

Turton School A Level Dance Preparation

A Level Dance Course Overview

The study of dance enables you to develop socially whilst promoting creativity, fitness and well-being. As well as developing as performers, you'll also develop skills in confidence, self-esteem and team working skills.

Assessment includes a combination of practical dance tasks alongside creative extended writing assignments. This will equip you with the necessary skills and experience to study dance further or embark on an exciting career in the arts.



Theoretical preparation
Task 1 – Performance Skills

To prepare for our practical studies I would like you to gain a theoretical understanding of all the skills required in performance. As a performer you need to demonstrate a range of technical and performance skills, such as:

- **Musicality**
- **Alignment**
- **Timing**
- **Awareness of others/Sensitivity towards others**
- **Control**
- **Use of focus**
- **Projection**
- **Strength**
- **Emphasis**
- **Flexibility**

Research the definition of each of the 10 skills and give an example of how you have/or can improve this skill through your study of dance. Work should be handwritten and details of where you have found your information should be included in a bibliography e.g.

Websites

Turtonhighschool@ 123.com

Books

The Art of dance by Mrs Atkinson

Theoretical preparation
Task 2 - Rooster Knowledge Organiser

Create a knowledge organiser around the dance work “Rooster”. I would like you to include different sections as listed below.

Can you write a paragraph for each section? I have given you some questions to help you think about the information I want you to include. Please also add in any other useful information you might find. Please make your knowledge organiser colourful and easy to read and email it to me once it is completed.

Basic facts

- **Who was the choreographer?**
- **What year it was choreographed?**
- **Which company performed the piece?**
- **When it was first performed?**
- **Where did it premiere?**
- **What inspired Rooster?**
- **What was the choreographic intention for Rooster?**

Set

- Who designed the set?
- What does the set look like? Can you describe it?
- Can you find any pictures of the set?

Costume

- Who designed the costume?
- What do the costumes look like? Can you describe them?
- Can you find any pictures of the costumes?
- Explain how the use of costume communicates the intention

Structure

- What is the structure of Rooster? How does this relate to choreographic intention?
- What each section is called?
- What is the intention of each section?
- How many dancers are in each section? (ratio of male to female)
- Which gender gets the upper hand in each section?

Aural setting

- Who composed the music?
- What songs were used?
- Describe the aural setting
- How might the aural setting link to or communicate the intention?

Useful links

Videos of Rooster

1. <https://www.youtube.com/watch?v=0bTW8tPL6qY>
2. <https://www.youtube.com/watch?v=lkxsngusqtw>
3. <https://www.youtube.com/watch?v=pl4ozyBFmfg>
4. <https://www.youtube.com/watch?v=eP5JVPTilfY>
5. <https://www.youtube.com/watch?v=GBvX7zG71SI>
6. https://www.youtube.com/watch?v=0jkh_Y8cdq8
7. <https://www.youtube.com/watch?v=lUbOzyedZwQ>
8. https://www.youtube.com/watch?v=g_k5YJCI12c

Fact File from Rambert.

<https://www.rambert.org.uk/wp-content/uploads/2015/08/Rooster-Resource-Pack-1.pdf>

Some flash cards I found online.

<https://m.brainscape.com/flashcards/rooster-7942269/packs/13146221>
<https://m.brainscape.com/flashcards/rooster-7942269/packs/13146221>

Theoretical preparation
Task 3 - Practitioner Research

To prepare for the theoretical component. Choose a practitioner from one of the areas of study at A Level Dance and create an A4 length fact file on documenting the following information:

Background information
Influences (on themselves/on others)
Choreographic style
Movement style
List of work created
Affiliations with Dance Companies

Practitioners:

Glen Tetley (1926-2007) Jerome Robbins (1918-1998)
Robert North (Born 1945) Bob Fosse (1927-1987)
Christopher Bruce (Born 1945) Gene Kelly (1912-1996)
Richard Alston (Born 1948)

Keeping Active

Look at the genres of dance used in the AQA A Level Dance specification and pick which one you feel you have the least experience in. During the summer take part in a class or workshop for this genre to enhance and broaden your skills in the style. You will need to write a short summary of the session including information about the class/workshop you took part in as well as what you learnt from it.

Below is a list of links to available classes and workshops across Manchester/the North West which might be worth attending:

<http://studio25manchester.com/>
<https://www.thedancehouse.co.uk/>
<http://www.tdsbolton.co.uk/>
<http://www.dawsonacademy.co.uk/>
<https://www.francesbleasdale-bolton.co.uk/>
<http://www.megadance.co.uk/>
<https://www.centre-pointe.co.uk/>
<https://ludusdance.org/programmes/>
<http://www.northwestdance.org.uk/>

Reading List

Below is a list of books which may be useful to your study throughout the A Level Dance course. There is no obligation to buy or read all of these but pre reading about your subject will definitely help you throughout the course.

Compulsory Area of Study:

Rambert Dance Company (formerly Ballet Rambert) 1966 – 2002

Bremser, M. and Sanders, L. (eds). (2011). Fifty Contemporary Choreographers. 2nd edition. London: Routledge

Clarke, M. and Crisp, C. (1989) London Contemporary Dance Theatre: the first 21 Years. London: Dance Books

Crisp, C., Sainsbury, A. and Williams, P. (eds). Ballet Rambert, Fifty Years and On. London: Rambert Dance Company
Dance Study Supplement Part One: Contemporary Dance available from the Dancing Times Optional Area of Study: American Jazz Dance 1940-1975
Conrad, C. (2000) Jerome Robbins that Broadway man that ballet man London: Booth-Clibborn Editions
Emmet Long, R. (2001) Broadway, The Golden Years. Jerome Robbins and the Great Choreographers 1940 to the present New York, London: Continuum
Hirschhorn, C. (1975, 1984) Gene Kelly: A Biography Chicago, Regnery, New York: St Martin's Press
Parkinson, D. (2007) The Rough Guide to Film Musicals London: Rough Guides Ltd

Websites

Rambert Dance Company

britannica.com/biography
criticaldance.com/interviews/1999/cbruce990700.html
rambert.org.uk
rambert.org.uk/explore/rambert-archive/
richardalston.com
sadlerswells.com
siobhandavies.com
<https://gcseandaleveldance.wordpress.com>

Jazz

agnesdemilledances.com/biography.html
britannia.com/biography/Stanley-Donen
danceheritage.org/treasures/cole_essay_levine.pdf
masterworksbroadway.com/artist/bob-fosse/
notablebiographies.com/Jo-Ki/Kelly-Gene.html
jeromerobbins.org

All tasks will be due in on the first lesson back, if you have any questions about the course or tasks please email me at Atkinsonl@turton.uk.com

Choreographic Tasks

As A Level Dance students' you will need to be able to show you have a clear and developed understanding of the idea, leading to highly imaginative and creative outcomes in your choreographies. This will be achieved through effective and informative research, so that you are able to see beyond the simple and obvious choices.

I would like you to research one of the following ideas as a stimulus to create a piece of solo choreography.

1. Choreograph and perform a dance based on an exploration of the different types of symmetry used in geometry.

2. **Choreograph and perform a dance based on a consideration and exploration of one or more of The Air Series of Sculptures created by Daniel Wurtzel (born 1963).**
3. **Choreograph and perform a dance based on an exploration of the functions and symbolism linked to the Roman God Janus.**

Task 1:

Create a short motif of movement that clearly shows the idea you are expressing in your choreography.

The motif must be at least 32 counts in length and consist of appropriate actions, dynamics and spatial ideas which relate to the stimulus.

Task 2:

Create a presentation with accompanying notes on how you would choreograph a solo dance based on the idea you have chosen; you will need to consider the following:

- o How you have interpreted the idea/what aspect of it you are portraying**
- o Choice of actions, dynamics, spatial patterns and reasoning for this**
- o Structure of the dance**
- o Choice of music**