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Dance BTEC
KNOWLEDGE ORGANISER
Y11



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UNIT SHEETS

This section of your Knowledge Organiser contains the unit sheets for each topic. Use them to make sure you know what is required at each stage of your learning.

BTEC Tech Award Level 2 Performing Arts

Component 3 - Responding to a Brief

Below are the key terminology, skills and techniques you need for this Component. Please highlight where you feel you are at throughout the Component.

☺ = you understand, can apply & identify the area.

☹ = you can recognise this area, but are not fully confident yet.

☹ = you do not understand this area and require more time.

Component 3 Responding to a Brief - Subject Knowledge

Knowledge	Component Start	Component Middle	Component End
Chosen style	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
Target audience	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
Themes	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
Purpose	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
Practitioner	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
Interpretive Skills	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
Stimulus	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
Collaborative Skills	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
Expressive Skills	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
Performance Skills	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹

Skills	Component Start	Component Middle	Component End
Technique	😊 😐 😞	😊 😐 😞	😊 😐 😞
Musicality	😊 😐 😞	😊 😐 😞	😊 😐 😞
Improvisation	😊 😐 😞	😊 😐 😞	😊 😐 😞
Creative intentions of your piece	😊 😐 😞	😊 😐 😞	😊 😐 😞

POWERFUL KNOWLEDGE

In this section you can find the key information your teachers want you to know, understand and be able to recall.

Powerful Knowledge

Styles of dance	Practitioner	Definition
Contemporary	Christopher Bruce	Contemporary dance is a style of expressive dance that combines elements of several dance genres, including: modern, jazz, lyrical and classical ballet. Contemporary dancers use fluid dance movements and improvisation, unlike the strict, structured nature of ballet. They also focus on floorwork. This dance genre is often done in bare feet.
Musical Theatre	Adam Shankman	A collaboration of different art forms such as Dance, Music and Drama. All of which share equal importance within the performance. It is often over the top and performed in a stage setting.
Physical Theatre	Lloyd Newson	The use of physical movement to express social and cultural issues. It uses techniques such as movement, mime, gesture and dance.
Ballet	Darcey Bussell	Ballet is a traditional form of dance originating in France. It involves set steps and is a disciplined style of dance. Ballet often tells a story. Pointe shoes and Tutus are worn by the dancers. All of the dance steps have names and it is usually performed in a proscenium arch setting.

Street Dance	Ashley Banjo	<p>A street dance is a dance style that evolved outside dance studios in any available open space such as streets, dance parties, block parties, parks, school yards, raves, and nightclubs. It is an urban style of dance without rules or set steps. It is often improvised and social in nature, encouraging interaction and contact with spectators and other dancers.</p>
Jazz Dance	Bob Fosse	<p>Isolations: a dancer isolates one specific part of her body, such as her rib cage or wrist</p> <p>Grounded movement: dancers keep a low center of gravity, and often bend their knees</p> <p>Syncopation: accenting an offbeat or note of the musical accompaniment that surprises the audience</p> <p>Contractions: motivated by her breath, a dancer will make a C-shape with her core</p>

Key Vocabulary

Practitioner	A theatre practitioner is a person or theatre company that creates practical work or methods. This could be a director or choreographer for example.
Creative Intention	What the choreographer intends the performance to look like. The purpose behind the composition or performance of movement.
Exploration	Experimenting with ideas to create movement.
Musicality	The music elements of a dance performance where the dance and accompaniment have a close relationship.
Responsibilities	Taking ownership for an aspect of the performance. This could be attending rehearsals, organising props, set, costume or music.
Collaboration	Working together to create and share ideas.
Rehearsal	Practising the performance and making improvements.
Reflection	Looking at the performance and forming opinions about its success. Setting targets for improvement and development.
Focus	Conscious attention toward a certain point; with eyes, body parts, or the direction in which the dancer faces. Focus is not just confined to the eyes. It also involves the use of the whole body focus to communicate the intention of the dance.
Projection	Performing with energy towards the audience.
Structure	Structures that a choreographer uses in the creation of a dance such as AB (binary), ABA (ternary), rondo (ABACA), theme and variation (A, A1, A2, A3) and narrative.

Style	Different types of dance such as Street, Contemporary, Ballet and Jazz.
Dynamics	How the movements are performed. Fast/slow/smooth/strong/graceful/frantic
Choreographic Devices	Tools of the choreographer used for the creation of dances such as canon, motif, contrast, accumulation, repetition, reversal, retrograde, inversion, fragmentation, and embellishment.
Motif	A short phrase of movement that can be developed and repeated.
Formations	The shape/pattern that the dancers make when they are standing on the stage. Circular/linear/cluster/triangular
Proscenium Arch	A traditional theatre setting where there is a stage and the audience are at the front.
Transverse	When the audience is placed on either side of the actors' playing space or stage, facing each other. This staging form is also called corridor.
In the Round / Arena	Where the audience sit all the way around the space so the performance is seen from every angle.
Thrust	A thrust stage is one that extends into the audience on three sides and is connected to the backstage area by its upstage end.
Site Specific	A performance that does not take part on a stage.

Things to consider when exploring your ideas:

What do you want to achieve? Why?

What is the purpose? Why?

What style would be most suitable? Why?

How will you demonstrate the style?

Which choreographic devices are most appropriate? Why?

What do you already know about the subject matter?

What questions do you have about the subject matter?

How do you plan to conduct your research?

What will be your role in the rehearsal process?

What will be the themes?

Which practitioner will influence your work? How?

Structure of the performance.

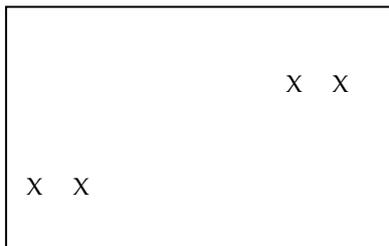
Style of music that you think would be best and why.

SPACE

This refers to where you are on stage. Some of the key words belonging to space are:

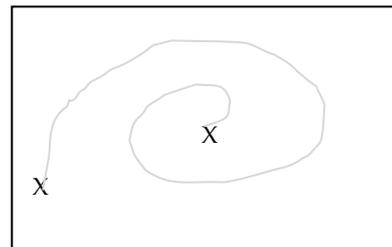
- **Formation** (the shape you stand in on stage eg circle / line)
- **Pathway** (the path that you travel on). Common examples are **linear** and **circular**.
- **Direction** (The way you are moving)
- **Facing** (The way your head or body is facing). Note: this *CAN* be different to the direction of travel!
- **Level** (The height you are performing at). Medium level is stood up (for anyone of any height!).

Formation Example



Audience

Pathway Example



Audience

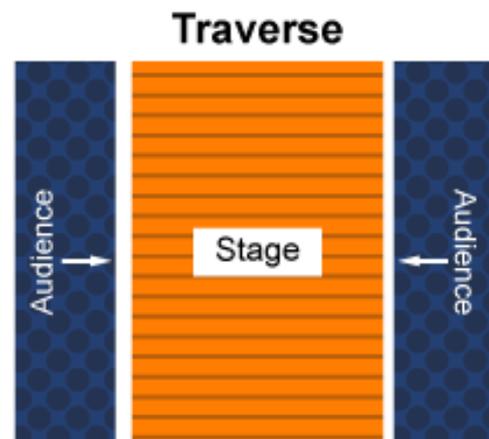
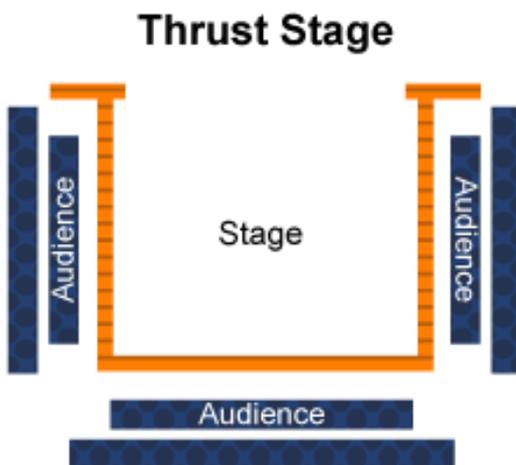
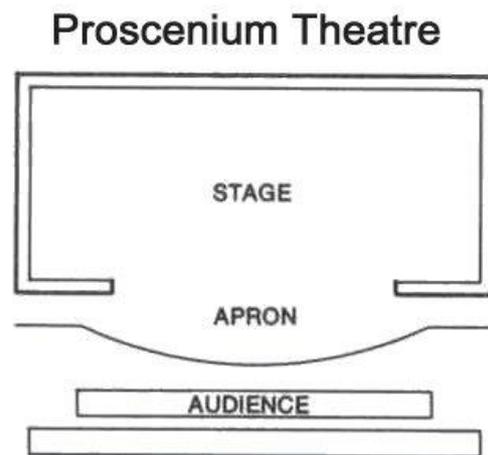
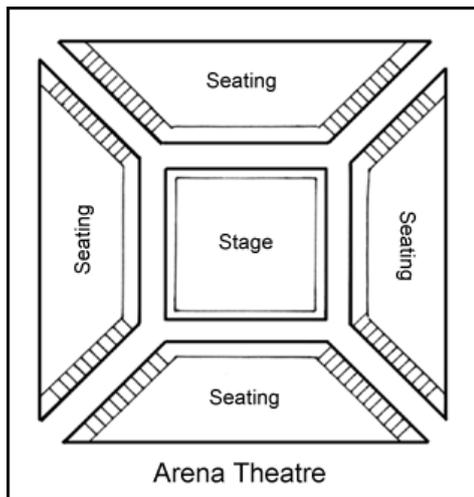
Choreographic Devices

<p>Improvisation</p> <p>A method of exploring Movement ideas without rehearsal or preparation.</p>	<p>Climax</p> <p>The high energy part of the dance which covers lots of space. Often fast, energetic movements are performed.</p>	<p>Repetition</p> <p>Where a movement, phrase or section is performed in the same way more than once.</p>	<p>Motif Development</p> <p>Changing a motif or short phrase of movement. Such as: Changing the dynamics, level, order and spacing.</p>
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Relationships

<p>Canon</p> <p>Where the dancers perform a movement one after the other.</p>	<p>Unison</p> <p>Where all dancers do exactly the same thing at the same time.</p>	<p>Contact</p> <p>Where performers touch or hold each other. Examples: Counter balance, Lift, supports.</p>	<p>Mirroring</p> <p>Where the dancers are facing each other, doing exactly the same thing.</p>
<p>Complimentary</p> <p>Performing very similar movements in very similar ways. For example a smooth roll and a slow turn.</p>	<p>Contrast</p> <p>Performing very different movements in very different ways. For example a fast jump and a controlled balance.</p>	<p>Call and Response (Q&A)</p> <p>Similar to a conversation. A dancer(s) perform a movement/phrase. The other(s) then perform a movement after in response.</p>	<p>Accumulation</p> <p>Where each dancer joins in at a different part of the phrase.</p>

Performance Spaces



Things to consider when exploring your ideas:

What do you want to achieve? Why?

What is the purpose? Why?

What style would be most suitable? Why?

How will you demonstrate the style?

Which acting techniques are most appropriate? Why?

What do you already know about the subject matter?

What questions do you have about the subject matter?

How do you plan to conduct your research?

What will be your role?

What will be the moral or themes?

Which practitioner will influence your work? How?

Planning of rehearsals?

Structure of the performance.

The time of day

The setting

PRACTICE PAGES

In this section of your Knowledge Organiser you will be able to work on practice examples – in class and at home as independent tasks.

Activity 1: Ideas

You must tell us about:

- the concept and style of performance
- your selection of target audience
- the resources needed (during development and performance)
- your contribution to the exploration and development of ideas
- how the work of practitioners has influenced your ideas.

Practice Pages
Notes for Activity 2

Activity 2: Skills

You must tell us about:

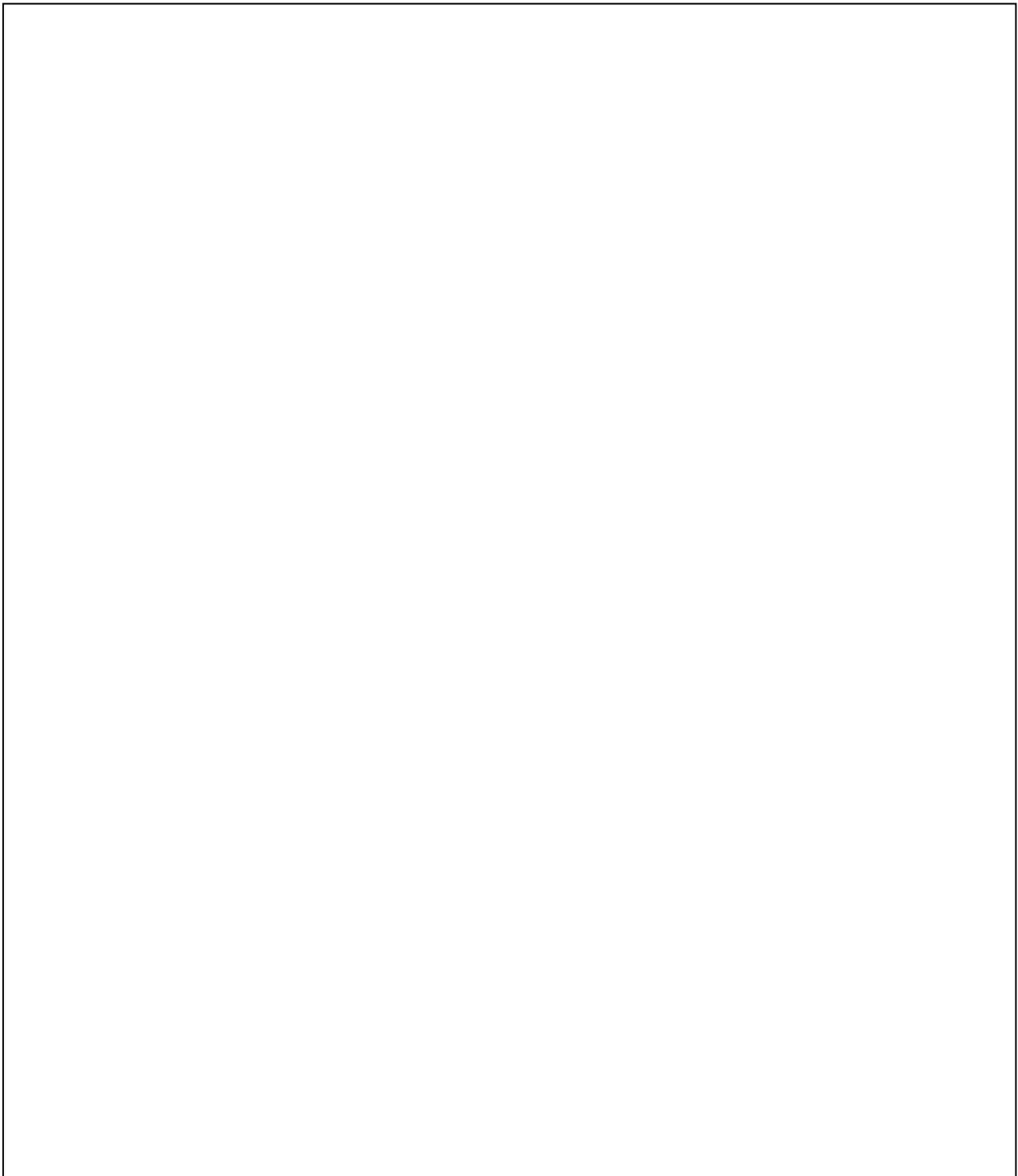
- your role in the group
- the skills and techniques you selected
- how you developed your skills and techniques
- your individual contribution to the rehearsal/development process
- how the work of practitioners has influenced your development of skills and techniques.

Practice Pages
Activity 4

Activity 4: Evaluation Report

You must tell us about:

- 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

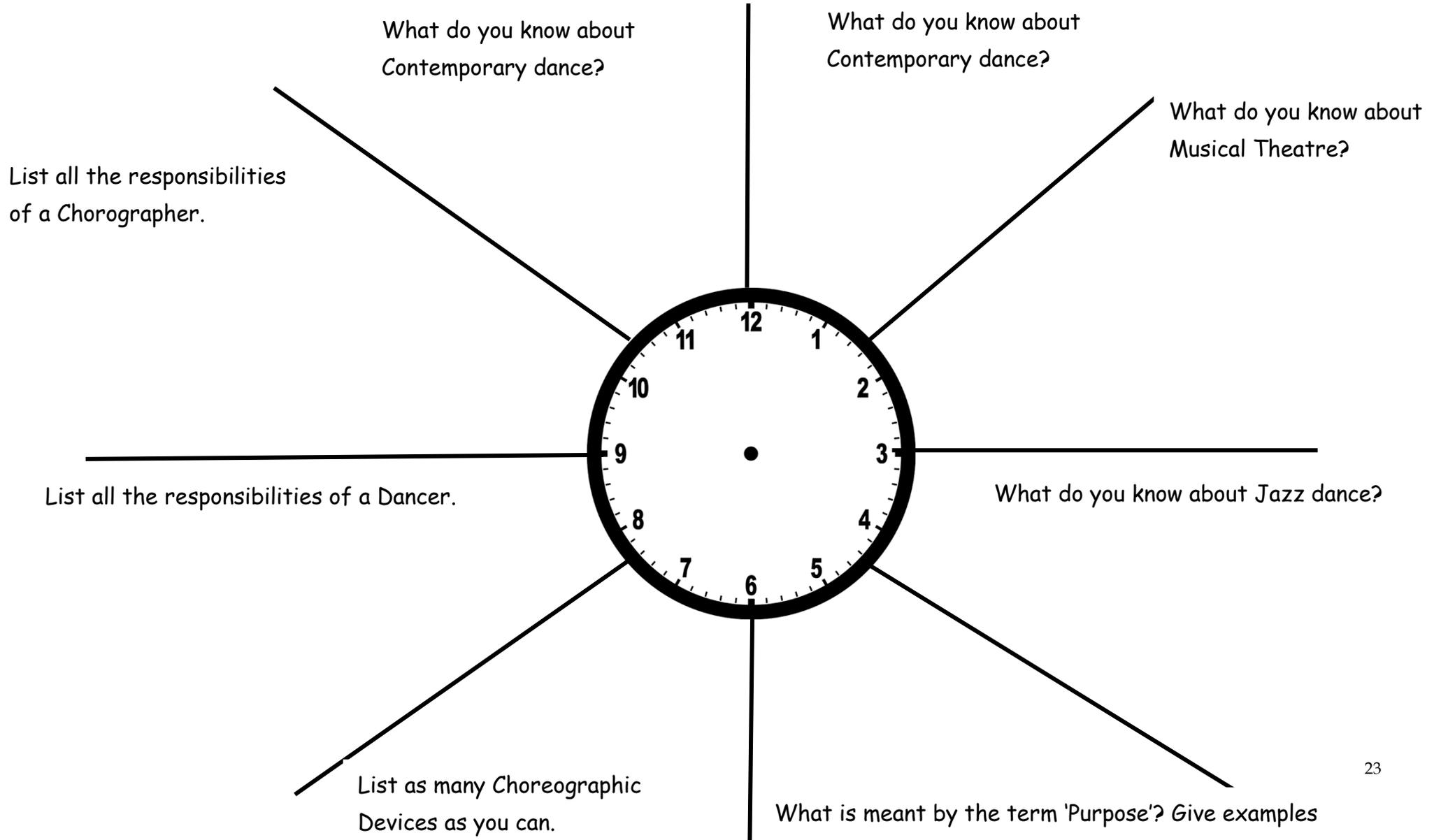


REVISION TOOLS

Use this section of your Knowledge Organiser to support you with revision.

Test yourself and then use the revision resources to help you fill the gaps in your knowledge.

Revision Pages



Revision pages

Quiz yourself:

Fill in the missing words:

My roll is performed on a low _____ . While I do it, the others in my group stand around me in a triangle _____. The next section involves everyone moving on a zig-zag _____ until they reach the front. When they get there we all suddenly _____ stage right and then travel in a completely new _____ (walking backwards towards stage left).

List as many **Action/Space/Dynamics and Relationships** as you can think of.

Action	Space
Dynamics	Relationships

List everything you know about the following Practitioners.

Christopher Bruce	Bob Fosse
Adam Shankman	Andrew Lloyd Webber
Darcey Bussell	Lloyd Newson

Quiz

Name the themes and Purpose of Christopher Bruce's Choreographies.

.....
.....

Name 3 choreographic devices.

.....

What is a motif?

Name 3 ways a motif can be developed.

.....

What is a climax?

Explain what a formation is and give 3 examples.

.....
.....

What is it? Explain and give examples of different types of Stimuli.

How can it be used?

Stimulus

Why are they used?

Explain the themes and stimuli used for the following:

Swansong

Hairspray

Sweet Charity