

# GCSE DANCE:

HYPOTHETICAL CHOREOGRAPHY

MOTIF DEVELOPMENT

DEVELOPING YOUR MOTIF

SAFE PRACTICE

DEFINITIONS

NAME:

DATE:

## Hypothetical choreography questions (part A of the exam paper).

Here are some suggestions which are similar to what you may see on your exam paper.

1. 'It is not the strongest of species that survive, not the most intelligent, but the one most responsive to change'. Charles Darwin

What could this piece be about, using the statement above as your starting point?

My piece would be about

I've chosen this because it links to the statement above making links to

2. 'It is said that something as small as the flutter of a butterfly's wing can ultimately cause a typhoon halfway around the world'.  
Chaos Theory

What could this piece be about, using the statement above as your starting point?

My piece would be about

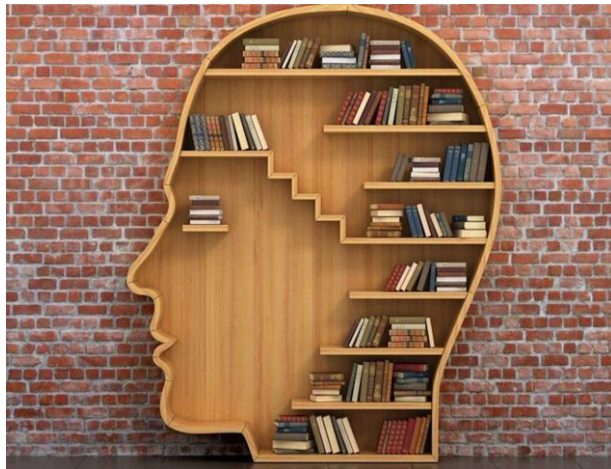
I've chosen this because it links to the statement above making links to



What could this piece be about, using the image above as your starting point?

My piece would be about

I've chosen this because it links to the image above making links to



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### Creating and describing a motif.

You need to describe a motif (phrase of movement) which any one could do. Therefore, it must be instructional. Step by step instructions. This must also be do-able, so make it realistic.

Example:

"The dancers would start standing back to back in the middle of the stage. Then slowly raise their right arm to above their head while walking in a semi-circle away from each other ending upstage facing each other. Then they would perform a leap to the left before slowly lunging forwards and reaching to hold hands."

Using the example above, highlight all the ACTIONS, DYNAMICS AND SPACE.

### Developing your motif

There are a huge variety of ways that you can develop a motif, but the most important reason to develop it in the first place is to add interest to your dance. Listed below are the different choreographic devices you could use;

Motif and Development (this links to your ASDR)

Repetition

Contrast

Highlights

Climax

Manipulation of number

Unison and canon

If you get a question in your exam about how you would develop your motif/phrase, you **MUST** show the comparison to the original e.g. 'I would use motif and development but changing the roll which originally was in unison to the left to a roll in canon all going different directions'. If you just put 'I would use motif and development and change the space' this wouldn't get the marks.

Answer the following question;

***Using one of your choices from above, identify 3 ways in which you would develop the motif you have described, this could be either actions, space or dynamics.***

I would change the

Instead of

I would

I would change the

Instead of

I would

I would change the

Instead of

I would

Other questions could relate to safe practice and understanding the definitions of key terminology. From your knowledge of safe practice and your dance glossary; have a go at the questions below...

1. List 3 reasons why we warm up

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- 
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2. What exercises could you do to help prepare for elevation?

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3. Why is a cool down important?

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4. Why is it important for a dancer to stay hydrated?

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5. What does the dance relationship unison mean?

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6. Define the word 'focus'.

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7. Give 2 different ways a dancer could rehearse for effective use of focus

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8. Name 2 technical/physical skills demonstrated by the dancer in the picture...

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- 



9. Describe an exercise you could do to improve one of the skills you named in the question above. Don't forget you must write in full sentences and show development over time.

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10. What does alignment mean?

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11. What does posture mean?

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12. Why is rehearsal so important for a dancer? What does it help with?

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**Section A- Q1 practice.**

Outline a **Choreographic Intent** that you could consider when using a **painting called 'The Scream'** as a stimulus. [2 marks]

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Give two ways you could use **dynamics** to communicate your Choreographic Intent. [2 marks]

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Outline a **Choreographic Intent** that you could consider when using a **prop: A Pencil case** for the use of 3 dancers. [3 marks]

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Outline a **Choreographic Intent** that you could consider when using this **fact** as stimulus. **"Broccoli is actually a flower."** [2 marks]

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Give 3 **actions** you could use which relate to your Choreographic Intent above.

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Outline a choreographic intent for your trio, which refers to the stimulus and the use of three dancers. [3 marks]

**Stimulus: 'With friends like these...'**

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Give two ways you could use **relationships** in your Trio. [2 marks]

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Outline a choreographic intent for your trio, which refers to the stimulus [image above] and the use of two dancers. [3 marks]

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Describe a **motif** you could choreograph for your dance. Refer to Actions, Space and Dynamics in your answer. [3 marks]

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Outline a choreographic intent for your **solo**, which refers to the **stimulus** and the use of one dancer. [3 marks]

**Stimulus: A mask worn on the face**

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Identify a type of **aural setting** you could use for your piece. [1 mark]

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Explain how your use of physical skills and attributes contributed to the overall effectiveness of your solo performance?

NAME IT	EXAMPLE	EXPLAIN IT
In my solo performance of Breathe I needed good posture	This was at the start when I stood at stage left facing the right side. I performed three walks.	Posture was effective here because it made me appear confident in the solo performance.

Repeat the above x5