

Name



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## Section B : Your Own Work

Section B of your written paper will have questions solely based on your own practical work for Component 1. These are your final practical assessment dances as follows:

1. **Performance in a Duet/Trio**
2. **Your two Set Phrases**
3. **Choreography from a given AQA stimulus**

- 
- There will be three **explain** questions linked to your own work, each worth 6 marks. The total marks for this section is 18.
  - There may be 2 Performance questions + 1 Choreography, **or** 2 Choreography + 1 Performance.
  - The questions will ask you to explain how you used **a range** of performance and choreographic skills to support **choreographic intent** and **effectiveness of performance**.
  - The amount of skills you need to explain will vary from question to question. For example there are 11 physical skills to choose from and so you are likely to need to talk about 7 of these to hit the top marks. However there are only 5 in the structure category and so 4 would be sufficient. As a rule of thumb, explain **4 minimum for any question** and then aim for **2 more on top if it's possible**.



You must know the following:

- Your dances. Do not forget them when the practical assessment is over. Make sure you have a video of each of them either on your phone or a USB. You WILL need them.
- Performance and Choreographic Skills. You cannot answer these questions without knowing these WELL.
- Why the skills are important.
- How to structure an answer.

**IMPORTANT**



To score well, you must learn to **describe and explain your work**.

Then you must get quick at it. You have around **8** minutes per question in this section.

**Advance preparation will help you with this timing.**

# Knowing Your Work



Write a brief overview of each dance, so that you know which dances you must talk about in this section.

My performance in a duet/trio is the one about/when we....

My two set phrases are.....

The stimulus I used for my choreography was.....

and it was about [choreographic intention].....

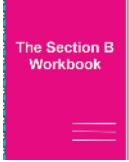


Have you got a video of EACH of these dances to view at home?

Y

N

**If NO, your first task is to get this sorted asap.  
YOU NEED TO HAVE THESE TO HAND FOR REVISION.**



# The Skills



Knowing the Performance and Choreographic Skills is VITAL for doing well in this section of the paper. **Why?**

Each question will ask you to explain how you used a specific **skills category**. If you do not know which skills fit into each category you cannot answer the question.

**So let's make sure you know them.**

List the correct skills under the categories below.

## PERFORMANCE

PHYSICAL	EXPRESSIVE	TECHNICAL	MENTAL

## CHOREOGRAPHY

ACTION	SPACE	DYNAMICS	RELATIONSHIPS	STRUCTURE	DEVICES

# The Mark Scheme

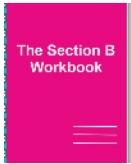
**IMPORTANT**

**You must be aware of the mark scheme so that you understand how to hit the higher marks.**

## GOLDEN RULES

1. For 2 marks, the mark scheme states that you must provide at **least two skills**. This means that if you only provide one skill, you can only get 1 mark.
2. **At least** two skills means that you must provide **many more** in order to achieve full marks.
3. You must provide **examples as well as explanations** to hit 4 marks.
4. Marks 5 and 6 need around 5 or 6 different skills, with examples and explanations. This may be more for a physical skills question where there are 11 skills to choose from.





# Your Performance in a Duet/Trio

## PHYSICAL SKILLS

I used these **Physical Skills**

when I..... [give movement example]

1 \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

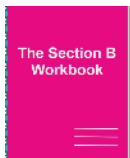
5 \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6 \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Try to find 6 different skills with a movement example for each.**



## Explaining why physical skills are effective.

Section B questions ask you to **explain**, and a physical skills question may ask you to explain why the skills you used made your dance **effective**. It is very tempting to just say 'it made my dance look more interesting' but that is not enough for the top marks.

**So how do physical skills make a dance effective? Here are some ideas. The first 6 are done for you - can you find reasons for why the remaining 5 could be effective? Consider what would happen if you *didn't* have these skills.**

PHYSICAL SKILL	HOW IT MIGHT BE EFFECTIVE
<b>Posture</b>	Having good posture might make your performance look more confident.
<b>Strength</b>	Core strength may be important for controlling landing from jumps, or holding balances. It might also be important for keeping a partner safe in contact work.
<b>Stamina</b>	Stamina may be very important for working with fast music, to keep the timing accurate, or maybe it helps the build up to a climax.
<b>Alignment</b>	Strong alignment may be important for safety when landing from jumps, or for maintaining strong shapes for dramatic effect. It may also be crucial for holding a balance.
<b>Balance</b>	Being able to balance and hold it might create an important moment of stillness, or maybe it hits an accent or pause in the music.
<b>Control</b>	Control may be very important for moving in and out of the floor, and will work with core strength and flexibility to achieve a smooth transition.
<b>Extension</b>	
<b>Flexibility</b>	
<b>Coordination</b>	
<b>Mobility</b>	
<b>Isolation</b>	

# Writing an answer

Here's a typical exam question:

**Explain how your use of physical skills and attributes contributed to the overall effectiveness of your duet/trio performance. [6 marks]**



Before we can answer, we need to remember the **rules of the mark scheme**.

The mark scheme states:

- You must use a **variety of different skills** in your answer. If you only use 1 skill, you can only get 1 mark. If there are 11 physical skills, aim for talking about 6 or 7 for the top marks.
- You must give movement examples to support your answer. If you do not, you can only get 3 marks maximum.
- You must explain how each skill made the dance effective.



Now we can start building our answer using the formula below.

**BUT FIRST! STATE WHAT YOUR DANCE IS ABOUT!**

**NAME IT**

*My dance is a trio about overcoming illness. At the start of my dance, I needed good **posture**.*

**EXAMPLE**

*This was when I stood upstage facing the front and performed slow walks toward the audience with an upright stance.*

**EXPLAIN IT**

*Posture was effective here because it made my character appear confident.*

**X 6**

*At the start of my dance, I needed good **posture**. This was when I stood upstage facing the front and performed slow walks toward the audience with an upright stance. Posture was effective here because it made my character appear confident.*

# Exemplar Answer

*My dance is a trio about overcoming illness.*

## NAME IT

1

At the start of my dance, I needed good **posture**.

## EXAMPLE

*This was when I stood upstage facing the front and performed slow walks toward the audience with an upright stance.*

## EXPLAIN IT

*Posture was effective here because it made my character appear confident.*

## NAME IT

2

As the first section progressed, I needed to use **isolation**

## EXAMPLE

*when I turned my head, lifted my left shoulder then popped my right knee forwards.*

## EXPLAIN IT

*Strong isolation was very effective because it added to the sharp dynamic I had to use to show my body breaking.*

## NAME IT

3

Later on I needed upper body **strength**.

## EXAMPLE

*This was when we had a short contact section where I held my partner in a pencil lift above my head.*

## EXPLAIN IT

*Strength was important in my arms at this point for safety reasons. I needed to make sure I could hold her without dropping her.*

## NAME IT

4

As the dance moved into the final section, **stamina** was needed.

## EXAMPLE

*This was because we had to perform a series of runs and leaps then drop into a roll and repeat.*

## EXPLAIN IT

*The music was rapid at this point and so if we didn't have stamina, we would not have been able to keep up and we would have missed the timing.*

## NAME IT

5/6

For the ending we needed **control** and **balance**.

## EXAMPLE

*when we stopped dead and slowly turned, lowering ourselves to the floor to lie down.*

## EXPLAIN IT

*Control and balance were important because this was the final movement and we needed to create a calm, dignified mood. If we didn't have control and balance we would have dropped suddenly and ruined the effect.*

**TOP TIPS**

You can use multiple skills for the same example to increase the variety! 

## Exemplar Answer: Final Format

**Explain how your use of physical skills and attributes contributed to the overall effectiveness of your duet/trio performance. [6 marks]**

*example*

*explanation*

*My dance is a trio about overcoming illness.*

*At the start of my dance, I needed good **posture**. This was when I stood upstage facing the front and performed slow walks toward the audience with an upright stance. Posture was effective here because it made my character appear confident.*

*As the first section progressed, I needed to use **isolation** when I turned my head, lifted my left shoulder then popped my right knee forwards. Strong isolation was very effective because it added to the sharp dynamic I had to use to show my body breaking.*

*Later on I needed upper body **strength**. This was when we had a short contact section where I held my partner in a pencil lift above my head. Strength was important in my arms at this point for safety reasons. I needed to make sure I could hold her without dropping her.*

*As the dance moved into the final section, **stamina** was needed. This was because we had to perform a series of runs and leaps then drop into a roll and repeat. The music was rapid at this point and so if we didn't have stamina, we would not have been able to keep up and we would have missed the timing.*

*For the ending we needed **control** and **balance** when we stopped dead and slowly turned, lowering ourselves to the floor to lie down. Control and balance were so important because this was the final movement and we needed to create a calm, dignified mood. If we didn't have control and balance we would have dropped suddenly and ruined the effect.*

- 
- Excellent
  - Good
  - Satisfactory
  - Poor

**For the top 6 marks, this is what you are aiming for.  
It's not difficult if you use the **formula** and  
**practise it well before the exam.****

### Why is this 6 marks?

- It uses a wide variety of skills.
- There are well selected examples for where each skill is used.
- The answer states why the skill is effective *all the way through*.
- It is well structured.

## Your Turn! Write your answer.

PHYSICAL

*My dance is a duet/trio about .....*

NAME IT

EXAMPLE

EXPLAIN IT

1

2

3

4

5

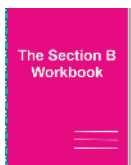
TOP  
TIPS

**REMEMBER!** can use multiple skills for the  
same example to increase the variety ! 



**Your Turn! This time SET PHRASES.****PHYSICAL***My 2 set phrases are.....***NAME IT****EXAMPLE****EXPLAIN IT****1****2****3****4****5****TOP  
TIPS****REMEMBER!** You can use multiple skills for the same example to increase the variety ! 





# Your Performance in a Duet/Trio

## EXPRESSIVE SKILLS

I used these **Expressive Skills**

when I..... [give example]

1

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2

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3

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4

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5

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6

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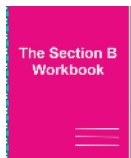


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**Try to find 6 different skills with a movement example for each.**



## Explaining why expressive skills are effective.

Section B questions ask you to **explain**, and an expressive skills question may ask you to explain why the skills you used made your dance **effective**. It is very tempting to just say 'it made my dance look more interesting' but that is not enough for the top marks.

**So how do expressive skills make a dance effective? Here are some ideas. The first 4 are done for you - can you find reasons for why the remaining 4 could be effective? Consider what would happen if you *didn't* have these skills.**

EXPRESSIVE SKILL	HOW IT MIGHT BE EFFECTIVE
<b>Focus</b>	Your use of focus might suggest character and could also make your performance seem more confident.
<b>Projection</b>	This is all about energy flow connecting with the audience. Strong projection draws the audience in and creates a confident performance.
<b>Spatial Awareness</b>	The way you are able to navigate through the space will make formations and pathways clearer - and these might be important for communicating a theme or for dramatic impact.
<b>Musicality</b>	Being able to draw out the unique qualities of music means that you can create a variety of different moods successfully. It might also mean that climax is more effective.
<b>Facial Expression</b>	
<b>Sensitivity to other dancers</b>	
<b>Phrasing</b>	
<b>Communication of choreographic intent</b>	

## Writing an answer

Here's a typical exam question:

**Explain how your use of expressive skills contributed to the overall effectiveness of your duet/trio performance. [6 marks]**



Before we can answer, we need to remember the **rules of the mark scheme**.

The mark scheme states:

- You must use a variety of different skills in your answer. If you only use 1 skill, you can only get 1 mark. If there are 8 expressive skills, aim for talking about 5 for the top marks.
- You must give movement examples to support your answer. If you do not, you can only get 3 marks maximum.
- You must explain how each skill made the dance effective.



Now we can start building our answer using the formula below.

**BUT FIRST! STATE WHAT YOUR DANCE IS ABOUT!**

**NAME IT**

*My performance was a duet about the effects of technology. At the start of the dance we needed strong **focus***

**EXAMPLE**

*when we each stared at our open palms.*

**EXPLAIN IT**

*This was because we wanted to show how people stare at their mobile phones and shut each other out. Our strong focus downwards disconnected us from the audience.*

**X 5**

*My performance was a duet about the effects of technology. At the start of the dance we needed strong **focus** when we each stared at our open palms. This was because we wanted to show how people stare at their mobile phones and shut each other out. Our strong focus downwards disconnected us from the audience.*

# Exemplar Answer

My performance was a duet about the effects of technology.

## NAME IT

1

My performance was a duet about the effects of technology. At the start of the dance we needed strong **focus**

## EXAMPLE

when we each stared at our open palms.

## EXPLAIN IT

This was because we wanted to show how people stare at their mobile phones and shut each other out. Our strong focus downwards disconnected us from the audience.

## NAME IT

2

The second section of our dance used a variety of different **facial expressions**.

## EXAMPLE

For example, we looked out to the audience with a smiling face, turned towards each other with a sad face and then turned back to the audience with our eyes rolled to the ceiling.

## EXPLAIN IT

This was very effective in communicating the emoji used in text speak and added some humour to the dance.

## NAME IT

3

**Musicality** was also important here

## EXAMPLE

as the expressions hit strong accents in the music

## EXPLAIN IT

to emphasise the idea further.

## NAME IT

4

We then performed a fast and furious section where we moved between unison and contact. For this we needed **sensitivity to other dancers**

## EXAMPLE

because one minute we had to lift, fall and catch and the next we were side by side performing a robotic phrase in unison.

## EXPLAIN IT

Without this skill, we could have fallen in the contact work and been out of time with each other in the unison section.

## NAME IT

5

For the ending we needed **projection** and **style fusion**.

## EXAMPLE

This was when we moved from street dance style to a more balletic section looking out to the audience with long extensions.

## EXPLAIN IT

Projection and style fusion were very important for communicating that the struggle with tech was over. The new mood was one of freedom, away from a screen.

TOP  
TIPS

You can use multiple skills for the same example to increase the variety ! 

## Exemplar Answer: Final Format

**Explain how your use of expressive skills contributed to the overall effectiveness of your duet/trio performance. [6 marks]**

*example*

*explanation*

My performance was a duet about the effects of technology. At the start of the dance we needed strong **focus** when we each stared at our open palms. This was because we wanted to show how people stare at their mobile phones and shut each other out. Our strong focus downwards disconnected us from the audience.

The second section of our dance used a variety of different **facial expressions**. For example, we looked out to the audience with a smiling face, turned towards each other with a sad face and then turned back to the audience with our eyes rolled to the ceiling. This was very effective in communicating the emoji used in text speak and added some humour to the dance. **Musicality** was also important here as the expressions hit strong accents in the music to emphasise idea further.

We then performed a fast and furious section where we moved between unison and contact. For this we needed **sensitivity to other dancers** because one minute we had to lift, fall and catch and the next we were side by side performing a robotic phrase in unison. Without this skill, we could have fallen in the contact work and been out of time with each other in the unison section.

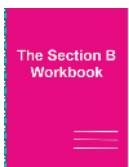
For the ending we needed **projection** and **style fusion**. This was when we moved from-street dance style to a more balletic section looking out to the audience with long extensions. Projection and style fusion was very important for communicating that the struggle with tech was over. The new mood was one of freedom, away from a screen.

- 
- Excellent
  - Good
  - Satisfactory
  - Poor

**For the top 6 marks, this is what you are aiming for.  
It's not difficult if you use the **formula** and  
**practise it well before the exam.****

### Why is this 6 marks?

- It uses a wide variety of skills.
- There are well selected examples for where each skill is used.
- The answer states why the skill is effective *all the way through*.
- It is well structured.



# Your Turn! Write your answer.

**EXPRESSIVE**

*My dance is a duet/trio about .....*

**NAME IT**
**EXAMPLE**
**EXPLAIN IT**
**1**

--	--	--

**2**

--	--	--

**3**

--	--	--

**4**

--	--	--

**5**

--	--	--

**TOP TIPS**

**REMEMBER!** You can use multiple skills for the same example to increase the variety ! 



# Your Turn! This time SET PHRASES.

## EXPRESSIVE

My 2 set phrases are .....

NAME IT

EXAMPLE

EXPLAIN IT

1

2

3

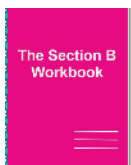
4

5

TOP TIPS

REMEMBER! You can use multiple skills for the same example to increase the variety ! 





# Your Performance in a Duet/Trio

## MENTAL SKILLS

I used these **Mental Skills**

when I..... [give example]

1

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---



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2

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---



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3

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---



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4

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5

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---

6

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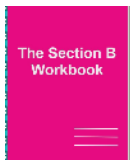


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**Try to find 6 different skills with a movement example for each.**



## Explaining why mental skills are effective.

Section B questions ask you to **explain**, and a mental skills question may ask you to explain why the skills you used made your dance **effective**. It is very tempting to just say 'it made my dance look more interesting' but that is not enough for the top marks.

**So how do mental skills make a dance effective? Here are some ideas. The first 6 are done for you - can you find reasons for why the remaining 4 could be effective? Consider what would happen if you *didn't* have these skills.**

### MENTAL SKILL

### HOW IT MIGHT BE EFFECTIVE

<b>Movement Memory</b>	Movement memory is really important for accuracy of timing and to make a performance appear strong and confident.
<b>Commitment</b>	If you are committed to your performance, your determination may shine through in the use of focus and will certainly make the dance look confident.
<b>Concentration</b>	Concentration could well have a health and safety implication - especially in contact work, it also makes a dance more accurate.
<b>Systematic Repetition</b>	This one is very important for developing movement memory, accuracy, spatial awareness and the confidence that grows as a result.
<b>Mental Rehearsal</b>	How many times have you gone over the dance in your head? Why do you do this? It's probably a self check for movement memory and accuracy, timing and musicality.
<b>Response to Feedback</b>	The ability to take on board constructive criticism will raise the quality of the performance.
<b>Confidence</b>	
<b>Planning a rehearsal</b>	
<b>Rehearsal discipline</b>	
<b>Capacity to Improve</b>	

## Writing an answer

Here's a typical exam question:

**Explain how your use of mental skills and attributes contributed to the overall effectiveness of your duet/trio performance. [6 marks]**



Before we can answer, we need to remember the **rules of the mark scheme**.

The mark scheme states:

- You must use a variety of different skills in your answer. If you only use 1 skill, you can only get 1 mark. If there are 10 mental skills, aim for talking about 6 or 7 for the top marks.
- You must give movement examples to support your answer. If you do not, you can only get 3 marks maximum.
- You must explain how each skill made the dance effective.



Now we can start building our answer using the formula below.

**BUT FIRST! STATE WHAT YOUR DANCE IS ABOUT!**

**NAME IT**

*My dance was a trio about obsessive compulsive disorder. As the dance was complicated we had to **plan a rehearsal schedule**.*

**EXAMPLE**

*For example, the first rehearsal dealt with a fast repetitive section and the 2<sup>nd</sup> on the contact section.*

**EXPLAIN IT**

*Planning the rehearsals helped to make the dance effective because we could chop it up into small sections and perfect them. When we put them together the quality had increased.*

**X 6**

*My dance was a trio about obsessive compulsive disorder. As the dance was complicated we had to **plan a rehearsal schedule**. For example, the first rehearsal dealt with a fast repetitive section and the 2<sup>nd</sup> on the contact section. Planning the rehearsals helped to make the dance effective because we could chop it up into small sections and perfect them. When we put them together the quality had increased.*

# Exemplar Answer

My dance was a trio about obsessive compulsive disorder.

## NAME IT

1

As the dance was complicated we had to **plan a rehearsal schedule**.

## EXAMPLE

For example, the first rehearsal dealt with a fast repetitive section and the 2<sup>nd</sup> on the contact section.

## EXPLAIN IT

This made the dance effective because we could focus on small sections and perfect them. When we put them together the quality had increased.

## NAME IT

2/3/4

The fast section demanded **systematic repetition** and **mental rehearsal** in order to build my **movement memory**.

## EXAMPLE

This was because we used a lot of rapid gesture in unison and it was hard to remember. We had to repeat it over and over again. I then went through it in my head whenever I could.

## EXPLAIN IT

Remembering the dance meant that accuracy improved. I was also able to perform the section at speed and maintain the precision of the unison.

TOP  
TIPS

You can use multiple skills for the same example to increase the variety ! 

## NAME IT

5

In the middle of the dance we needed **concentration**

## EXAMPLE

because we used contact where we were lifting, falling and catching.

## EXPLAIN IT

We needed to concentrate to help the dynamic flow of the movement as each dancer weaved over and under the others.

## NAME IT

6

The great thing about practising all of these skills is that over time it increased my **confidence**.

## EXAMPLE

I found that I knew what I was doing, I knew where my fellow dancers were in the space and I knew the timing well.

## EXPLAIN IT

When I am secure in the movement, the audience want to watch more and the performance has strength.

## Exemplar Answer: Final Format

**Explain how your use of mental skills and attributes contributed to the overall effectiveness of your duet/trio performance. [6 marks]**

*example*

*explanation*

My dance was a trio about obsessive compulsive disorder. As the dance was complicated we had to **plan a rehearsal schedule**. For example, the first rehearsal dealt with a fast repetitive section and the 2<sup>nd</sup> on the contact section. This made the dance effective because we could focus on small sections and perfect them. When we put them together the quality had increased.

The fast section demanded **systematic repetition** and **mental rehearsal** in order to build my **movement memory**. This was because we used a lot of rapid gesture in unison and it was hard to remember. We had to repeat it over and over again. I then went through it in my head whenever I could. Remembering the dance meant that accuracy improved. I was also able to perform the section at speed and maintain the precision of the unison.

In the middle of the dance we needed **concentration** because we used contact where we were lifting, falling and catching. We needed to concentrate to help the dynamic flow of the movement as each dancer weaved over and under the others.

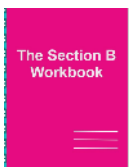
The great thing about practising all of these skills is that over time it increased my **confidence**. I found that I knew what I was doing, I knew where my fellow dancers were in the space and I knew the timing well. When I am secure in the movement, the audience want to watch more and the performance has strength.

- 
- Excellent
  - Good
  - Satisfactory
  - Poor

For the top 6 marks, this is what you are aiming for.  
It's not difficult if you use the **formula** and **practise it well before the exam**.

### Why is this 6 marks?

- It uses a wide variety of skills.
- There are well selected examples for where each skill is used.
- The answer states why the skill is effective *all the way through*.
- It is well structured.



# Your Turn! Write your answer.

**MENTAL**

*My dance is a duet/trio about .....*

**NAME IT**
**EXAMPLE**
**EXPLAIN IT**
**1**

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**2**

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**3**

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**4**

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**5**

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**TOP TIPS**

**REMEMBER!** You can use multiple skills for the same example to increase the variety ! 



# Your Turn! This time SET PHRASES.

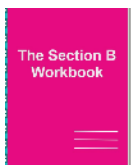
**MENTAL**

My 2 set phrases are .....

**NAME IT**
**EXAMPLE**
**EXPLAIN IT**
**1**
**2**
**3**
**4**
**5**
**TOP  
TIPS**

**REMEMBER!** You can use multiple skills for the same example to increase the variety ! 





# Your Performance in a Duet/Trio

## TECHNICAL SKILLS

I used these **Technical Skills**

when I..... [give example]

1

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2

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3

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4

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5

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6

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**TAKE CARE! Remember that this is a performance question and not choreography.**

Try to find 6 different skills with a movement example for each.

## Explaining why technical skills are effective.



### Tricky question alert!

A technical skills question is probably the hardest of the performance categories. This is because actions, space, dynamics and relationships naturally lend themselves to choreography answers. You must remember to keep **performance** at the forefront of your mind throughout.

**So how do technical skills make a dance effective? Here are some ideas. The first 7 are done for you - can you find 3 more?**

#### TECHNICAL SKILL

#### HOW IT MIGHT BE EFFECTIVE

<b>Elevation [Action]</b>	Having good elevation is very important for making jumps and leaps higher. This creates dramatic effect and makes a strong performance.
<b>Dynamics</b>	Being able to demonstrate contrast in dynamic is important for creating 'light and shade' in a performance, so that you can create surprise and diversity for the audience.
<b>Travel &amp; Transferring Weight [Action]</b>	Being able to shift your weight enough to be able to travel large distances across the stage space means that you are better placed to extend your movements fully. This makes a strong and confident performance.
<b>Contact [Relationship]</b>	Being able to trust a partner enough to give them your full body weight is very important for performing contact work successfully. It could also communicate meaning better.
<b>Timing</b>	Having accurate timing is important for hitting important accents in the music as well as maintaining precise unison and canon. It is also important for performing contact work successfully.
<b>Rhythmic Content</b>	This links to timing so that aural setting qualities can be drawn out to make a more musical performance. It is also important for maintaining unison and canon.
<b>Moving in a stylistically accurate way</b>	The genre of the dance dictates a variety of weight and dynamic requirements. Being able to perform these with accuracy makes the style identifiable and 'brands' the performance. It may also link to the music.

## Writing an answer

Here's a typical exam question:

**Explain how your use of technical skills contributed to the overall effectiveness of your duet/trio performance. [6 marks]**



Before we can answer, we need to remember the **rules of the mark scheme**.

The mark scheme states:

- You must use a variety of skills from different categories in your answer. If you only use 1 category, you can only get 1 mark. If there are 7 technical skills categories, aim for talking about one from 5 of them for the top marks.
- You must give movement examples to support your answer. If you do not, you can only get 3 marks maximum.
- You must explain how each skill made the dance effective.



**Answer** Now we can start building our answer using the formula below.

**BUT FIRST! STATE WHAT YOUR DANCE IS ABOUT!**

**NAME IT**

*My dance was a duet about the sea. An important technical skill was being able to perform using different **dynamics**.*

**EXAMPLE**

*For example, I performed both soft wave like actions and then powerful arm gestures.*

**EXPLAIN IT**

*My ability to perform both softly and forcefully needed both control and strength and was important for showing contrast clearly.*

**X 5**

*My dance was a duet about the sea .An important technical skill was being able to perform using different **dynamics**. For example, I performed both soft wave like actions and then powerful arm gestures. My ability to perform both softly and forcefully needed both control and strength and was important for showing contrast clearly.*

# Exemplar Answer

My dance was a duet about the sea.

## NAME IT

1

An important technical skill was being able to perform using different **dynamics**.

dynamic

## EXAMPLE

For example, I performed both soft wave like actions and then powerful arm gestures.

## EXPLAIN IT

My ability to perform both softly and forcefully needed both control and strength and was important for showing contrast clearly.

## NAME IT

2

I also needed to be able to **transfer my weight** through the space and **travel**.

action

## EXAMPLE

This was when I extended my leg to the side, fell into a plie and ran in a large semi circle upstage.

## EXPLAIN IT

Being able to move across a wide area of the stage space created a strong and confident performance and meant I could enlarge my movements fully.

## NAME IT

3/4

**Timing** and being able to perform in **rhythm** was very important throughout the dance.

timing &amp; rhythm

## EXAMPLE

A good example was when we both performed an 8 count phrase on 8 accents in the music followed by a variety of gestures on a syncopated rhythm.

## EXPLAIN IT

Timing was vital for creating a highlight where we were in precise unison. Being able to perform to a rhythm was effective in emphasizing the music at that point.

**TOP TIPS**

You can use multiple skills for the same example to increase the variety ! 

## NAME IT

5

Being able to successfully perform **contact work** was also important.

relationship

## EXAMPLE

This was when I lifted my partner and 'threw' her down, then she lifted me in a pencil lift.

## EXPLAIN IT

This involved trust so that we were both happy to give our weight to the other. It was important because it made our climax strong.

## Exemplar Answer: Final Format

**Explain how your use of technical skills contributed to the overall effectiveness of your duet/trio performance. [6 marks]**

*example*

*explanation*

My dance was a duet about the sea. An important technical skill was being able to perform using different **dynamics**. For example, I performed both soft wave like actions and then powerful arm gestures. My ability to perform both softly and forcefully needed both control and strength and was important for showing contrast clearly.

I also needed to be able to **transfer my weight** through the space and **travel**. This was when I extended my leg to the side, fell into a plie and ran in a large semi circle upstage. Being able to move across a wide area of the stage space created a strong and confident performance and meant I could enlarge my movements fully.

**Timing** and being able to perform in **rhythm** was very important throughout the dance. A good example was when we both performed an 8 count phrase on 8 accents in the music followed by a variety of gestures on a syncopated rhythm. Timing was vital for creating a highlight where we were in precise unison. Being able to perform to a rhythm was effective in emphasizing the music at that point.

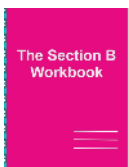
Being able to successfully perform **contact work** was also important. This was when I lifted my partner and 'threw' her down, then she lifted me in a pencil lift. This involved trust so that we were both happy to give our weight to the other. It was important because it made our climax strong.



For the top 6 marks, this is what you are aiming for.  
It's not difficult if you use the **formula** and  
**practise it well before the exam.**

### Why is this 6 marks?

- It uses a wide variety of skills.
- There are well selected examples for where each skill is used.
- The answer states why the skill is effective *all the way through*.
- It is well structured.



# Your Turn! Write your answer.

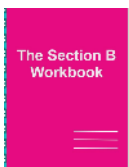
**TECHNICAL**

*My dance is a duet/trio about .....*

**NAME IT**
**EXAMPLE**
**EXPLAIN IT**
**1**
**2**
**3**
**4**
**5**
**TOP  
TIPS**

**REMEMBER!** You can use multiple skills for the same example to increase the variety ! 





# Your Turn! This time SET PHRASES

**TECHNICAL**

My 2 set phrases are .....

**NAME IT**
**EXAMPLE**
**EXPLAIN IT**
**1**
**2**
**3**
**4**
**5**
**TOP TIPS**

**REMEMBER!** You can use multiple skills for the same example to increase the variety ! 

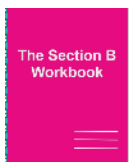


## Explaining your Choreography

Section B questions ask you to **explain** how your choice of **action, space, dynamics, structure** and **choreographic devices** communicated your **choreographic intent**.  
Everything you talk about must link back to what your dance is about.



1. Make sure you talk about choreographic intent, **not** the initial stimulus.
2. If you don't state your choreographic intent at the start of your answer, you could get zero.



# Your Choreography

## ACTION CONTENT

Choose one action from 6 of these categories

travel

turn

elevation

gesture

stillness

floorwork

use of different body parts

transfer of weight

I used these **ACTIONS**

which showed my choreographic intent in this way...

1

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2

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3

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4

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5

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---

6

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Try to find 6 different skills with a movement example for each.

## Writing an answer

Here's a typical exam question:

**Explain how your use of action supported your choreographic intent. [6 marks]**



Before we can answer, we need to remember the **rules of the mark scheme**.

The mark scheme states:

- You must use a variety of different skills in your answer. If you only use 1 skill, you can only get 1 mark. If there are 8 action categories, aim for 6 for the top marks.
- You must give movement examples to support your answer. If you do not, you can only get 3 marks maximum.
- You must explain how each skill supported your choreographic intent.



Now we can start building our answer using the formula below.

**BUT FIRST! STATE WHAT YOUR DANCE IS ABOUT!**

**NAME IT**

*My dance was a quartet about electrical circuits. At the beginning of my dance I used 4 motifs where each dancer used a **different body part**.*

**EXAMPLE**

*Dancer 1 used her knees, Dancer 2 used her shoulders, Dancer 3 used his torso and Dancer 4 the arms.*

**EXPLAIN IT**

*I used different body parts like this to represent each different component in an electrical circuit.*

**X 6**

*At the beginning of my dance I used 4 motifs where each dancer used a **different body part**. Dancer 1 used her knees, Dancer 2 used her shoulders, Dancer 3 used his torso and Dancer 4 the arms. I used different body parts like this to represent each different component in an electrical circuit.*

## Explain how your use of action supported your choreographic intent. [6 marks]

My dance was a quartet about electrical circuits.

### NAME IT

1

At the beginning of my dance I used 4 motifs where each dancer used a **different body part**.

### EXAMPLE

Dancer 1 used her knees, Dancer 2 used her shoulders, Dancer 3 used his torso and Dancer 4 the arms.

### EXPLAIN IT

I used different body parts like this to represent each different component in an electrical circuit.

### NAME IT

2

I then used a **travelling** phrase

### EXAMPLE

involving 4 walks, a roll and then a shunt forwards in arabesque. This was in unison on a circular pathway.

### EXPLAIN IT

The travelling was there to symbolise the flow of electricity around the circuit.

### NAME IT

3/4

Towards the middle of the dance I used a phrase which combined **turns** and **elevation**

### EXAMPLE

when one dancer performed a fast double pirouette into a travelling leap.

### EXPLAIN IT

This was to show a motor in the circuit turning a helicopter blade which spins and finally flies off.

**TOP TIPS**

You can use multiple skills for the same example to increase the variety ! 👍

### NAME IT

5/6

This was followed by a **gestural** phrase for two dancers leading into **stillness**.

### EXAMPLE

They opened and closed their fists four times and rolled their forefingers over each other in circles. This was repeated faster and faster before both dancers jumped outwards and then stood still.

### EXPLAIN IT

The opening and closing hands was to show a light bulb flashing on and off whilst the finger gestures showed the curved pattern of the element inside. When the dancers jumped to the side and stood still, I wanted to show that the bulb had blown and now nothing would work. The circuit was broken.

## Exemplar Answer: Final Format

Explain how your use of action supported your choreographic intent. [6 marks]

*example*

*explanation*

*My dance was a quartet about electrical circuits.*

*At the beginning of my dance I used 4 motifs where each dancer used a **different body part**. Dancer 1 just her knees, Dancer 2 used her shoulders, Dancer 3 used his torso and Dancer 4 the arms. I used different body parts like this to represent each different component in an electrical circuit.*

*I then used a **travelling** phrase involving 4 walks, a roll and then a shunt forwards in arabesque. This was in unison on a circular pathway. The travelling was there to symbolise the flow of electricity around the circuit.*

*Towards the middle of the dance, I used a phrase which combined **turns** and **elevation** when one dancer performed a fast double pirouette into a travelling leap. This was to show a motor in the circuit turning a helicopter blade which spins and finally flies off.*

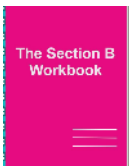
*This was followed by a **gestural** phrase for two dancers leading into **stillness**. For example, they opened and closed their fists four times and rolled their forefingers over each other in circles. This was repeated faster and faster before both dancers jumped outwards and then stood still. The opening and closing hands was to show a light bulb flashing on and off whilst the finger gestures showed the curved pattern of the element inside. When the dancers jumped to the side and stood still, I wanted to show that the bulb had blown and now nothing would work. The circuit was broken.*

- 
- Excellent
  - Good
  - Satisfactory
  - Poor

**Remember** - you must use actions from different categories to climb the mark scheme. If you gave 4 examples of where you used spins, turns, pirouettes and pivots, you could only get 1 mark - because all are in the TURN category.

### Why is this 6 marks?

- It uses a wide variety of actions from 6 different categories.
- There are well selected examples for where each skill is used.
- The answer states why the skill supports the choreographic intent *all the way through*.
- It is well structured.



# Your Turn! Write your answer.

**ACTION**

My dance is about .....

**NAME IT**

**EXAMPLE**

**EXPLAIN IT**

1

2

3

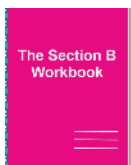
4

5

**TOP TIPS**

**REMEMBER!** You can use multiple skills for the same example to increase the variety ! 





# Your Choreography

## DYNAMIC CONTENT

Choose one dynamic from 5 of these categories

**fast/slow**

**sudden/sustained**

**acceleration/deceleration**

**strong/light**

**direct/indirect**

**flowing/abrupt**

I used these **DYNAMICS**

**which showed my choreographic intent in this way...**

1

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---



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2

---



---



---

3

---



---



---

4

---



---



---

5

---



---



---

**Try to find 5 different skills with a movement example for each.**

## Writing an answer

Here's a typical exam question:

Explain how your use of dynamics supported your choreographic intent. [6 marks]



Before we can answer, we need to remember the **rules of the mark scheme**.

The mark scheme states:

- You must use a variety of different skills in your answer. If you only use 1 skill, you can only get 1 mark. If there are 6 dynamic categories, aim for talking about 4 or 5 for the top marks.
- You must give movement examples to support your answer. If you do not, you can only get 3 marks maximum.
- You must explain how each skill supported your choreographic intent.



Now we can start building our answer using the formula below.

**BUT FIRST! STATE WHAT YOUR DANCE IS ABOUT!**

**NAME IT**

*My dance is a solo about the composition of the planets. At the start I needed a **slow** dynamic.*

**EXAMPLE**

*This was when I was kneeling on the floor, slowly circled my arms and gradually lifted my head to the audience.*

**EXPLAIN IT**

*The slow speed was important for communicating the lack of gravity in space, where things move in slow motion. This set a context for my dance.*

**X 5**

*My dance is a solo about the composition of the planets. At the start I needed a **slow** dynamic. This was when I was kneeling on the floor, slowly circled my arms and gradually lifted my head to the audience. The slow speed was important for communicating the lack of gravity in space, where things move in slow motion. This set a context for my dance.*

## Explain how your use of dynamics supported your choreographic intent. [6 marks]

My dance is a solo about the composition of the planets.

### NAME IT

1

At the start I needed a **slow** dynamic.

### EXAMPLE

This was when I was kneeling on the floor, slowly circled my arms and gradually lifted my head to the audience.

### EXPLAIN IT

The slow speed was important for communicating the lack of gravity in space, where things move in slow motion. This set a context for my dance.

### NAME IT

2

The next section of my dance needed a **fluid** dynamic

### EXAMPLE

where I performed sinewy body ripples and flowing arm waves.

### EXPLAIN IT

The fluidity was important for showing that this was Neptune, which has a large water composition.

### NAME IT

3/4

Following this section, I needed to change dynamic to one that was more **forceful** and **aggressive** as well as **sharp**.

### EXAMPLE

Here, I performed powerful jumps where I landed in a strong plie in 2<sup>nd</sup> with arms stabbing forwards and a sharp lift of the elbow.

### EXPLAIN IT

The powerful and direct dynamic was needed here to show that this planet was Mars which has the composition of iron and rock as well as potassium which can be explosive.

TOP  
TIPS

**REMEMBER!** You can use multiple skills for the same example to increase the variety ! 👍

5

### NAME IT

The final section of my dance was the climax and for this I need to gradually **accelerate** my speed.

### EXAMPLE

For example, I performed a travelling phrase which repeated getting faster each time.

### EXPLAIN IT

The acceleration was to show the particles in Saturn's rings rushing around the planet and how the magnetic field might propel them forward.

## Exemplar Answer: Final Format

Explain how your use of dynamics supported your choreographic intent. [6 marks]

*example*

*explanation*

My dance is a solo about the composition of the planets. At the start I needed a **slow** dynamic. This was when I was kneeling on the floor, slowly circled my arms and gradually lifted my head to the audience. The slow speed was important for communicating the lack of gravity in space, where things move in slow motion. This set a context for my dance.

The next section of my dance needed a **fluid** dynamic where I performed sinewy body ripples and flowing arm waves. The fluidity was important for showing that this was Neptune, which has a large water composition.

Following this section, I needed to change dynamic to one that was more **forceful** and **aggressive** as well as **sharp**. Here, I performed powerful jumps where I landed in a strong plie in 2<sup>nd</sup> with arms stabbing forwards and a sharp lift of the elbow. The powerful and direct dynamic was needed here to show that this planet was Mars which has the composition of iron and rock as well as potassium which can be explosive.

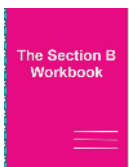
The final section of my dance was the climax and for this I need to gradually **accelerate** my speed. For example, I performed a travelling phrase repeated getting faster each time. The acceleration was to show the particles in Saturn's rings rushing around the planet and how the magnetic field might propel them forward.



**Remember** - you must use dynamics from different categories to climb the mark scheme. If you gave 4 examples of where you used slow, fast, rapid and steady, you could only get 1 mark - because all are in the slow/fast category.

### Why is this 6 marks?

- It uses a wide variety of dynamics from 5 different categories.
- There are well selected examples for where each skill is used.
- The answer states why the skill supports the choreographic intent *all the way through*.
- It is well structured.



# Your Turn! Write your answer.

## DYNAMICS

My dance is about .....

NAME IT

EXAMPLE

EXPLAIN IT

1

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2

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3

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4

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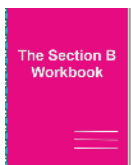
5

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**TOP TIPS**

**REMEMBER!** You can use multiple skills for the same example to increase the variety ! 





# Your Choreography

## SPACE

Choose one spatial skill from 5 of these categories.

pathways                      levels                      directions  
 size of movement            patterns                      spatial design

I used these types of **SPACE**

which showed my choreographic intent in this way...

1 \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5 \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Try to find 5 different skills with a movement example for each.

## Writing an answer

Here's a typical exam question:

**Explain how your use of space supported your choreographic intent. [6 marks]**



Before we can answer, we need to remember the **rules of the mark scheme**.

The mark scheme states:

- You must use a variety of different skills in your answer. If you only use 1 skill, you can only get 1 mark. If there are 6 space categories, aim for talking about 4 or 5 for the top marks.
- You must give movement examples to support your answer. If you do not, you can only get 3 marks maximum.
- You must explain how each skill supported your choreographic intent.



Now we can start building our answer using the formula below.

**BUT FIRST! STATE WHAT YOUR DANCE IS ABOUT!**

**NAME IT**

*My dance is a solo about depression and recovery. At the start of the dance I used a **low level** with very **small gestures**.*

**EXAMPLE**

*I sat on the floor, performed a small shoulder roll and then lifted my other palm to the audience.*

**EXPLAIN IT**

*The level showed that depression had ground me down and the small movements showed that I did not have the energy to reach out any further.*

**X 5**

*My dance is a solo about depression and recovery. At the start of the dance I used a **low level** with very **small gestures**. I sat on the floor, performed a small shoulder roll and then lifted my other palm to the audience. The level showed that depression had ground me down and the small movements showed that I did not have the energy to reach out any further.*

## Explain how your use of space supported your choreographic intent. [6 marks]

*My dance is a solo about depression and recovery.*

### NAME IT

1/2

*At the start of the dance I used a low level with very small gestures.*

TOP  
TIPS

### EXAMPLE

*I sat on the floor, performed a small shoulder roll and then lifted my other palm to the audience.*

### EXPLAIN IT

*The level showed that depression had ground me down and the small movements showed that I did not have the energy to reach out any further.*

**REMEMBER!** You can use multiple skills for the same example to increase the variety! 

### NAME IT

3

*This dance used a variety of spatial designs.*

### EXAMPLE

*The beginning was performed downstage right but then I started to move centre stage and eventually into the whole stage space.*

### EXPLAIN IT

*The start was close to the safety of the wall to show that my confidence was low. Centre stage showed increased confidence and the use of the whole space showed freedom as I beat the depression completely.*

### NAME IT

4

*I also used different directions in my dance.*

### EXAMPLE

*The 2<sup>nd</sup> section performed a phrase changing multiple directions very quickly. For example stage right to upstage left to downstage.*

### EXPLAIN IT

*This symbolised that I did not know which way to turn as I tried to deal with the anxiety of facing the world.*

5

### NAME IT

*The pathways that I used towards the end of the dance were important.*

### EXAMPLE

*I changed from a circular to diagonal pathway from upstage right to downstage left.*

### EXPLAIN IT

*The circles showed that whilst I was moving out of the depression, I had still not found a way forward. The linear diagonal at the end showed that I now had a direction and could leave the past behind.*

## Exemplar Answer: Final Format

Explain how your use of space supported your choreographic intent. [6 marks]

*example*

*explanation*

*My dance is a solo about depression and recovery. At the start of the dance I used a **low level** with very **small gestures**. I sat on the floor, performed a small shoulder roll and then lifted my other palm to the audience. The level showed that depression had ground me down and the small movements showed that I did not have the energy to reach out any further.*

*The dance used a variety of **spatial designs**. The beginning was performed downstage right but then I started to move centre stage and eventually into the whole space. The start was close to the safety of the wall to show that my confidence was low. Centre stage showed increased confidence and the use of the whole space showed freedom as I beat the depression completely.*

*I also used different **directions** in my dance. The 2<sup>nd</sup> section performed a phrase changing multiple directions very quickly. For example stage right to upstage left to downstage. This symbolised that I did not know which way to turn as I tried to deal with the anxiety of facing the world.*

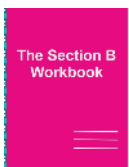
*The **pathways** that I used towards the end of the dance were important. I changed from a circular to diagonal pathway from upstage right to downstage left. The circles showed that whilst I was moving out of the depression, I had still not found a way forward. The linear diagonal at the end showed that I now had a direction and could leave the past behind.*

- 
- Excellent
  - Good
  - Satisfactory
  - Poor

**Remember** - you must use spatial elements from different categories to climb the mark scheme. If you gave 4 examples of where you used upstage, downstage, stage right, stage left, you could only get 1 mark - because all are in the spatial design category.

### Why is this 6 marks?

- It uses a wide variety of spatial elements from 5 different categories.
- There are well selected examples for where each skill is used.
- The answer states why the skill supports the choreographic intent *all the way through*.
- It is well structured.



# Your Turn! Write your answer.

SPACE

My dance is about .....

NAME IT

EXAMPLE

EXPLAIN IT

1

--	--

2

--	--

3

--	--

4

--	--

5

--	--

**TOP TIPS**

**REMEMBER!** You can use multiple skills for the same example to increase the variety ! 



# Your Choreography

## STRUCTURE



# Tricky question alert!

A structure question is tricky because you have to use a range of skills to climb the mark scheme, but you only have one structure for your dance. This means that you **must** use the other skills available in this category to get to the higher marks.

Choose **one** structure from the top row and **3** from the bottom row.

binary

ternary

episodic

rondo

narrative

transitions

beginning/middle/end

unity

logical sequence

I used these types of **STRUCTURE**

which showed my choreographic intent in this way...

1

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2

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3

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4

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5

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Try to find 4/5 different skills with a movement example for each.

## Writing an answer

Here's a typical exam question:

Explain how your use of structuring devices and form supported your choreographic intent. [6 marks]



Before we can answer, we need to remember the **rules of the mark scheme**.

The mark scheme states:

- You must use a variety of different skills in your answer. If you only use 1 skill, you can only get 1 mark. If there are 5 structure categories, aim for talking about 4 for the top marks. 5 would be even better!
- You must give movement examples to support your answer. If you do not, you can only get 3 marks maximum.
- You must explain how each skill supported your choreographic intent.
- **REMEMBER!** You must use the **correct name** of the structure. The examiner will not accept letters eg ABA.



Now we can start building our answer using the formula below.

**BUT FIRST! STATE WHAT YOUR DANCE IS ABOUT!**

**NAME IT**

*My dance is about the game Spin the Bottle/Truth or Dare. The structure I chose is **Rondo**.*

**EXAMPLE**

*'A' repeats after each section when one dancer in the middle of a circle turns with her arm outstretched.*

**EXPLAIN IT**

*A always represents spinning the bottle after each round. Sections B, C and D represent different players and their reactions: telling the truth, a reckless dare and breaking down in fear of both.*

**X 4**

*My dance is about the game Spin the Bottle/Truth or Dare. The structure I chose is **Rondo**. 'A' repeats after each section when one dancer in the middle of a circle turns with her arm outstretched. 'A' always represents spinning the bottle after each round. Sections B, C and D represent different players and their reactions: telling the truth, a reckless dare and breaking down in fear of both.*

## Explain how your use of structuring devices and form supported your choreographic intent. [6 marks]

My dance is about the game Spin the Bottle/Truth or Dare.

### NAME IT

1

The structure I chose is **Rondo**.

### EXAMPLE

'A' repeats after each section when one dancer in the middle of a circle turns with her arm outstretched.

### EXPLAIN IT

A always represents spinning the bottle after each round. Sections B, C and D represent different players and their reactions: telling the truth, a reckless dare and breaking down in fear of both.

### NAME IT

2

The **transitions** used within this structure were important.

### EXAMPLE

Each transition was lively, turning away from the 'speaking' dancer, before moving back into the circle.

### EXPLAIN IT

The transition symbolised 'moving on' in order to continue the game.

### NAME IT

3

The **beginning** and **middle** of the dance showed the game in process but the **end** of the dance was different.

### EXAMPLE

The final repetition of the A phrase was developed by slowing it down and tightening the circle around Dancer D.

### EXPLAIN IT

This was because Dancer D's experience had been fearful and so the game could not continue. The last appearance of A symbolised comfort and support between the dancers as the dance came to an end.

### NAME IT

4/5

The dance therefore showed **logical sequence** and **unity**.

### EXAMPLE

Moving through each section, punctuated by the A phrase and then a development at the end

### EXPLAIN IT

showed the progression of a narrative which brought all dancers together in support of each other.

**TOP TIPS**

You can use multiple skills for the same example to increase the variety ! 

## Exemplar Answer: Final Format

Explain how your use of structuring devices and form supported your choreographic intent. [6 marks]

*example*

*explanation*

My dance is about the game Spin the Bottle/Truth or Dare. The structure I chose is **Rondo**. 'A' repeats after each section when one dancer in the middle of a circle turns with her arm outstretched. 'A' always represents spinning the bottle after each round. Sections B, C and D represent different players and their reactions: telling the truth, a reckless dare and breaking down in fear of both.

The **transitions** used within this structure were important. Each transition was lively, turning away from the 'speaking' dancer, before moving back into the circle. The transition symbolised 'moving on' in order to continue the game.

The **beginning** and **middle** of the dance showed the game in process but the **end** of the dance was different. The final repetition of the A phrase was developed by slowing it down and tightening the circle around Dancer D. This was because Dancer D's experience had been fearful and so the game could not continue. The last appearance of A symbolised comfort and support between the dancers as the dance came to an end.

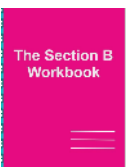
The dance therefore showed **logical sequence** and **unity**. Moving through each section, punctuated by the A phrase and then a development at the end showed the progression of a narrative which brought all dancers together in support of each other.

- 
- Excellent
  - Good
  - Satisfactory
  - Poor

**Remember** - you **must** use different structural elements to climb the mark scheme. If you just talked about Binary for example, you could only get 1 mark. Make sure you know about transitions, logical sequence, unity and beginning/middle/end as well.

### Why is this 6 marks?

- It uses a wide variety of structural skills.
- There are well selected examples for where each skill is used.
- The answer states why the skill supports the choreographic intent *all the way through*.
- It is well structured.



# Your Turn! Write your answer.

## STRUCTURE

My dance is about .....

NAME IT

EXAMPLE

EXPLAIN IT

1

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2

--	--

3

--	--

4

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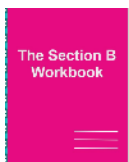
5

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**TOP TIPS**

**REMEMBER!** You can use multiple skills for the same example to increase the variety ! 





# Your Choreography

## CHOREOGRAPHIC DEVICES

Choose one device from 5 of these categories

motif and development

repetition

contrast

highlights

climax

manipulation of number

unison and canon

I used these **CHOREOGRAPHIC DEVICES** which showed my choreographic intent in this way...

1

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---



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2

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---



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3

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---



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4

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5

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Try to find 5 different skills with a movement example for each.

## Writing an answer

Here's a typical exam question:

Explain how your use of choreographic devices supported your choreographic intent. [6 marks]



Before we can answer, we need to remember the **rules of the mark scheme**.

The mark scheme states:

- You must use a variety of different skills in your answer. If you only use 1 skill, you can only get 1 mark. If there are 7 device categories, aim for talking about 5 for the top marks.
- You must give movement examples to support your answer. If you do not, you can only get 3 marks maximum.
- You must explain how each skill supported your choreographic intent.



Now we can start building our answer using the formula below.

**BUT FIRST! STATE WHAT YOUR DANCE IS ABOUT!**

**NAME IT**

**EXAMPLE**

**EXPLAIN IT**

**X 5**

*My dance is a trio about pressure. One of the main devices I used was **repetition**.*

*An example of this was a strong lunge with hands pushed forwards then pushing our left palm to the floor. We repeated this at several points in the dance.*

*Repeating this phrase symbolised the pressure returning each time we had tried to release it.*

*My dance is a trio about pressure. One of the main devices I used was **repetition**. An example of this was a strong lunge with hands pushed forwards then pushing our left palm to the floor. We repeated this at several points in the dance. Repeating this phrase symbolised the pressure returning each time we had tried to release it.*

## Explain how your use of choreographic devices supported your choreographic intent. [6 marks]

*My dance is a trio about pressure.*

### NAME IT

1

One of the main devices I used was **repetition**.

### EXAMPLE

An example of this was a strong lunge with hands pushed forwards then pushing our left palm to the floor. We repeated this at several points in the dance.

### EXPLAIN IT

Repeating this phrase symbolised the pressure returning each time we had tried to release it.

### NAME IT

2/3

I also used both **manipulation of number** and **canon**.

### EXAMPLE

I started with one dancer performing a phrase, then two, down to one again and finally three. All then performed one after the other in canon repeating on a loop.

### EXPLAIN IT

Building the dancers in this way and then continually overlapping movement symbolised an increase in pressure.

TOP  
TIPS

You can use multiple skills for the same example to increase the variety ! 

### NAME IT

4

This built to the **climax**

### EXAMPLE

which was now fast elevated contact work using powerful athletic lifts and catches.

### EXPLAIN IT

This was to show that the pressure valve had released and the tension had exploded, releasing energy and steam up and outwards.

### NAME IT

5

I then used **motif development** for the ending of the dance.

### EXAMPLE

I used the repetitive lunge and push motif but developed by using softer dynamics and a lowered level, so that the lunge dropped to the floor.

### EXPLAIN IT

This was to show that the pressure had finally eased and the vessel was empty.

## Exemplar Answer: Final Format

Explain how your use of choreographic devices supported your choreographic intent. [6 marks]

*example*

*explanation*

My dance is a trio about pressure. One of the main devices I used was **repetition**. An example of this was a strong lunge with hands pushed forwards then pushing our left palm to the floor. We repeated this at several points in the dance. Repeating this phrase symbolised the pressure returning each time we had tried to release it.

I also used both **manipulation of number** and **canon**. I started with one dancer performing a phrase, then two, down to one again and finally three. All then performed one after the other in canon repeating on a loop. Building the dancers in this way and then continually overlapping movement symbolised an increase in pressure.

This built to the **climax** which was now fast elevated contact work using powerful athletic lifts and catches. This was to show that the pressure valve had released and the tension had exploded, releasing energy and steam up and outwards.

I then used **motif development** for the ending of the dance. I used the repetitive lunge and push motif but developed by using softer dynamics and a lowered level, so that the lunge dropped to the floor. This was to show that the pressure had finally eased and the vessel was empty.

- 
- Excellent
  - Good
  - Satisfactory
  - Poor

**Remember** - you must use devices from different categories to climb the mark scheme. If you just talked about fragmentation, retrograde and changing dynamics for example, you could only get 1 mark because they are all in the motif and development category.

### Why is this 6 marks?

- It uses a wide variety of choreographic devices from 5 different categories.
- There are well selected examples for where each skill is used.
- The answer states why the skill supports the choreographic intent all the way through.
- It is well structured.

# Your Turn! Write your answer.

## DEVICES

My dance is about .....

NAME IT

EXAMPLE

EXPLAIN IT

1

2

3

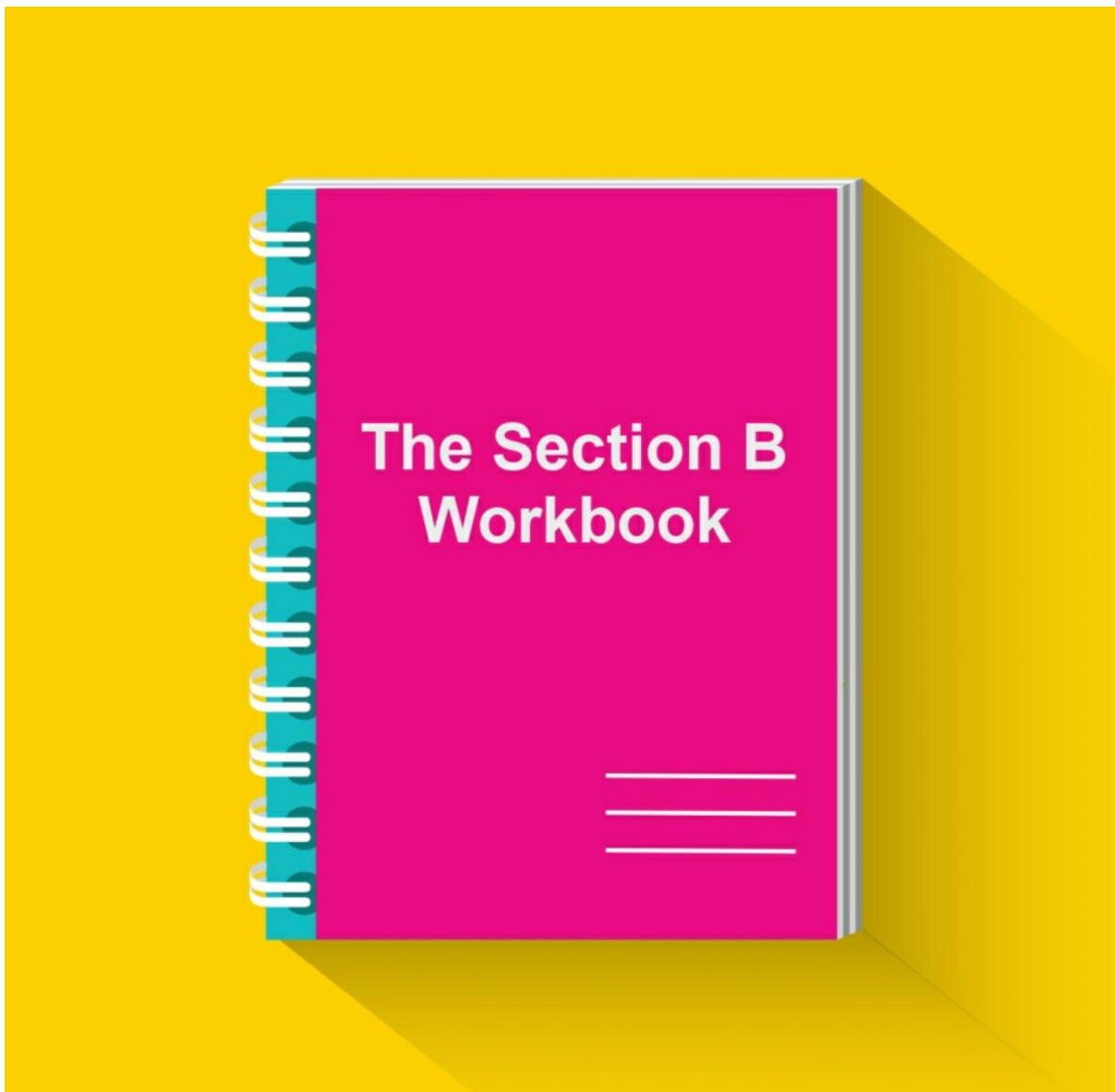
4

5

**TOP  
TIPS**

**REMEMBER!** You can use multiple skills for the same example to increase the variety ! 





**GOOD LUCK**

from all at

**artspool**  
dance education support

A hand is shown holding a blue marker, positioned as if it has just finished underlining the words "GOOD LUCK". The underlining is a thick, blue horizontal line that extends across the width of the text.