

# The Elmgreen Sixth Form Induction Programme

Please note that projects will be used to form part of your assessment within the term.

## **Pearson BTEC Performing Arts (Dance)**

Autumn Term scheme of work outline:

In the first year you will study two different units. The first is titled 'Developing Skills and Technique for a Live Performance' in which you will look at developing your performance skills as a dancer by covering a range of different styles and techniques culminating in a group performance piece. The second is 'Investigating Practitioners Work' where you will be introduced to a number of different dance practitioners across a range of genres and explore their work.

### **Bridging Project**

You will undertake research on a choreographer from a list that we will be studying next year. You will create an information booklet which will provide information on your chosen choreographer and two of their professional dance works. It is up to you how you present the project, but follow the structure by using this booklet. You should include images and collate information from a range of different resources.

### **Layout of the Project**

Complete your project on your choice of the choreographers and their two professional works from the list below:

- *'Swan Lake' and 'The Nutcracker!' by Matthew Bourne*
- *'Ghost Dances' and 'Swansong' by Christopher Bruce*
- *'Chicago' and 'Sweet Charity' by Bob Fosse*
- *'Zero Degrees' and 'Desh' by Akram Khan.*

### **Section 1: Introduction**

Write a short introduction about your chosen professional work. This should include the following:

- The choreographer and premiere date
- Stimulus/ themes/ choreographic intention
- Why you have chosen to explore this piece.

### **Section 2: The choreographer**

**History** – when and where were they born, nationality, where they trained, any influences on their work such as people, period of time, political influence etc.

**Past works:** examples of other works by the choreographer, including collaborations with other choreographers



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**Style of movement** – techniques in their style, key features across their choreography, interpretation of movement, use of dancers

### **Section 3: The Professional Works**

Choose the first professional work by your chosen choreographer to present your research on. *You will then repeat this section for the second work by your chosen choreographer.*

- ***Task One: Details of the Dance Work***

Undertake research about your first chosen dance work. Ensure all of your ideas are written in prose rather than bullet points etc.

- What was the premiere date of the piece? (Date it was first shown)
- How many dancers are there? Male/ female?
- What was the starting point/ inspiration for this piece (stimulus)?
- What is it about (themes/ choreographic intention)?
- Dance style?
- Identify some key features of the choreography.
- Are there different sections to the dance work? If so, what?

- ***Task Two: Features of Production (costume, lighting, set design, accompaniment (music) )***

Explore the following areas to write about and DESCRIBE in detail. You may wish to describe different moments from the dance piece.

- Costume
- Lighting
- Set Design
- Accompaniment (music)
  - How do each of these features support and enhance the dance work. Do they make theme themes of the piece more apparent? How do they contribute to the audiences understanding of the dance work?

- ***Task Three: Identifying key motifs from the dance work***

A **motif** is a short movement phrase that is key to communicating the themes of the work. A motif may be repeated, developed and varied across a dance work.

Select one key motif from the dance work (it only needs to be short). Write a full and detailed description of this motif. Identify which section of the dance it is from, is it repeated across the piece, how does it link to the theme, stimulus of choreographic intent of the piece?

*e.g. 'The following motif is from section two of the professional work. One dancer starts centre stage facing stage left. He slowly raises his right arm to a high level with his focus up. He then sharply pulls his arm in to his body, initiating a jump. He then suddenly runs to stage left and raises both arms to upstage rising onto tip toes.'*



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## Section Four: Personal Reflection

In this section you will give your opinion on what you learnt about the choreographer and the two pieces. Was there anything you particularly liked/ disliked or was there anything particularly interesting or surprising. You may wish to offer a short comparison between the two works if you noticed any similarities or differences.

I look forward to receiving these projects during the first class after summer. You will not be required to present your findings to the class unless you particularly wish to. I will however make copies of each project to distribute to the class as a learning resource so please ensure they are completed to a high standard, include adequate and relevant detail and are clear to understand.

### Reading List:

Textbook to buy: Revise BTEC National Performing Arts Revision Guide: (REVISE BTEC Nationals in Performing Arts) Paperback – 21 Aug 2017

Essential Guide to Dance 3<sup>rd</sup> Edition Paperback, Linda Ashley, Aug 2008

Dance Composition: A Practical Guide to Creative Success in Dance Making, Jacqueline M Smith Autard- June 2010

The Intimate Act of Choreography, Lynne Anne Blom- June 2010

### Other useful website links and sources:

<http://www.rambert.org.uk/join-in/schools-colleges/other-resources/>

<http://www.rambert.org.uk/join-in/schools-colleges/resources-asa-level/>

<https://new-adventures.net/take-part/schools>

<http://www.ocr.org.uk/Images/269859-matthew-bourne-topic-exploration-pack.pdf>

*If you have any question please contact:*

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*Please be aware that staff may not be available to respond to emails after Friday 20 July 2018*



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