



# Carleton Community High School

*A Specialist Science with Mathematics School*



## GCSE Dance

### **Unit 1- Written Paper 1 hour**

**20%**

This will test your knowledge on the two professional works studied in lessons: 'Ghost Dances' and 'Perfect'. Make sure you have completed research on both works and use resources provided by Miss Grainger to revise.

Exam hint- Number the professional works, 1 and 2 and then answer the questions accordingly. Look at the questions first and decide which work to use and circle/ number.

### **Unit 2- Set Study**

**20%**

Make sure you can identify and present your understanding of performance skills and the technical requirements of the set study. Your final performance will be recorded and then marked on DVD by the examiner.

Exam hint- watch 'Impulse' on the AQA website to help you with the choreography and how to execute it.

Go to Teaching and Learning resources and find Videos for 'Impulse':

[http://web.aqa.org.uk/qual/newgcse/art\\_dan\\_dra\\_mus/new/dance\\_materials.php](http://web.aqa.org.uk/qual/newgcse/art_dan_dra_mus/new/dance_materials.php)

### **Unit 3- Group Performance**

**20%**

3-3 ½ minutes, (at least 2 minutes per dancer), 3-5 dancers. This piece will use Ghost Dances as its stimulus. Make sure you can compare and contrast the similarities and differences. You will be graded on your technical ability, accuracy of actions, dynamic and spatial content, as well as the communication of the choreographic intent.

Assessed LIVE: Criteria marked in half, (therefore dancers would perform twice).

### **Unit 4- Choreography**

**40% of total marks**

#### **Unit 4a- 15% (20 marks)**

Solo (1-1 ½ minutes). LIVE assessment. No lyrics in music and has to be edited to end when performance/ choreography ends.

Exam tip: This unit explores how you can vary and develop at least three motifs to create interesting and original material- Be creative and experiment with RADS! Your motifs will be taken from 'Perfect' and you will complete a workbook to log your understanding of the choreographic process.

#### **Unit 4b- 25% Solo (1 ½ minutes) or Group (3-3 ½ minutes)**

Choose a stimulus- assessed LIVE. Choreography based on interpretation of stimulus.

5 marks for music- NO LYRICS!!!

Programme note required with stimulus- justify your decisions, linking actions and dynamics. Research stimulus used, providing evidence to support this.

Further reading/ study guide: 'AQA GCSE Dance', M. Clunie, L. Dale and L. Paine, (available from amazon.co.uk).

\*Use 'Getting Ready for the Exam' checklist.

## Getting ready for the exam

Use this checklist to make sure you are on target!

### Set Dance

I can perform the Set Dance all the way through	
I have videoed myself and watched the video	
I have made some improvements to my performance	
I know what approximate mark my performance is and how to improve	

### Performance in a Group

I/We have finished choreographing the group dance	
I have videoed it and watched the video	
I have made some improvements to my performance	
We have discussed it as a group and recognised strengths and areas to improve.	
I know what approximate mark my performance is and how to improve	

### Choreography

I have decided on an idea / theme for my dance	
I have decided to do a solo / group dance (delete as appropriate)	
I have found the accompaniment I want to use	
I have edited the accompaniment to the right length	
I have choreographed a main motif for my dance	
I have arranged who my dancers are.	
I have organised when I will practice after school with my dancers.	
I have videoed my choreography and watched the video	
I am using a checklist of choreographic devices	
I am including a climax (high point) in my dance	
I know what approximate mark my choreography is and how to improve	

### Choreography checklist

Clear, different sections in my dance	
Clear motif	
Unison	
Complementary canon (if group dance)	
Contrasting canon (if group dance)	
Repetition of main gestures and motifs	
Using all three levels	
Using different directions and pathways	
Using all the dance space	
Using all the dancers throughout the dance (if group dance)	
Dance has a proper sequence – definite beginning, middle section and ending	
Using different dynamics	
Dance has a climax, high point or something exciting that happens	
Repetition of main gestures and motifs, with changes	
Using rhythm of the music in the rhythm of movement	
My dance shows my idea clearly	