

### **BTEC Dance Summer Independent Learning – Transition into Year 13**

The first unit you will be studying in year 13 is **Unit 14 – Choreography for Live Performance**.

In order to prepare for this unit you will need to complete the following tasks over summer and have done these for your first session back.

Please read below the Merit and Distinction outline for criteria A- the criteria which your summer work relates to.

**For distinction standard**, learners must present a detailed and comprehensive commentary of the key features, purpose and potential of a minimum of six choreographic devices and compositional structures in relation to communicating a stimulus effectively and structuring movement material in choreography. Learners will refer to specific contrasting examples of their work explored in practical workshops (live or recorded) and that of professional choreographers. This will enable learners to fully evaluate choreographic devices and compositional structures through comparisons, for example, the use of motif development to signify musical structures in Richard Alston's work and motif development used by Lloyd Newson to reinforce a social theme or idea. Learners' work will be presented to a high standard and will include a well-argued, evaluative commentary, showing effective use of subject-specific terminology, relevant presentation techniques, such as practical demonstrations, and good grammar.

**For merit standard**, learners must present the purpose of each choreographic device and compositional structure (a minimum of five) when communicating stimulus/subject matter through performance. Learners will make comparisons between their own work (live or recorded) explored in practical workshops and that of professional choreographers, using examples to support their findings. Learners' work will be detailed, using relevant presentation techniques, for example photographic evidence and practical demonstrations, and accurate subject-specific terminology.

**Part 1 – Compulsory Content**

**Task1**

Fill in the table below, explaining what each device is and how it can be used in a dance performance. Add x4 more devices you find through your research.

| <b><u>Device</u></b>  | <b><u>Explain what it is</u></b> | <b><u>How can you use it (example)</u></b> |
|---|----------------------------------|--|
| Motif<br>Motif Development  |                                  |  |
| Contrast  |                                  |  |
| Complimentary   |                                  |  |
| Unison  |                                  |  |
| Cannon<br>-reverting<br>-Simultaneous<br>-cumulative<br>-loose  |                                  |  |
| Contact   |                                  |  |
| Highlights  |                                  |  |
| Climax  |                                  |  |
| Logical sequencing  |                                  |  |
| Positioning   |                                  |  |
| Relationship of dancers –<br>use of props and set   |                                  |  |
| Compositional structure<br>-Binary<br>-Tenary<br>-Rondo<br>-Episodic<br>-Narrative<br>-Chance<br>-Collage<br>-Theme and Variation |                                  |  |
| Proxemics on stage  |                                  |  |
| Accumulation  |                                  |  |
|   |                                  |  |

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## Task 2

Using the links below, fill in the table for each choreographer, stating the style of work they create e.g compositional structures (narrative, abstract, chance method)/ devices used in their work, any names of professional works they have done and what inspires you about the works and what you might take inspiration from for your own choreography

| <u>Choreographer</u> | <u>Style of work/<br/>Use of devises<br/>you can see</u>   | <u>Professional<br/>works (names)</u>          | <u>What inspires<br/>you?</u>   |
|----------------------|--|--|---|
| E.G –<br>Akrahm Khan | Abstract, storytelling,<br>taking real life<br>situations and past<br>experiences to show<br>through dance<br>performance.<br>Devices I can see –<br>unison, cannon, motif<br>development. | Zero Degrees, Rush,<br>Vertical Road, Giselle. | The use of storytelling<br>of past experiences<br>and transforming<br>them into a dance<br>performance. Telling a<br>story through the<br>body language. The<br>use of dancers on<br>stage showing shapes<br>visualising objects. |
| Wayne McGregor       |  |  |   |
| Pina Bausch          |  |  |   |
| Jerome Robbins       |  |  |   |
| Siobhan Davies       |  |  |   |
| Trisha Brown         |  |  |   |
| Christopher<br>Bruce |  |  |   |

### **Task 3**

**Answer the following questions:**

\* What is the meaning of stimulus/stimuli?

\* Kinaesthetic, visual, ideational, tactile and auditory are all types of stimuli. Give a short description of each and how they could be used.

\* Select two of the following and describe how you would begin using them as stimuli to begin generating choreography ideas.

- Picture (include the picture please)
- Piece of music (title and artist needed)
- Theme of a carnival
- A sequence from professional repertoire
- Silk scarf

#### **Part 2 – Strongly Recommended Additional Content**

Watch and analyse how choreographic devices are used in this section of the professional piece *West Side Story*.

Cool: <https://www.youtube.com/watch?v=wugWGhItaQA>

#### **Links:**

[www.waynemcgregor.com](http://www.waynemcgregor.com)

[www.pina-bausch.de/en/pina\\_bausch/](http://www.pina-bausch.de/en/pina_bausch/)

[www.siobhandavies.com](http://www.siobhandavies.com)

[www.trishabrowncompany.org](http://www.trishabrowncompany.org)

[www.jeromerobbins.org](http://www.jeromerobbins.org)

[Practitioner focus: Christopher Bruce | Drama And Theatre](#)

[christopher bruce - YouTube](#)

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[wayne mcgregor - YouTube](#)

[trisha brown - YouTube](#)

[siobhan davies works - YouTube](#)

[pina bausch works - YouTube](#)

[jerome robbins - YouTube](#)