information about your personal research, discussing the roles and responsibilities and stylistic qualities of the choreographer.



DO'S AND DON'T'S WHEN WRITING ABOUT DANCE



DO	DON'T say
Read the assignment brief!	“We learnt a bit from the dance”. “I done some research”
Read the ‘5 Soldiers’ student resource pack.	“It showed emotions”. “We learnt some moves.”
Read the student example. They were awarded a distinction!	“The piece shared a message”. “I liked the costumes”.
Give me lots and lots of detail and examples.	5 soldiers, counting stars, singing in the rain
Tell me what each piece is about and the stylistic qualities.	Use words that you don't know the meaning of.
Describe workshops and relate them to the piece/style/choreographer. Why was each piece choreographed in a certain style? How did that style help the choreographer portray the meaning and theme?	Don't abbreviate – don't = do not
Describe costumes, props, lighting, sound – provide examples and justify.	“How the war was back then”.
Talk about the style, purpose of each piece and skills needed to perform the repertoire.	“We done a workshop”.
Tell me who each choreographer collaborated with and why – how did it inform their work? Why so many or so little collaborations?	Don't use the wrong decade for each piece.
Tell me how effective the piece was in communicating the theme and its purpose.	Don't leave any room for assumptions.

Dance Vocabulary/Dictionary.

The following are words you should be able to understand and use when describing dance work, both vocally and in your written work.

- Perform – To share a dance to another person(s).
- Canon – Where a group of people perform a phrase of movement but at different times. Like a Mexican wave which starts at different times.
- Choreograph – To compose a sequence of steps and moves for a performance of dance.
- Climax – The high point of your dance.
- Duo/Duet – Two dancers performing together.
- Dynamics – Different ways of performing the movement. For example: jagged, jerky, smooth, heavy, light, sharp, and soft.
- *Extension –
- Focus – Where you project your eye line.
- Gesture – This can be a hand signal, such as a 'stop', wave or any other gesture that can be made with the arms.
- Isolation – Where one body part is the only part of the body that is moving and the rest of the body remains still.
- Jump – Any style of jump or leap at any level and in any direction is classed as a jump.
- Levels – Performing a routine or motif at a high, medium or low level/height.
- Motif – A short series of actions to make up a section of dance that clearly communicates your idea and can be developed and adapted to show variations of these movements.
- Motif Development – Adapting your original ideas to vary the levels, directions, speed, order, repeat, add dynamics, and change the focus.
- Musicality – Timing, phrasing and sensitivity to other musical elements such as rhythm and texture.

- Relationship – Body part to body part, movement to movement, dancer to dancer.
- Retrograde – Performing a motif backwards.
- Solo – A single dancer performing alone.
- Space – Variation in shape, size, level, direction, pathway, design and orientation.
- Stillness – Where the body remains still for more than 3 seconds within the routine or motif. Stillness also signifies the beginning or ending of a dance routine.
- Structure – The order of your dance. It should have a clear beginning, middle and end.
- Travel – This can be in any direction and in any form at any level. Examples could include forwards, sideways, backwards, crawling, rolling and leaping.
- Trigger – Where another person, part of the music or a cue is used to trigger a dance move.
- Trio – Three performers
- Turn – Turning the body round, to face another direction, and can be done at different levels.
- Unison – Dancing at the same time.
- Portray – To show the meaning/emotions within a dance.
- Projection – To send your energy out to the audience.
- Movement Memory – Remembering the dance actions so that you can perform them with accuracy.
- Spatial Awareness – Being aware of where you are in the space. For example, not dancing too close or far away from another performer.