

Cambridge TECHNICALS LEVEL 3

# PERFORMING ARTS

Cambridge  
TECHNICALS  
2016

Unit 15 – Dance choreography  
DELIVERY GUIDE

Version 1

# CONTENTS

|                        |    |
|------------------------|----|
| Introduction           | 3  |
| Related Activities     | 4  |
| Key Terms              | 8  |
| Misconceptions         | 9  |
| Suggested Activities:  |    |
| Learning Outcome (LO1) | 10 |
| Learning Outcome (LO2) | 13 |
| Learning Outcome (LO3) | 18 |
| Learning Outcome (LO4) | 23 |

# INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

## OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



English



Maths



Work

### Please note

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from [www.ocr.org.uk](http://www.ocr.org.uk). The latest version of this Delivery Guide can be downloaded from the OCR website.

## UNIT AIM

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.

### Unit 15 Dance choreography

|            |  |
|------------|--|
| <b>LO1</b> | Understand the principles of dance choreography                          |
| <b>LO2</b> | Be able to choreograph dance   |
| <b>LO3</b> | Be able to create a dance piece to a brief                               |
| <b>LO4</b> | Understand a range of choreographic methodologies and compositional form |

To find out more about this qualification, go to: <http://www.ocr.org.uk/qualifications/cambridge-technicals-performing-arts-level-3-certificate-extended-certificate-foundation-diploma-diploma-05850-05853-2016-suite>

Cambridge  
TECHNICALS  
2016

### 2016 Suite

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018
- Designed to meet the DfE technical guidance

# RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Performing Arts units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

| This unit (Unit 15) | Title of suggested activity  | Other units/LOs                              |   |
|---------------------|--|--|---|
| <b>LO1</b>          | Dance components<br>Choreographic devices<br>Movement techniques<br>Space and numbers<br>The meaning of movement<br>Practitioners can inspire! | Unit 4 Combined arts                         | LO1 Understand the ways in which different art forms and styles have been combined<br>LO2 Be able to develop skills for a combined arts performance<br>LO3 Be able to rehearse and perform in a combined arts performance<br>LO4 Be able to evaluate combined arts                |
|                     |  | Unit 6 Improvisation                         | LO1 Be able to use the skills and techniques of improvisation<br>LO2 Be able to use and develop improvisation exploring stimuli<br>LO3 Be able to perform in improvised presentations<br>LO4 Understand the effectiveness of improvisation  |
|                     |  | Unit 8 Performing repertoire                 | LO1 Know the defining features of a repertoire<br>LO2 Be able to develop skills required for a repertoire<br>LO3 Be able to replicate key elements of repertoire<br>LO4 Be able to perform from a repertoire  |
|                     |  | Unit 13 Dance technique                      | LO1 Be able to demonstrate the relationship between dance and music<br>LO2 Be able to demonstrate technique and the correct etiquette<br>LO3 Understand the terminology of a specific dance genre<br>LO4 Be able to demonstrate key features and styles of a specific dance genre |
|                     |  | Unit 14 Dance performance                    | LO1 Know the key features of dance genres<br>LO2 Be able to maintain and progress dance technique<br>LO3 Be able to perform dances demonstrating application of physical and interpretative skills<br>LO4 Be able to evaluate own dance performance                               |
|                     |  | Unit 16 Dance appreciation                   | LO1 Know the components and structures of professional dance pieces<br>LO2 Be able to interpret professional dance pieces<br>LO3 Be able to reproduce extracts from professional dance pieces<br>LO4 Be able to create dance pieces using own style and that of professionals     |
|                     |  | Unit 17 Deliver dance and movement workshops | LO1 Be able to plan a dance or movement workshop<br>LO2 Be able to deliver a dance or movement workshop<br>LO3 Be able to improve the skills of the participant<br>LO4 Be able to evaluate own performance  |



| This unit (Unit 15) | Title of suggested activity  | Other units/LOs                              |   |
|---------------------|--|--|---|
| <b>LO2</b>          | Different dance styles<br>Comparing choreographic techniques<br>Repertoire – ‘The Brief’<br>Devising dance<br>Rehearsing dance<br>Refining dance | Unit 4 Combined arts                         | LO1 Understand the ways in which different art forms and styles have been combined<br>LO2 Be able to develop skills for a combined arts performance<br>LO3 Be able to rehearse and perform in a combined arts performance<br>LO4 Be able to evaluate combined arts                |
|                     |  | Unit 6 Improvisation                         | LO1 Be able to use the skills and techniques of improvisation<br>LO2 Be able to use and develop improvisation exploring stimuli<br>LO3 Be able to perform in improvised presentations<br>LO4 Understand the effectiveness of improvisation  |
|                     |  | Unit 8 Performing repertoire                 | LO1 Know the defining features of a repertoire<br>LO2 Be able to develop skills required for a repertoire<br>LO3 Be able to replicate key elements of repertoire<br>LO4 Be able to perform from a repertoire  |
|                     |  | Unit 13 Dance technique                      | LO1 Be able to demonstrate the relationship between dance and music<br>LO2 Be able to demonstrate technique and the correct etiquette<br>LO3 Understand the terminology of a specific dance genre<br>LO4 Be able to demonstrate key features and styles of a specific dance genre |
|                     |  | Unit 14 Dance performance                    | LO1 Know the key features of dance genres<br>LO2 Be able to maintain and progress dance technique<br>LO3 Be able to perform dances demonstrating application of physical and interpretative skills<br>LO4 Be able to evaluate own dance performance                               |
|                     |  | Unit 16 Dance appreciation                   | LO1 Know the components and structures of professional dance pieces<br>LO2 Be able to interpret professional dance pieces<br>LO3 Be able to reproduce extracts from professional dance pieces<br>LO4 Be able to create dance pieces using own style and that of professionals     |
|                     |  | Unit 17 Deliver dance and movement workshops | LO1 Be able to plan a dance or movement workshop<br>LO2 Be able to deliver a dance or movement workshop<br>LO3 Be able to improve the skills of the participant<br>LO4 Be able to evaluate own performance  |

| This unit (Unit 15) | Title of suggested activity   | Other units/LOs                              |   |
|---------------------|---|--|---|
| <b>LO3</b>          | What is a brief?<br>Responding to a brief<br>Realising a brief<br>External requirements<br>Performance spaces<br>Legal and health and safety requirements | Unit 4 Combined arts                         | LO1 Understand the ways in which different art forms and styles have been combined<br>LO2 Be able to develop skills for a combined arts performance<br>LO3 Be able to rehearse and perform in a combined arts performance<br>LO4 Be able to evaluate combined arts                |
|                     |   | Unit 6 Improvisation                         | LO1 Be able to use the skills and techniques of improvisation<br>LO2 Be able to use and develop improvisation exploring stimuli<br>LO3 Be able to perform in improvised presentations<br>LO4 Understand the effectiveness of improvisation  |
|                     |   | Unit 8 Performing repertoire                 | LO1 Know the defining features of a repertoire<br>LO2 Be able to develop skills required for a repertoire<br>LO3 Be able to replicate key elements of repertoire<br>LO4 Be able to perform from a repertoire  |
|                     |   | Unit 13 Dance technique                      | LO1 Be able to demonstrate the relationship between dance and music<br>LO2 Be able to demonstrate technique and the correct etiquette<br>LO3 Understand the terminology of a specific dance genre<br>LO4 Be able to demonstrate key features and styles of a specific dance genre |
|                     |   | Unit 14 Dance performance                    | LO1 Know the key features of dance genres<br>LO2 Be able to maintain and progress dance technique<br>LO3 Be able to perform dances demonstrating application of physical and interpretative skills<br>LO4 Be able to evaluate own dance performance                               |
|                     |   | Unit 16 Dance appreciation                   | LO1 Know the components and structures of professional dance pieces<br>LO2 Be able to interpret professional dance pieces<br>LO3 Be able to reproduce extracts from professional dance pieces<br>LO4 Be able to create dance pieces using own style and that of professionals     |
|                     |   | Unit 17 Deliver dance and movement workshops | LO1 Be able to plan a dance or movement workshop<br>LO2 Be able to deliver a dance or movement workshop<br>LO3 Be able to improve the skills of the participant<br>LO4 Be able to evaluate own performance  |

| This unit (Unit 15) | Title of suggested activity   | Other units/LOs                              |   |
|---------------------|---|--|---|
| <b>LO4</b>          | Aesthetic differences and similarities<br>Choreographic methods<br>Evaluate my work<br>Evaluate the work of others<br>Try compositional methods<br>Research compositional methods | Unit 4 Combined arts                         | LO1 Understand the ways in which different art forms and styles have been combined<br>LO2 Be able to develop skills for a combined arts performance<br>LO3 Be able to rehearse and perform in a combined arts performance<br>LO4 Be able to evaluate combined arts                |
|                     |   | Unit 6 Improvisation                         | LO1 Be able to use the skills and techniques of improvisation<br>LO2 Be able to use and develop improvisation exploring stimuli<br>LO3 Be able to perform in improvised presentations<br>LO4 Understand the effectiveness of improvisation  |
|                     |   | Unit 8 Performing repertoire                 | LO1 Know the defining features of a repertoire<br>LO2 Be able to develop skills required for a repertoire<br>LO3 Be able to replicate key elements of repertoire<br>LO4 Be able to perform from a repertoire  |
|                     |   | Unit 13 Dance technique                      | LO1 Be able to demonstrate the relationship between dance and music<br>LO2 Be able to demonstrate technique and the correct etiquette<br>LO3 Understand the terminology of a specific dance genre<br>LO4 Be able to demonstrate key features and styles of a specific dance genre |
|                     |   | Unit 14 Dance performance                    | LO1 Know the key features of dance genres<br>LO2 Be able to maintain and progress dance technique<br>LO3 Be able to perform dances demonstrating application of physical and interpretative skills<br>LO4 Be able to evaluate own dance performance                               |
|                     |   | Unit 16 Dance appreciation                   | LO1 Know the components and structures of professional dance pieces<br>LO2 Be able to interpret professional dance pieces<br>LO3 Be able to reproduce extracts from professional dance pieces<br>LO4 Be able to create dance pieces using own style and that of professionals     |
|                     |   | Unit 17 Deliver dance and movement workshops | LO1 Be able to plan a dance or movement workshop<br>LO2 Be able to deliver a dance or movement workshop<br>LO3 Be able to improve the skills of the participant<br>LO4 Be able to evaluate own performance  |

# KEY TERMS

## Explanations of the key terms used within this unit, in the context of this unit

| Key term               | Explanation  |
|------------------------|--|
| <b>Action research</b> | Researching and collating data practically; a small, concise research project.                           |
| <b>Brief</b>           | An instruction, usually to commission a piece of work.   |
| <b>Canon</b>           | A choreographic device whereby individuals or groups perform the same movement at different times.       |
| <b>Choreographer</b>   | A person who creates dances/movement sequences.  |
| <b>Climax</b>          | Peak or most distinguishing movement/time in a dance or a dramatic moment in or ending of a dance piece. |
| <b>Components</b>      | Categories of dance, usually titled movement, design concept, dancers.                                   |
| <b>Contrasts</b>       | Devices used to create opposites.  |
| <b>Devices</b>         | Tools used by a choreographer to create dances; for example, canon, contrast, and motif.                 |
| <b>Elements</b>        | Key components such as body, energy, space and time (BEST).  |
| <b>Embellishment</b>   | Added detail.  |
| <b>Etiquette</b>       | The manner in which things are expected to be done.  |
| <b>Method</b>          | Way in which to do something.  |
| <b>Motif</b>           | A movement idea.   |
| <b>Unison</b>          | Two or more people performing the same move at the same time.  |



# MISCONCEPTIONS

| Some common misconceptions and guidance on how they could be overcome  |  |  |
|--|--|--|
| What is the misconception?   | How can this be overcome?  | Resources which could help   |
| <b>Definitions and context or tense in dance terminology are the same as the Oxford English Dictionary definitions</b> | Use specialist dance glossaries. An example is a 'Contrast in dance is a device to create opposite such as big/little, high/low'.  | Useful dance glossaries:<br><a href="https://www.orthopt.org/downloads/PAGlossary.pdf">https://www.orthopt.org/downloads/PAGlossary.pdf</a><br><a href="http://www.centralhome.com/ballroomcountry/dance_terms.htm">http://www.centralhome.com/ballroomcountry/dance_terms.htm</a><br><a href="http://artsonline2.tki.org.nz/ecurriculum/dance/glossary.php">http://artsonline2.tki.org.nz/ecurriculum/dance/glossary.php</a><br><a href="http://abt.org/education/dictionary/">http://abt.org/education/dictionary/</a><br><br>Craine, D. and Mackrell, J. (2010) <i>The Oxford Dictionary of Dance</i> 2nd edition (Oxford Quick Reference). OUP. ISBN: 978-0199563449   |
| <b>The difference between choreographic devices, methods and components</b>  | A dance glossary is useful for definitions. As a rule: <ul style="list-style-type: none"> <li>• Devices are the tools we can use such as canon, unison.</li> <li>• Components are the things we use the tools on such as body, space, dancers.</li> <li>• Methods are the way we apply the tools on the components.</li> </ul> | <a href="http://www.contemporary-dance.org/dance-composition.html">http://www.contemporary-dance.org/dance-composition.html</a><br><a href="http://www.artsalive.ca/en/dan/make/toolbox/elements.asp">http://www.artsalive.ca/en/dan/make/toolbox/elements.asp</a><br><a href="https://www.orthopt.org/downloads/PAGlossary.pdf">https://www.orthopt.org/downloads/PAGlossary.pdf</a><br><a href="http://www.centralhome.com/ballroomcountry/dance_terms.htm">http://www.centralhome.com/ballroomcountry/dance_terms.htm</a><br><a href="http://artsonline2.tki.org.nz/ecurriculum/dance/glossary.php">http://artsonline2.tki.org.nz/ecurriculum/dance/glossary.php</a><br><a href="http://abt.org/education/dictionary/">http://abt.org/education/dictionary/</a> |
| <b>Knowing how to attempt research practice</b>  | Learners could be guided through a research process or action research process. This may be new to many learners and a clear explanation will be required as well as a process of selection that is suitable to the learner's academic ability.  | <a href="http://www.aresearchguide.com/1steps.html">http://www.aresearchguide.com/1steps.html</a>  |

# SUGGESTED ACTIVITIES

|                                    |  |                          |   |
|------------------------------------|--|--------------------------|---|
| <b>LO No:</b>                      | <b>1</b>   |                          |   |
| <b>LO Title:</b>                   | <b>Understand the principles of dance choreography</b>   |                          |   |
| <b>Title of suggested activity</b> | <b>Suggested activities</b>  | <b>Suggested timings</b> | <b>Also related to</b>  |
| <b>Dance components</b>            | <p>Tutors could explore different components and motifs with learners by teaching a piece of known repertoire and then asking learners to answer the following questions about the piece:</p> <ul style="list-style-type: none"> <li>• What was the motif (movement idea) used by the choreographer?</li> <li>• Was this piece of work a solo, duet or group component?</li> <li>• What lighting components or setting components, costumes, space, sounds were used?</li> <li>• Which component do you think was used the most strongly to interpret this piece of work? The movement, design concept or dancers?</li> </ul> <p>This task will allow learners to identify different components and motifs within their practical work. A useful tool to assist with this task (and the one that follows) is:<br/>Craine, D. and Mackrell, J. (2010) <i>The Oxford Dictionary of Dance</i> 2nd edition (Oxford Quick Reference). OUP. ISBN: 978-0199563449</p> | 1 hour                   | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |
| <b>Choreographic devices</b>       | <p>Learners could be allowed to explore devices and practise using them. Tutors could try the following task with learners:</p> <p>Devices are tools for a choreographer to use to create dances. Research and try out some of the devices below in a short piece of group choreography using 'The Weather' as your stimulus:</p> <ul style="list-style-type: none"> <li>• climax</li> <li>• unison</li> <li>• canon</li> <li>• contrast</li> <li>• repetition</li> <li>• embellishment.</li> </ul>  | 1 hour                   | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |

| Title of suggested activity | Suggested activities   | Suggested timings | Also related to   |
|-----------------------------|--|-------------------|---|
| <b>Movement technique</b>   | <p>As learners develop choreographically it is important to ensure that foundation techniques of the genre are remembered/practised and the correct languages are used. Tutors could show learners two different styles of dance by different practitioners and could ask them to choose to complete one of the following two tasks.</p> <p>Task 1: Observe and write</p> <ul style="list-style-type: none"> <li>• What movement techniques are used in each dance?</li> <li>• Compare the different movement techniques in each dance.</li> <li>• How are they different?</li> <li>• Do they have any similar strengths/techniques?</li> <li>• What are the different or similar characteristics of the techniques used?</li> </ul> <p>Task 2: Observe, try and record</p> <p>Find examples of good movement technique in each of the dances you have just watched; you could try these and record the technical strengths that are needed to make each movement look good.</p> | 1 hour            | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |
| <b>Space and numbers</b>    | <p>Tutors could divide the class into small groups and ask them to find and photograph three different spaces in the building or grounds in which to perform a dance, other than a formal stage or theatre area.</p> <p>To extend this activity, on their return, learners could then decide how many dancers and what components are inspired by a space if they were to choreograph a dance there.</p>   | 30 minutes        | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |

| Title of suggested activity       | Suggested activities   | Suggested timings | Also related to   |
|-----------------------------------|--|-------------------|---|
| <b>The meaning of movement</b>    | <p>This practical activity will assist learners to try and distinguish movements that can help convey the interpretation they are trying to communicate. Dance is an expressive art form. We are able to manipulate it to convey a mood, meaning or feeling.</p> <p>Being able to interpret stimulus in dance requires the understanding of how different dynamics, speeds, strengths and softness levels can be used to interpret the 'feel' of different movements to represent a stimulus. These skills are needed to tell our 'dance stories' in movement.</p> <p>Either independently or in small groups, learners could plan and show movements that convey the following meanings:</p> <ul style="list-style-type: none"> <li>• anger</li> <li>• love</li> <li>• strength</li> <li>• loss.</li> </ul>   | 1 hour            | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |
| <b>Practitioners can inspire!</b> | <p>Acquiring knowledge from and making comparisons between past practitioners can give the learners ideas and inspiration for their own choreographic ideas.</p> <p>Tutors could use this four-step task either in brief or as an extended project in more depth:</p> <p>Step 1: Watch a piece of work by three different choreographers. Read about each choreographer.<br/>           Step 2: From your observations and reading, list the different methods and structures used by each choreographer.<br/>           Step 3: Which choreographers appeal to you and why?<br/>           Step 4: What have you learnt from this task to inform you or inspire your choreographic ideas?</p> <p>Understanding the range of methods and structures used by different practitioners enables learners to enhance their own choreographic ideas and inspirations. Creating a style of their own as a choreographer is very important but, equally, having respect for and being able to appreciate the styles of others can inform learners as to how they can extend their boundaries and find inspiration.</p> | 1 hour            | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |

# SUGGESTED ACTIVITIES

|                                    |   |                          |   |
|------------------------------------|---|--------------------------|---|
| <b>LO No:</b>                      | <b>2</b>  |                          |   |
| <b>LO Title:</b>                   | <b>Be able to choreograph dance</b>   |                          |   |
| <b>Title of suggested activity</b> | <b>Suggested activities</b>   | <b>Suggested timings</b> | <b>Also related to</b>  |
| <b>Different dance styles</b>      | <p>Acquiring knowledge and watching numerous different styles and dance works can give the learners ideas and inspiration for their own choreographic ideas. Forming ideas for their own styles, opinions and gaining a wider knowledge will give them more tools as a foundation to be creative.</p> <p>Tutors could give learners the following brief:</p> <p>Investigate and explore styles of dance that you find appealing, research online six different dance styles. From your research find footage and small clips of some of the best moments of dance to edit together to produce a 'dance showreel'. This showreel could be used to advertise or promote a dance event so needs to be exciting and inspiring to attract people to come and see or try out dancing. You need to ensure you show a variety of styles to cater for everyone and their different tastes.</p> <p>The tutor could give the following list as a starting point for the learners to select from, although this task is useful for the learner to discover how to research on the internet:</p> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Jazz</li> <li>• Commercial</li> <li>• Tap</li> <li>• Contemporary</li> <li>• Hip hop</li> <li>• House</li> <li>• Breaking</li> <li>• Indian Classical</li> <li>• Funk</li> <li>• Salsa</li> <li>• Ballroom</li> <li>• Latin</li> <li>• Native American</li> <li>• Boogie-woogie</li> <li>• Cabbage patch</li> <li>• Cakewalk</li> <li>• Charleston</li> <li>• Disco dancing</li> <li>• Jitterbug</li> <li>• Lindy hop</li> <li>• Linya vrak dance</li> <li>• Swing</li> </ul> <p>Workshops and practice time can be limited but learners still need to experience, and be introduced to, different dance styles that could appeal to them. Technology is a useful tool for finding examples, studying, and inspiring learners and is incredibly versatile in what it can enable learners to create, even from their smartphones. This exercise will give learners the freedom to explore and record what dance styles interest them.</p> | 2 hours                  | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |

| Title of suggested activity                      | Suggested activities   | Suggested timings | Also related to  |
|--|--|-------------------|--|
| <p><b>Comparing choreographic techniques</b></p> | <p>Different styles of dance have their own characteristics. Tutors could ask learners to list the characteristic differences between the following styles of dance:<br/> <a href="https://en.wikipedia.org/wiki/List_of_dance_style_categories#Traditional_dance">https://en.wikipedia.org/wiki/List_of_dance_style_categories#Traditional_dance</a></p> <p>Learners could also list the characteristics of the following dance styles:</p> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Urban</li> <li>• Tap</li> <li>• Jazz disco</li> <li>• Ballroom</li> <li>• Latin</li> <li>• Capoeira</li> <li>• Contemporary</li> <li>• Lindy hop</li> <li>• Folk</li> <li>• Lyrical.</li> </ul> <p>Useful resources:</p> <p>Carter, A. (ed) (1998) <i>The Routledge Dance Studies Reader</i>. Routledge. ISBN 0-415-16447-8</p> <p>Sharp, C. J. (1972) <i>The dance; an historical survey of dancing in Europe</i>. Rowman and Littlefield. ISBN 0-87471-105-3</p> <p>Thomas, H. (2003) <i>The Body, Dance and Cultural Theory</i>. Palgrave Macmillan. ISBN 0-333-72432-1</p> <p>Feliksdsal, B. (2003) <i>Modern Tap Dance</i>. Bekebooks. ISBN 90-807699-2-4</p> <p>Feliksdsal, B. (2004) <i>Modern Jazz Dance. 'Jazz, Rhythm, Body and Soul: Introducing Modern Jazzdance'</i>. Bekebooks. ISBN 90-807699-4-0</p> <p>Feliksdsal, B. (2009) <i>Urban Dance – Jazzdans</i>. Bekebooks. ISBN 978-90-807699-6-0</p> | <p>1 hour</p>     | <p>Unit 4 LO1, LO2, LO3, LO4<br/> Unit 6 LO1, LO2, LO3, LO4<br/> Unit 8 LO1, LO2, LO3, LO4<br/> Unit 13 LO1, LO2, LO3, LO4<br/> Unit 14 LO1, LO2, LO3, LO4<br/> Unit 16 LO1, LO2, LO3, LO4<br/> Unit 17 LO1, LO2, LO3, LO4</p> |



| Title of suggested activity     | Suggested activities  | Suggested timings | Also related to   |
|---------------------------------|---|-------------------|---|
| <b>Repertoire – ‘The Brief’</b> | <p>Tutors could give learners the following brief:</p> <p>You have been commissioned to produce a display of dance that shows a variety of dance styles by different practitioners. Your tutor has a number of dance styles in a hat and will split you into small groups. Each group will pick out a piece of paper with a YouTube address. As a group watch the piece of work and recreate a section of it to show to the rest of the class at the end of the lesson.</p> <p>Theory enhances dance but does not make a dancer or choreographer. Learners need to be able to try out styles to fully understand and appreciate the characteristics required to choreograph in a particular style. The more information a learner receives, the more ideas they will be able to use to develop themselves as a choreographer and, going forward, have influence on their own style of work. Learners must also remember that sometimes choreographers cannot be choosy as to the style of work they need to create if they are being paid to respond to a brief. The final product from this task is representative of an employment task many choreographers would need to perform.</p> <p>Useful resources:<br/>           Ballet, Ashton: <a href="https://www.youtube.com/watch?v=-OLuxWaOUf0">https://www.youtube.com/watch?v=-OLuxWaOUf0</a><br/>           Contemporary, Cunningham: <a href="https://www.youtube.com/watch?v=yMVCV61Wa7xM">https://www.youtube.com/watch?v=yMVCV61Wa7xM</a><br/>           Jazz, Fosse: <a href="https://www.youtube.com/watch?v=mcrZIK3gqbU">https://www.youtube.com/watch?v=mcrZIK3gqbU</a><br/>           Tap, ‘Cups’: <a href="https://www.youtube.com/watch?v=Q4FYNF02yEM">https://www.youtube.com/watch?v=Q4FYNF02yEM</a><br/>           Streetdance, Diversity: <a href="https://www.youtube.com/watch?v=z1OT04ktYM0">https://www.youtube.com/watch?v=z1OT04ktYM0</a><br/>           Jazz/contemporary, Twyla Tharp: <a href="https://www.youtube.com/watch?v=g19hNT61NAA">https://www.youtube.com/watch?v=g19hNT61NAA</a><br/>           The Royal Ballet: <a href="https://www.youtube.com/watch?v=TUpIW5QXCiQ">https://www.youtube.com/watch?v=TUpIW5QXCiQ</a><br/>           Musical, <i>Cats</i>: <a href="https://www.youtube.com/watch?v=GbpP3Sxp-1U">https://www.youtube.com/watch?v=GbpP3Sxp-1U</a><br/>           Musical theatre: <a href="https://www.youtube.com/watch?v=1VNGIQ51aiw">https://www.youtube.com/watch?v=1VNGIQ51aiw</a></p> | 2 hours           | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |

| Title of suggested activity | Suggested activities   | Suggested timings | Also related to   |
|-----------------------------|--|-------------------|---|
| <b>Devising dance</b>       | <p>Tutors should ensure learners have covered the different choreographic devices and characteristics of their preferred styles, and variances of concepts. Tutors could give their learners a range of stimuli to select from and the space to devise work of their own. On their first attempts, learners should keep it short – quality rather than quantity – and share their creations with the remainder of the group. Learners could prefer to work as a group but independent work would give each learner the opportunity to have a go.</p> <p>A suggested theme could be ‘Musical instruments’ and the following stimuli could be used:</p> <ul style="list-style-type: none"> <li>• The musical theme from the <i>South Bank Show</i>, Variations on Paganini’s 24th Caprice by Andrew Lloyd Webber</li> <li>• A photo of a group of musical instruments or an orchestra</li> <li>• A sheet of music.</li> </ul>  | 1 hour            | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |
| <b>Rehearsing dance</b>     | <p>Tutors could hold a rehearsal planning meeting to agree the following items:</p> <ul style="list-style-type: none"> <li>• What standard of performance do we want to achieve?</li> <li>• How are we going to achieve this standard?</li> <li>• How many rehearsals will be required prior to a dress/technical rehearsal?</li> <li>• What rehearsal stages will we need and can we plan ahead for these?</li> <li>• What time are dancers willing to commit to?</li> <li>• When is it best to rehearse?</li> <li>• Can we plan a rehearsal schedule today?</li> <li>• What behaviours do we expect from each other during rehearsals?</li> <li>• Can we produce a ‘Rehearsal Charter of Behaviours and Commitment’ that we can all agree and sign our names to today?</li> </ul> <p>The rehearsal process is a vital part of becoming a professional – the correct etiquettes, planning and processes leading to a successful and polished performance. To gain commitment from learners, it is useful to give them ownership of the process.</p> | 1 hour            | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |

| Title of suggested activity | Suggested activities   | Suggested timings | Also related to   |
|-----------------------------|--|-------------------|---|
| <b>Refining dance</b>       | <p>Using peer observation and discussion of ideas could be a regular delivery style and encourages learners to work as a company, whether a dancer or choreographer. Tutors could hold a peer observation session:</p> <ul style="list-style-type: none"> <li>• halfway through the development of work/s, to encourage and inform</li> <li>• on completion of works, to assist with refinement</li> <li>• following performance to learn what worked and what didn't for future reference.</li> </ul> <p>The refinement of performance skills comes from rehearsal, reaction to observation and criticism. Dancers and choreographers need to be able to react and take on board critical comment to be able to give their best extrinsically; that is to make them pleasing or attractive to an audience or to gain work. Tutors could impress on learners that criticism and advice can lead to improvement and that dance is not just an intrinsic enjoyment.</p> <p>Tutors could use mottos such as:</p> <p>'Criticism is good; it leads to improvement, improvement leads to more opportunity and opportunity could be a job!'</p> <p>'If someone has criticised your work, it's good, they are noticing you and what you can do; learn from it.'</p> <p>'Input leads to improvement; use it to become better.'</p> <p>'Be the best you can be; value what others have to say to help you.'</p> <p>'Respect and learn from others and they will respect and learn from you!'</p> | 30 minutes        | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |

# SUGGESTED ACTIVITIES

|                                    |   |                          |   |
|------------------------------------|---|--------------------------|---|
| <b>LO No:</b>                      | <b>3</b>  |                          |   |
| <b>LO Title:</b>                   | <b>Be able to create a dance piece to a brief</b>   |                          |   |
| <b>Title of suggested activity</b> | <b>Suggested activities</b>   | <b>Suggested timings</b> | <b>Also related to</b>  |
| <b>What is a brief?</b>            | <p>Tutors could ask learners to create their own brief. Tutors could give learners the scenario below (or one that is similar to an in-house project or theme they are working on):</p> <p>You are the director of a large performance company and have been recently commissioned to employ dancers for a new production titled 'Circus of Life'. Follow the steps below to create an appealing brief for the recruitment of choreographers/dance companies for your production.</p> <p>Learners could then complete the following tasks:</p> <ul style="list-style-type: none"> <li>• Start by creating a short, snappy, appealing title to attract the choreographers and dance companies you need. Tip: Not unlike an advertisement.</li> <li>• Explain in fewer than 50 words who your company is and what the production is about. Tip: Make it exciting and professional.</li> <li>• In the next paragraph, detail what type of work, dance acts and/or dance companies you are seeking. Tip: Be clear and concise.</li> <li>• State how you want people to apply and that they should detail what they feel they could offer to make the production spectacular. Tip: Perhaps they could send a DVD or details of their past experience, specialisms they could offer you?</li> <li>• Lastly detail how people can apply and to where. Tip: You could ask them to reply in writing, complete an application form or email.</li> <li>• Final tip: Try and make your brief easy to read, with all the facts but no long-drawn-out essays. Remember it's a 'brief'.</li> </ul> | 1 hour                   | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |

| Title of suggested activity  | Suggested activities  | Suggested timings | Also related to   |
|------------------------------|---|-------------------|---|
| <b>Responding to a brief</b> | <p>Referring to or using the scenario from the activity above, tutors could swap examples of the briefs the learners have created, to provide opportunities for them to respond to each others' scenarios. Alternatively, below is an example of a brief that learners could respond to:</p> <p><b>Sound and Motion Production</b></p> <p>School House Production Company are seeking choreographers and dancers to provide the 'motion' behind a company of singers who will be performing at The Grand Theatre.</p> <p>The singing company will be performing songs from the movies and School House Productions welcome pitches from quality choreographers or dance companies to create work to be danced in the background of each movie theme, bringing the movie theme tunes to life.</p> <p>Please send details of what you could offer the production, based on your experience and skills. Professional rates and legal employment terms are offered.</p> <p>Please contact School House Productions @cocointernet and forward your pitch with a short DVD of some of your most recent work. Information and a list of the movies' theme tunes can be forwarded on request.</p> | 1 hour            | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |
| <b>Realising a brief</b>     | <p>Learners can imagine they have had their response to a brief accepted or be given a brief (for example, the one use in the activity above) to work from. The learners are required to work from an outline plan to produce the work that has been commissioned. Learners can cover the following steps to realise a brief and structure their workload:</p> <p>Step 1: What needs to be done to complete the work?<br/>Step 2: How will you achieve this?<br/>Step 3: Create a timeline (with review points) to complete tasks and to log who will be responsible for them.</p>  | 1 hour            | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |

| Title of suggested activity  | Suggested activities   | Suggested timings | Also related to   |
|------------------------------|--|-------------------|---|
| <b>External requirements</b> | <p>It is important for learners to understand that there are various regulations, legal and health and safety requirements, involved in the workplace and productions. Tutors could ask learners to explore the following areas to ensure they have a basic knowledge of workplace and professional expectations:</p> <ul style="list-style-type: none"> <li>• Legal responsibilities, tax and work contracts</li> <li>• Health and safety in rehearsal and performance, including risk assessments</li> <li>• Pay terms and agreement of working hours, work expectations</li> <li>• Insurance</li> <li>• Licences for music, machinery, equipment and performing</li> <li>• Budgets, costs of costumes, hiring equipment and rehearsal space.</li> </ul> <p>The following websites could assist learners with their research:</p> <p><a href="https://www.prsformusic.com/">https://www.prsformusic.com/</a><br/> <a href="http://www.insurance4performingarts.co.uk">http://www.insurance4performingarts.co.uk</a><br/> <a href="http://www.acas.org.uk">http://www.acas.org.uk</a><br/> <a href="https://www.gov.uk/government/organisations/hm-revenue-customs">https://www.gov.uk/government/organisations/hm-revenue-customs</a><br/> <a href="http://www.hse.gov.uk/legislation/">http://www.hse.gov.uk/legislation/</a></p> | 2 hours           | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |



| Title of suggested activity | Suggested activities  | Suggested timings | Also related to   |
|-----------------------------|---|-------------------|---|
| <b>Performance spaces</b>   | <p>These tasks could assist learners' appreciation of having to adapt and understand spaces. On most occasions, when responding to a professional brief, the performance space has been allocated. Alternatively, you may be asked to suggest ideas of how you would use a space effectively. Tutors could use this activity to build learners' spacial awareness and planning skills.</p> <p>Scenario: As a festival organiser you need to manage the spaces where the entertainment will be performed over the weekend:</p> <ol style="list-style-type: none"> <li>1. 40m × 40m covered stage area</li> <li>2. 6m × 6m outdoor pop-up stage</li> <li>3. A 30m × 30m flat grass performance area, roped off from the public</li> <li>4. A grass bank area that will be used as seats for a performance on the flat section at the bottom of the bank. A natural auditorium.</li> </ol> <p>Task 1:<br/>Detail the suitability of two out of the four stage areas above. What kind of performance is best suited to this stage area and why?</p> <p>Task 2:<br/>What actions would you need to take in each performance area to assist your management?</p> <ul style="list-style-type: none"> <li>• What measures need to be taken if it rains?</li> <li>• How many performers could comfortably work on this stage area?</li> <li>• What type of performances will suit this stage?</li> <li>• What technology would be required? Lights, sound etc.</li> <li>• How do performers access/exit and perform in the performance area safely?</li> <li>• What warnings or rules need to be applied to this performance area to keep the performers safe?</li> <li>• How will we power this stage area?</li> <li>• Is security required? Crowd management ideas?</li> <li>• Any other thoughts/concerns?</li> </ul> | 1 hour            | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |

| Title of suggested activity                     | Suggested activities  | Suggested timings | Also related to   |
|---|---|-------------------|---|
| <b>Legal and health and safety requirements</b> | <p>Tutors could ask learners to find out what their rights are as a paid performer. It is good practice to discuss their findings afterwards, to share research knowledge amongst the group.</p> <p>Tutors could ask learners to research the following areas:</p> <ul style="list-style-type: none"> <li>• What is the minimum payment per hour for performers?</li> <li>• How many hours should I legally work?</li> <li>• How many breaks should I take?</li> <li>• How much tax do I pay?</li> <li>• Whose responsibility is it to pay tax and national insurance?</li> <li>• How do I know if my workspace is safe?</li> <li>• Who can/do I complain to if I have a problem?</li> <li>• How do I get help if I have an accident at work?</li> </ul> <p>Useful resources:</p> <p><a href="https://www.prsformusic.com/">https://www.prsformusic.com/</a><br/> <a href="http://www.insurance4performingarts.co.uk">http://www.insurance4performingarts.co.uk</a><br/> <a href="http://www.acas.org.uk">http://www.acas.org.uk</a><br/> <a href="https://www.gov.uk/government/organisations/hm-revenue-customs">https://www.gov.uk/government/organisations/hm-revenue-customs</a><br/> <a href="http://www.hse.gov.uk/legislation/">http://www.hse.gov.uk/legislation/</a><br/> <a href="http://www.equity.org.uk">http://www.equity.org.uk</a></p> | 1.5 hours         | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |

# SUGGESTED ACTIVITIES

|   |   |                          |   |
|---|---|--------------------------|---|
| <b>LO No:</b>                                 | <b>4</b>  |                          |   |
| <b>LO Title:</b>                              | <b>Understand a range of choreographic methodologies and compositional form</b>   |                          |   |
| <b>Title of suggested activity</b>            | <b>Suggested activities</b>   | <b>Suggested timings</b> | <b>Also related to</b>  |
| <b>Aesthetic differences and similarities</b> | <p>To engrain learners' understanding of aesthetic differences and similarities in dance choreography from Learning Outcome 2, tutors could ask learners to revisit past work on differing styles/genres.</p> <p>Tutors could ask learners to list the different dance styles and the different aesthetics used in the production.</p> <p>Learners could consider if these differences are related to the music, choreographers' aims, resources available or fashion within an era. They could use the following clips to help make comparisons:</p> <p>Ballet, Ashton: <a href="https://www.youtube.com/watch?v=-OLuxWaOUf0">https://www.youtube.com/watch?v=-OLuxWaOUf0</a></p> <p>Contemporary, Cunningham: <a href="https://www.youtube.com/watch?v=yMCV61Wa7xM">https://www.youtube.com/watch?v=yMCV61Wa7xM</a></p> <p>Jazz, Fosse: <a href="https://www.youtube.com/watch?v=mcrZIK3gqbU">https://www.youtube.com/watch?v=mcrZIK3gqbU</a></p> <p>Tap, 'Cups': <a href="https://www.youtube.com/watch?v=Q4FYNF02yEM">https://www.youtube.com/watch?v=Q4FYNF02yEM</a></p> <p>Streetdance, Diversity: <a href="https://www.youtube.com/watch?v=z1OT04ktYM0">https://www.youtube.com/watch?v=z1OT04ktYM0</a></p> <p>Jazz/contemporary, Twyla Tharp: <a href="https://www.youtube.com/watch?v=g19hNT61NAA">https://www.youtube.com/watch?v=g19hNT61NAA</a></p> <p>The Royal Ballet: <a href="https://www.youtube.com/watch?v=TUpIW5QXCiQ">https://www.youtube.com/watch?v=TUpIW5QXCiQ</a></p> <p>Musical, <i>Cats</i>: <a href="https://www.youtube.com/watch?v=GbpP3Sxp-1U">https://www.youtube.com/watch?v=GbpP3Sxp-1U</a></p> <p>Musical theatre: <a href="https://www.youtube.com/watch?v=1VNGIQ51aiw">https://www.youtube.com/watch?v=1VNGIQ51aiw</a></p> | 1 hour                   | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |
| <b>Choreographic methods</b>                  | <p>Learners could well have seen and experienced a range of different choreographic methods. For learners to recall some of these methods and to engage the evaluation process, tutors could ask learners to complete the following short tasks:</p> <p>What is your favourite choreographic method and why?</p> <p>What choreographic method do you not feel comfortable with or like and why?</p> <p>(N.B. This is a personal preference task so learners cannot give a wrong answer.)</p>  | 30 minutes               | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |

| Title of suggested activity        | Suggested activities  | Suggested timings | Also related to   |
|------------------------------------|---|-------------------|---|
| <b>Evaluate my work</b>            | <p>Tutors could use footage of a group routine or staged performance for learners to be able to evaluate themselves. Learners could use the following questions to assist with the evaluation process:</p> <ul style="list-style-type: none"> <li>• What did I do well?</li> <li>• What do I need to work on?</li> <li>• Did I perform well as a soloist?</li> <li>• Did I work in a team?</li> <li>• What can I do to improve?</li> <li>• How will I do this?</li> </ul>   | 30 minutes        | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |
| <b>Evaluate the work of others</b> | <p>The process used in the activity above can now be used to evaluate the work of others' or tutors could use footage of a previously recorded class routine or staged performance for learners to be able to evaluate others' performance and give constructive feedback. Learners could use the following questions to assist with the evaluation process:</p> <ul style="list-style-type: none"> <li>• What did the peer do well?</li> <li>• What does the peer need to work on?</li> <li>• Did the peer perform well?</li> <li>• Did the peer work in a team?</li> <li>• Ideas of what the peer can do to improve?</li> <li>• Ideas of how the peer could do this?</li> </ul> <p>Tutors could use this task to relay the importance of evaluation, especially if the learner wants to become a freelance dancer/choreographer. Often, the only feedback a dancer will receive apart from the audience response will come from evaluating their own work. This task provides learners with information on what they need to work on going forward and thus helps them improve as a dancer.</p>   | 30 minutes        | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |
| <b>Try compositional methods</b>   | <p>Tutors could provide space and opportunity for learners to try different compositional methods.</p> <p>Using the two links below as tools, tutors could ask the learners to practically complete the following tasks:</p> <p><a href="http://www.contemporary-dance.org/dance-composition.html">http://www.contemporary-dance.org/dance-composition.html</a><br/> <a href="http://www.artsalive.ca/en/dan/make/toolbox/elements.asp">http://www.artsalive.ca/en/dan/make/toolbox/elements.asp</a></p> <ol style="list-style-type: none"> <li>1. Use a piece of music of their choice as a stimulus to create a dance.</li> <li>2. Improvise a dance to an unheard piece of music or drum beat.</li> </ol> <p>Learners will need time to start to play with choreographic ideas and note down when they have used them. The important aspect of this task is that learners recognise when they have used choreographic methodologies and compositions. It may be useful for learners to video their practical work, to make it easier for them to identify these items within their work (any notes from this task could be used in the activity that follows).</p> | 2 hours           | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |

| Title of suggested activity                  | Suggested activities   | Suggested timings | Also related to   |
|--|--|-------------------|---|
| <p><b>Research compositional methods</b></p> | <p>Working on an action research task, learners can engage both with the research process and with practical aspects of choreographic composition. Tutors could ask learners to complete the following action research task:</p> <p><b>Dance compositional methods:</b><br/>Your tutor will give you a stimulus of their choice. From this stimulus you are tasked with choreographing a 1-minute dance solo.</p> <p>Following the learners' displays of their solos, use the process below to complete an action research task.</p> <p><i>Collating data:</i><br/>Chart for each dancer how many different choreographic compositions you find in their solo.</p> <p><i>Using data:</i><br/>From the data you have gathered, calculate and chart a summary of:</p> <ul style="list-style-type: none"> <li>• What different choreographic compositions were covered by the class as a whole and what were they?</li> <li>• How many times were the different choreographic compositions used by the dancers in the class?</li> </ul> <p><i>Analysing data:</i><br/>From your data collection ascertain:</p> <ul style="list-style-type: none"> <li>• Which compositions were the most popular?</li> <li>• Which compositions were the least popular?</li> </ul> <p><i>A step further:</i><br/>After finding out which compositions were used the most, try and establish why they were used.</p> <p>Were there compositions that could have been used more to improve some individual dancers' pieces? If so, whose and why?</p> <p><i>Your conclusions:</i><br/>From completing the process above summarise your conclusions.</p> <p><i>Going forward:</i><br/>From your conclusions are there things that you have identified that would assist you or others in the future? Share these with the group.</p> <p>Useful resource:<br/><a href="http://www.aresearchguide.com/1steps.html">http://www.aresearchguide.com/1steps.html</a></p> | 3 hours           | Unit 4 LO1, LO2, LO3, LO4<br>Unit 6 LO1, LO2, LO3, LO4<br>Unit 8 LO1, LO2, LO3, LO4<br>Unit 13 LO1, LO2, LO3, LO4<br>Unit 14 LO1, LO2, LO3, LO4<br>Unit 16 LO1, LO2, LO3, LO4<br>Unit 17 LO1, LO2, LO3, LO4 |



We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: [www.ocr.org.uk/expression-of-interest](http://www.ocr.org.uk/expression-of-interest)

**OCR Resources: the small print**

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content:

Cover image: Monkey Business Images/Shutterstock.com

Square down and Square up: alexwhite/Shutterstock.com

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

**Looking for a resource?**

There is now a quick and easy search tool to help find **free** resources for your qualification:

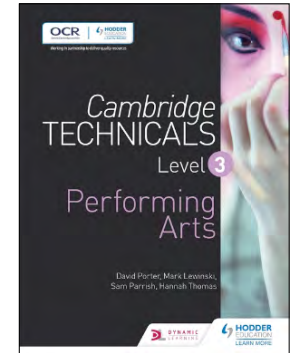
[www.ocr.org.uk/i-want-to/find-resources/](http://www.ocr.org.uk/i-want-to/find-resources/)

**Cambridge Technicals Level 3**

**Performing Arts textbook**

Developed in partnership with Hodder Education this book covers a range of units within this qualification. <http://www.hoddereducation.co.uk/Product/9781471874888>

Publication date: 5 Sep 2016



Working in partnership to deliver quality resources

**ocr.org.uk/performingarts**  
OCR customer contact centre

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2016** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.

