

Knowledge organiser



Dance

RAYNES
PARK HIGH SCHOOL

Component 1: Exploring the Performing Arts

Work Shop 1: SWAN SONG

Choreographer: Christopher Bruce

Year: 1987

Dance style: Contemporary, Ballet, Tap, Tango and Jazz

Theme: Human rights and isolation

Props: One Chair

Story: 2 Prison Guards and 1 Prisoner. The Prisoner is interrogated by 2 Prison Guards. The Prisoner dies at the end of the scene.

Costume: Prison Guards wear identical uniform and the Prisoner wears a red top and jeans. The red top represents fear and the blue jeans represent a restriction of movement.



Work Shop 2: CAR MAN

Choreographer: Matthew Bourne

Year: 2000

Dance Style: Ballet

Theme: In a garage, socialising with friends.

Prop/s: Tyres from the mechanics

Story: Mechanics are repairing cars. The siren goes off to signal the end of the day and the mechanics run to the shower and change. Mechanics go to a diner and meet their girlfriends and friends

Costume: white dirty vest and blue trousers



Work Shop 3: GHOST DANCE

Choreographer: Christopher Bruce

Year: 1981

Dance Style: Ballet and Contemporary

Theme: Death comes, but people rise up again and again.

Prop/s: Masks

Story: Day of the Dead – a celebration of the dead.

Costume: Black bands and loose rags, matted hair, near naked bodies and make up to emphasise bones and muscles.



Component 2: Developing skills and techniques in the Performing Arts

Students study a professional dance and learn a 2minute section of the dance.
The dance must be performed in front of an audience.

Component 3: Responding to a Brief

Edexcel will release the External Assignment brief in January. Students need to create a 7 – 15minute dance around the brief given.

Things to think about:

- Think carefully about the Stimulus. How can your group bring the Stimulus to life through dance?
- What is the story? What role will you play in the dance?
- What stylistic qualities can you add to your dance?
- How will you use dynamics, actions, space, levels?
- What music will you dance too?
- How will you ensure you have met the assessment brief?
- What is your target audience?

Component 3....Three 600 word Essays

Essay 1: Ideas Log

Your essay must discuss:

- the concept and style of performance
- your selection of target audience
- the resources needed (during development and performance) for the exploration and development of ideas
- how the ideas meet the requirements of the brief
- how the work of practitioners has influenced your ideas
- ideas you have contributed
- how you explored ideas

Essay 2: Skills Log

Your essay must discuss:

- your role in the group
- the skills and techniques you selected
- how your skills meet the requirements of the brief
- how you developed your skills and techniques
- your individual contribution to the rehearsal/development process
- how the work of practitioners has influenced your development of skills and techniques

Essay 3: Evaluation Log

Your essay must discuss:

- how the outcome met the requirements of the brief
- the development process as an individual and as a group
- the performance/design outcome
- the key strengths of your work
- areas for further development