

Cambridge TECHNICALS LEVEL 3

# PERFORMING ARTS

Cambridge  
TECHNICALS  
2016

Unit 15

Dance choreography

F/507/6482

Guided learning hours: 60

Version 1 September 2015

## LEVEL 3

### UNIT 15: Dance choreography

F/507/6482

Guided learning hours: 60

**Essential resources required for this unit:** Dance studio with sprung floor, sound system

**This unit is internally assessed and externally moderated by OCR.**

#### UNIT AIM

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Choreography is the art of creating dances, forming movements into phrases and structuring them into longer sequences. Each choreographer develops their own style and approach to choreography dependent upon the dance technique, genre or culture in which they are working.

You will explore the science of choreography and the work of the professionals to develop your own approach and style in a sophisticated way. You will build an appreciation of dance and dance works with a practical application of your developing skills in a range of styles.

## TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand the principles of dance choreography	1.1 Key elements of dance: <ul style="list-style-type: none"> <li>• components of dynamics, space, time and relationship</li> <li>• structure and form including binary, ternary, theme and variation, rondo, narrative, free form, highlight, climax</li> <li>• choreographic devices including motif and motif development, repetition, unison, canon, retrograde, reversal, inversion, statement/response (question/answer), counterpoint, fragmentation, episode, collage, chance, improvisation</li> <li>• the language and specific characteristics of the dance or movement technique in which they are working</li> <li>• use of the solo, duet, group work</li> <li>• creation of 'meaning' in movement</li> <li>• choice of performance space</li> </ul> 1.2 Practitioners and their works that utilise a range of methods and structures and examine these both theoretically and practically
2. Be able to choreograph dance	2.1 Choreographic techniques in a number of styles of dance (e.g. contemporary, urban, classical, jazz, tap) and show awareness of characteristic differences between the styles and techniques 2.2 Practical exploration of existing repertoire in a number of styles demonstrating skills specific to the chosen techniques 2.3 Processes that include: <ul style="list-style-type: none"> <li>• devising and development of performance material</li> <li>• rehearsal process</li> <li>• refinement of performance skills</li> </ul>
3. Be able to create a dance piece to a brief	3.1 Select and refine devised material in response to a brief or commission 3.2 Identify and apply appropriate staging conventions 3.3 Consider all relevant areas of performance requirements e.g. the audition process, rehearsal schedules, technical aspects, audience issues 3.4 Explore suitable performance spaces and requirements including performance and technical 3.5 Identify legal/health and safety aspects

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
4. Understand a range of choreographic methodologies and compositional form	4.1 View a range of dance styles to become familiar with aesthetic differences and similarities 4.2 Evaluate their own work and the work of peers 4.3 Research, view and explore practically a range of compositional methods that may include chance, improvisation or work devised from specific stimuli

## GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand the principles of dance choreography	P1: Discuss the choreographic structures and devices used to create dance material	M1: Identify the structures and devices used in professional dance works	
2. Be able to choreograph dance	P2: Choreograph dance material using different styles and techniques		
3. Be able to create a dance piece to a brief	P3: Create choreography that responds to the requirements of a brief	M2: Create choreography and be able to explain choice of components and their relationship to the brief	
4. Understand a range of choreographic methodologies and compositional form	P4: Review the process of choreography	M3: Evaluate the choreographic process and be able to explain compositional form and structure through own work	D1: Evaluate own work with reference to the requirements of the brief and the work of professional choreographers

## ASSESSMENT GUIDANCE

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### Assessment and Grading Criteria P1/M1

Learners should study at least two professional dance works of contrasting styles and examine the choreographic structures and devices used (for example, contemporary dance pieces from Christopher Bruce or Shobana Jeyasingh's bodies of work contrasted with performances by street dance group Diversity or a classical ballet by Frederick Ashton).

To achieve **P1**, learners should be able to discuss some elements that might be used (for example, motif development or use of solos, duets and group work). To achieve **M1**, learners should give specific examples evident in the studied works. This should be written work and could be in the format of a written essay, a grid or table or a diagram or any combination. The evidence should be retained by the centre for moderation.

### Assessment and Grading Criteria P2

Learners should develop a short workshop performance in response to a brief or commission set by the tutor. The resulting performance should be relevant and demonstrate the learner has used appropriate staging conventions and followed necessary health and safety procedures. **P2** will be evidenced by a visual recording and logs. The workshop process and performance should be repeated in a different dance style or technique to provide the learner with the opportunity to demonstrate choreographic skill in more than one style or technique.

### Assessment and Grading Criteria P3, M2, D1

To achieve **P3**, learners should create a short piece of choreography that answers the brief for a specific event. The brief can be set by the tutor and should be recorded. They should record notes, progress and observations in log books and diaries or make use of centre recording facilities. **M2/D1** will also be evidenced in written and verbal presentation form to demonstrate acquisition of skills and choice of movement material. Learners should present clear examples that explain the choice of particular choreographic methodology or methodologies when creating dance for a specific event.

For **D1**, learners must demonstrate that they have considered choreographic methods and movement material choices in relation to the specific event and be able to evaluate strengths and weaknesses of their choice of choreographic methodology in this context. To achieve **D1**, learners will be able to compare and contrast works and identify the impact of the choreography on the dancer and audience. This should be in written form and in addition could be filmed as a presentation as further evidence of acquisition of skills.

All work should be recorded for moderation

### Assessment and Grading Criteria P4, M3.

To be awarded **P4**, learners should be able to explain the compositional methods they have employed to choreograph their dances. References should be made to form and structure and dance components and their relevance to the style of dance in which the learner is working. Evidence can be collated over time in log books or diaries and these can form the basis of a short presentation to peers and/or the tutor. A recording should be made and retained with any written evidence for moderation along with a witness statement by the tutor indicating the criteria achieved by the learner.

To attain **M3**, learners should be able to explain and evaluate choreography with detailed reference to their work, the work of peers and the work of professional practitioners. They should collate information regarding progress and process in log books over time and additionally in recorded feedback sessions reflecting and evaluating their work and the work of others. This evidence should be submitted with an evaluative essay by the learner and the recorded practical work and feedback sessions for moderation and supported by a witness statement by the tutor indicating the criteria achieved.

## MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units, although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work experience or work placements that develop skills and knowledge relevant to the qualification.	Develop relationships with local dance schools, theatres, venues and practitioners to create opportunities for, and access to, possible work experience.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Dance Choreography master classes could take place and professional choreographers could review the skills of the learners and offer feedback.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Invite experts in at 'milestone' sessions to give advice on further development.

To find out more

**[ocr.org.uk/performingarts](http://ocr.org.uk/performingarts)**

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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