

GCSE Dance: Knowledge Organiser

Knowledge and Understanding of Choreography

Actions

- Travel / run / walk
- Turn / spin / pirouette
- Jump / hop / leap
- Stillness / balance
- Gestures / pedestrian
- Fall / roll / slide
- Lift / hold

Space

- Pathways
- Levels
- Stage directions (*upstage, stage right etc*)
- Directions
- Size of movement
- Patterns
- Spatial design / groupings

Choreographic Devices:

- Canon
- Unison
- Repetition
- Contrast
- Highlights
- Climax
- Manipulation of dancer numbers

Motif Development

Change the...

- Order
- Levels
- Body part
- Direction
- Dynamics
- Speed
- Size
- Focus
- Add detail
- Combine devices

Dynamics

- Sudden / sustained
- Fast / slow
- Strong / light
- Direct / indirect
- Fluid / jerky
- Undulating

Relationships

- Lead and follow
- Contact
- Action and reaction
- Complement and contrast
- Counterpoint
- Group formations
- Mirroring
- Accumulation

Dance Structures:

- Binary (A, B)
- Ternary (A, B, A)
- Rondo (A, B, A, C, A, D, A, E)
- Narrative (A, B, C, D, E, F ... to tell a story)
- Episodic (A, B, C, D, E, F ... an abstract dance with no story)
- Beginning, Middle, End, climax
- Logical sequence
- Transitions

Knowledge and Understanding of Performance

Physical Skills

- Posture
- Alignment
- Balance
- Coordination
- Control
- Flexibility
- Mobility
- Strength
- Stamina

Technical Skills

Accurate execution of:

- Actions
- Space
- Dynamics
- Relationships
- Timing
- Rhythmic content
- Moving in a stylistically accurate way

To improve your strength, flexibility, stamina, alignment:

- Progressive Overload = increase weight, intensity, duration & amount over time
- Use mirrors to self check
- Use video to check
- Peer / teacher feedback

Expressive Skills

- Projection
- Focus
- Spatial awareness
- Facial expressions
- Phrasing
- Musicality
- Sensitivity to other dancers
- To communicate the intention of the dance

Mental Skills

In rehearsals:

- Systematic repetition
- Mental rehearsal
- Rehearsal Discipline
- Planning of rehearsals
- Responding to feedback
- Having the capacity and willingness to improve

Mental Skills

During a Performance

- Movement memory
- Commitment
- Concentration
- Confidence

Safe Practice

Preparation for Performance

- Warming up & cooling down
- Nutrition
- Hydration

Safe Practice

During Performance

- Safe execution
- Appropriate dance wear: footwear / hair up / clothing / absence of jewellery

GCSE Dance: Knowledge Organiser

Theory Exam: Command Words & Writing Technique

Look carefully at the command words in the question to help you answer it correctly, effectively and completely.

1 – 2 Mark Questions:

- **Name:** identify correctly
- **Identify:** name or characterise
- **Define:** specify meaning
- **How:** state in which / what way
- **State:** express in clear terms
- **Outline:** set out the main characteristics

3 – 12 Mark Questions: (Usually PEEA Paragraphs)

- **Comment:** present an informed opinion
- **Describe:** give a detailed account
- **Consider:** review information, giving an alternative opinion
- **Explain:** make an idea clear to the reader by describing in detail and linking to the intention
- **Discuss:** present key points taking into account different ideas, interpretations and features
- **Suggest:** present a possible cause or answer
- **Analyse:** examine and interpret information, also giving explanations
- **Compare:** identify similarities and differences and examine their effects
- **Evaluate:** form a judgement from available evidence
- **Interpret:** translate information into recognisable form, demonstrating your understanding.

Remember!



- **6 Marks** = at least 3 PEEA paragraphs
- **12 Marks** = at least 5 PEEA paragraphs
- Each paragraph must have a **different** point and explanation – avoid repeating yourself

Knowledge and Understanding: Critical Appreciation

Features of Production:

- **Staging / Set / props:** anything placed on the stage. Describe the colour, texture, shape, HOW they are used by the dancers and what their use means.
 - Furniture
 - Structures (e.g the LED screen in Infra)
 - Backdrop / cyclorama
 - Props (skateboards, coat stand, bench, table, stools, wheelchair, glass cabinet etc)
- **Lighting:** colour, intensity, direction, type (natural, spotlight, flood, pool, side light, wash, black out), where it appears on the stage and what the lighting helps to communicate about the dance.
- **Costume:** colour, fit, gender similarities and differences, material, historical era, flow/shape, footwear, masks, hair, makeup, accessories. Explain how the costume enhances the action, identifies character, presents the body, ease of movement and communicates the intentions.
- **Dancers:** Number, build, gender
- **Aural Setting: ANYTHING YOU CAN HEAR:** music (include the style), sound (found sound or natural sound), silence, song, body percussion, voice, live, recorded, orchestral, instruments played, tone, pitch, tempo, structure and the effect it has on our understanding of the dance.
- **Dance for Camera:** camera angles, proximity, effects, editing and how it supports our understanding of the dance.

Choreography: Key Words

- **Stimulus:** The initial idea before the dance is made. What 'stimulates' the initial idea!
- **Choreographic intention:** What the dance ends up being about.
- **Motifs:** short phrases of movement that reflect the intention or style of the dance
- **Choreographic Approach:** How the choreographer makes the dance in rehearsal: improvisation, collaboration, choreographic tasks, filming etc

Communication of Choreographic Intent:

- **Mood**
- **Meaning**
- **Character**
- **Theme**
- **Style**

Performance Environments:

- **End Stage:** on the same level as audience
- **Proscenium Arch:** Traditional, elevated stage
- **Site Sensitive:** Not on a stage. Usually filmed

PEEA – Effective Paragraph Structuring for Dance Appreciation

- **Point:** introduce your point, linked to the question
- **Evidence:** describe what is happening in the dance to support your point (*include actions, space, dynamics and relationships / choreographic devices*)
- **Explain:** explain how your evidence helps communicate the choreographic intention(s)
- **Audience / Alternative View:**
Expand your answer by considering another viewpoint OR the audience's experience or understanding.