

Aylesford School  
GCSE Dance



Structure Booklets

## Section A

### **Command Words:**

- Describe
- Outline
- Give
- State
- Define
- Identify

### **Hypothetical Choreography - Things to remember:**

1. ALWAYS check how many dancers you are writing about (located before the image, text etc.)
2. If the question says “and use of ‘X’ dancers”, you must refer to them and how you will use these dancers

## Writing structures to remember in Section A

### **The First Question:**

The first question will ask you to outline your dance idea - but it could be written in a variety of different ways and could be worth, 1, 2 or 3 marks.

Here are some examples of correct answers with the different marks

**WAY 1:** You are choreographing a dance for two dancers using the image below as stimulus



Outline a dance idea or theme you could consider from this stimulus.  
2 marks

*This question wants you to give your dance idea and link it to the stimulus.*

Correct example:

My dance would be about conflict and confusion, because the red stop light and the green go light are on at the same time.

**WAY 2:** You are choreographing a dance for two dancers using the image below as stimulus



Outline a choreographic intent for your duet, which refers to the image and the use of two dancers. 3 marks

*This question wants you to give your dance idea, link it to the stimulus and refer to the dancers*

Correct Example:

My dance would be about conflict and confusion, because the red stop light and the green go light are on at the same time. One dancer would show anger and the other would show joy and they would swap roles constantly.

## The Motif Writing Question:

### Exemplar question

Describe a motif you could choreograph for your dance. Your answer should refer to actions, space and dynamics. [3 marks]

*This question is asking you to create a short dance phrase that has actions (movements), space and dynamics*

### Structure:

1. IF it is a duet/group dance state that it is in unison
2. For EVERY Action you need to give it a Space and a Dynamic
3. You must have 3-4 ASD's
4. It must be doable and be a logical sequence

### Correct Example:

In unison all dancers start centre stage. They slowly raise their right hand into the air and quickly clench their fist. They drop their arm and run swiftly to down stage right, where all dancers perform a sudden leap ending facing the audience.

## Motif Development Question:

### Exemplar question

Give two ways you could develop the use of space in the motif you have described. [2 marks]

### Note:

Always stick to changing the Dynamics or a Spatial element as these are easy to remember

### Structure:

**"I would change the ..... Instead of "X" I would do "Y"**

### **Correct Example:**

I would change the direction. Instead of raising my right hand I would raise the left hand

I would change the levels. Instead of suddenly leaping I would drop into a crouch.

### **Other examples:**

I would change the dynamics. Instead of slowly raising my arm I would abruptly raise my arm.

I would change the pathways. Instead of running directly to downstage right I would run using a circular pathway starting centre stage finally reaching down stage right.

**You will be asked a number of questions relating to safe working practices, including TEMP skill questions.**

### **The Exercise Question:**

You might be asked to describe an exercise that will improve a certain skill (e.g. Physical Skill – Control)

#### Exemplar question

Describe one exercise that a dancer could do to improve their control. [2 marks]

#### **Remember to:**

- **Name the exercise**
- **Describe the exercise (saying do a plank will not suffice. Instead say: Place both forearms on the floor, taking the weight in your arms, lift the body up and away from the floor with legs stretched out behind**

- The question will ask you to IMPROVE the skill, therefore doing it once will not be enough. You need to state how long you would do the exercise for and over time.

## Section B

### Command Words:

- Explain

**You must mention at least 5-6 skills!!**

### Structure (PEE):

1. (Only if talking about duet or choreography not set solos) State what your dance was about – keep it simple!!
2. Point (name the skill)
3. Evidence (where and how in your choreography or performance it was used)
4. Explain (explain the effectiveness of having this skill in your dance)
5. Repeat steps 2-4 four more times, or, so you end up with 5-6 skills (remember you can combine 2 skills together using one example, but only do this a maximum of 2 times)

### Note:

- If you cannot think of another skill (mind goes blank) use a previous skill you have already used

## BUT YOU MUST USE A DIFFERENT EXAMPLE THAN BEFORE!

### Correct Exemplars:

**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.*

**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

### **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.*

## Section C

### 6 Marker

#### **Command Words:**

- **Name**

- **Explain**

The 6-mark question will ask you to **EXPLAIN HOW**, your answer to the question (**YOUR EXAMPLE**) helps support the **CHOREOGRAPHIC INTENT** of one the Anthology works, about one of the following topics :

- **Choreographic Content** (e.g. ASDR- Movement examples, Structure, Choreographic Devices e.g. Canon, Unison, Repetition, Contrast, Climax, Motif and development)
- **Features of Production** (e.g. Costume, Aural Setting, Set/Props, Lighting)
- **Performance environments** (e.g. Proscenium Arch, End-stage, Site-sensitive, In the round)
- **Choreographic Approaches**

**NOTE:** You will first get a **1-mark question** asking you to **NAME** a given Choreographic Skill that communicates the Choreographic Intent of one of the Anthology works. You **MUST** answer this first.

**Structure:**

- 1. Point (Identify the point you will make. If you are being asked to talk about costume state what item/s it is e.g Hotpants)**

- 2. Evidence (Provide a descriptive example of the hotpants. It's not good enough to say that they are wearing just hotpants! You need to describe it fully and tell me the rest of the costume too, for example; the colour, the fabric, the way it moves, how it fits, their hair, shoes etc. E.g. Neon brightly coloured lycra shorts worn by all dancers, which are tight and reveal the entire leg)**
- 3. Explain (Explain how this supports the question e.g. How this is effective to the CI/Stim/Theme)**
- 4. Repeat PEE x2 using different examples**

### **The 12Marks Feature of production Question:**

**Command words:**

- **Discuss**

**Structure:**

- 1. Describe the example (Feature 1)**
- 2. Interpretation (provide me with your opinion/ interpretation of this example. Why do you think it is being used? What could this show?)**
- 3. Evaluation (evaluate its effectiveness for the audience)**

4. Link (Link to the question, without this you will not have answered the question. **It only needs to be ONE LINE** E.g. This links to the CI of....)

5. REPEAT x2 for feature one

6. REPEAT steps 1-4 for feature two

**NOTE:**

- You should end up with 6 mini paragraphs
- 3 mini paragraphs for feature 1 and 3 mini paragraphs for feature 2

**The 12Marks similarities and differences question**

Command words:

- Discuss

Structure:

Describe	Interpret (one needed in the paragraph)	Link + Sim/Diff	Evaluate
EoE Aural fact 1...	This could suggest...	This links to the choreographic intent... This is similar/ different to ALC...	
ALC Aural fact 1...		This links to the choreographic intent...	This is effective because...
EoE Aural fact 2...	This could suggest...	This links to the Mood...This is similar/different to Mood...	
ALC Aural fact 2....		This links to the choreographic intent...	This is effective because...
EoE Aural fact 3...		This links to the stimulus...This is similar/different to ALC...	
ALC Aural fact 3....	This could suggest...	This links to the stimulus...	This is effective because...

**Structure:**

- 1. Fop1 fact 1 – D(I)L (then state whether this is sim or diff to next fact)**
- 2. Fop1 fact1 – D(I)LE**
- 3. Repeat with 2x more paragraphs**

**NOTE:**

**You only need to provide ONE interpretation in your mini paragraph (three interpretations in the whole thing!!)**