

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

Your next unit in year 13 you will be starting 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 the first session back after summer break.

Your preparation for this unit will link to the Learning Aim A of the specification. Please read below the Merit and Distinction outline for this Learning Aim to acquaint yourself with the parameters you will be working towards.

**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.

**A.D1 - Evaluate key features and purpose of choreographic devices and compositional structures through effective exploration, comparing and contrasting well-chosen examples of practitioners' work to support findings.**

### **Task 1 – Research choreographic devices**

Fill in the table using the research links 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 in the table

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


**\*Use the PowerPoint on structures in the Choreography file on Teams as well as the below links for your research**

[Choreographic devices Flashcards | Quizlet](#)

[Choreographic devices in dance - using contrast | \(danceteachingideas.com\)](#)

[Glossary / Dance / Pedagogy / Teaching and Learning / Home - Arts Online \(tki.org.nz\)](#)

[Choreographic Devices | Rix Kix Arts](#)

## **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**

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

Trisha Brown			
Christopher Bruce			

**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](#)

[wayne mcgregor - YouTube](#)

[trisha brown - YouTube](#)

[siobhan davies works - YouTube](#)

[pina bausch works - YouTube](#)

[jerome robbins - YouTube](#)