“Still Life” at the Penguin Cafe
Choreographer: David Bintley
## Revision Checklist

These are the things you really need to know:

<table>
<thead>
<tr>
<th></th>
<th>'Still Life' at Penguin Cafe</th>
<th>Swansong</th>
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</thead>
<tbody>
<tr>
<td><strong>Choreographer</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Lighting Designer</strong></td>
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<td><strong>Costume Designer</strong></td>
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<td></td>
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<tr>
<td><strong>Composer</strong></td>
<td></td>
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<tr>
<td>Who performers the accompaniment?</td>
<td></td>
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<tr>
<td>Date of First Performance</td>
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<tr>
<td>How many performers?</td>
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<tr>
<td>Starting Point</td>
<td></td>
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<tr>
<td><strong>Dance Styles</strong></td>
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<tr>
<td><strong>Subject Matter</strong></td>
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<tr>
<td><strong>The Structure</strong></td>
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<tr>
<td>Describe the lighting, costume, set design and music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How does the lighting, costume, set design and music contribute to the dance piece?</td>
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<tr>
<td>Describe Action, Space, Dynamics and Relationship elements in motifs used</td>
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<tr>
<td>How do these elements and motifs contribute to the dance? What do they show?</td>
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<tr>
<td>Evaluate your performance</td>
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<tr>
<td>Evaluate your choreography</td>
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</tbody>
</table>
“Still Life” at the Penguin Cafe

Choreographer: David Bintley
Choreographer: David Bintley

Born in Huddersfield

He was a performer then choreographer then director.

In 1995, before the age of 40, he became Artistic Director of Birmingham Royal Ballet.

He trained at the Royal Ballet School.

He uses traditional British style that develops the rich theatrical heritage.

He also uses ballet as part of narrative, either to create a mood, or show insight into character.

Composer:

Performed by:

Set Designer:

Lighting Designer:

Premiere (First Performance):

Costume Designer:

Theme

What is the main theme for the piece?

Starting Point / Stimulus:

Name the two initial stimuli Bintley used for the piece?

1. 

2. 

Set Design

Hayden Griffin’s designs reflect the bizarre hallucinations of Jeffes’ album cover.
Design: Set Design

Describe and Analysis Task:
Pick out the key elements from each set and what they relate to.

[Diagram of dance performance with arrows pointing to different elements]
**Description Task:**
Describe the set design in the opening scene.

Describe how this is different to the other scenes.

**Analysis Task:**
How does this relate to the main stimuli or starting points for the piece?
Lighting: Designed by J_____. R_____.

He uses traditional b_____ lighting where lights r___ and f___ to indicate the b_____ and ___ of scenes. They also use f______ s_____ to highlight d______ and soften the edges.

Describing Task
Watch the Zebra scene. Describe how the lighting differs here to the rest of the performance.

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Analysing Task
Why you think Read and Bintley chose to do this?

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**Describing Task**
Describe how Bintley uses Human-Animal relationships in his choreography.

Complete the mind map with different animal-like movements.
**Describing Task:**
What is meant by the term Pedestrian movement?

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**Analysing Task:**
Why would Bintley use this type of movement?

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**Describing Task:** Complete the mind map with different types of Pedestrian movements.

Pedestrian Movement
## Costumes: The Great Auk

### Task
Describe each part of the costume, explain why the detail was chosen and explain how it may affect the choreography.

<table>
<thead>
<tr>
<th>Head and Face</th>
<th>Arms and Hands</th>
<th>Body</th>
<th>Other</th>
<th>Feet</th>
<th>Legs</th>
</tr>
</thead>
</table>

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![Costume Image](image-url)
**Costumes: Utah Longhorn Ram**

**Task**
Describe each part of the costume, explain why the detail was chosen and explain how it may affect the choreography.

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Head and Face</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Arms and Hands</strong></td>
<td></td>
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<tr>
<td><strong>Body</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Feet</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Legs</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Costumes: Texan Kangaroo Rat**

**Task**
Describe each part of the costume, explain why the detail was chosen and explain how it may affect the choreography.

<table>
<thead>
<tr>
<th>Head and Face</th>
<th>Arms and Hands</th>
<th>Body</th>
<th>Other</th>
<th>Feet</th>
<th>Legs</th>
</tr>
</thead>
</table>

![Image of a dancer in a costume designed to resemble a Texan Kangaroo Rat](image)
Costumes: Hog-nosed Skunk Flea

Task
Describe each part of the costume, explain why the detail was chosen and explain how it may affect the choreography.

Head and Face

Arms and Hands

Body

Other

Feet

Legs
Task
Describe each part of the costume, explain why the detail was chosen and explain how it may affect the choreography.

- Head and Face
- Arms and Hands
- Body
- Other
- Feet
- Legs
**Structure**

**Describing Task:**
What are the four main elements of structure used in this piece?

1. .................................................................
2. .................................................................
3. .................................................................
4. .................................................................

**Remembering Task:**
Fill the gaps to the name of the sections and point an order to the correct order.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B__ _____  W__  M__</td>
</tr>
<tr>
<td>2.</td>
<td>U__ L__ R__</td>
</tr>
<tr>
<td>3.</td>
<td>R__ F__ P__</td>
</tr>
<tr>
<td>4.</td>
<td>C__ (The Flood and The Arc)</td>
</tr>
<tr>
<td>5.</td>
<td>S__ C__ Z__</td>
</tr>
<tr>
<td>6.</td>
<td>T__ K__ R__</td>
</tr>
<tr>
<td>7.</td>
<td>The P__ C__</td>
</tr>
<tr>
<td>8.</td>
<td>H__ ' H__ N__ S__ F__</td>
</tr>
</tbody>
</table>

What are most of the scenes named after?

..........................................................................................................................
Remembering Task:
The s_ _ _ _ was created from eight pieces of music by P_ _ _ _ _ _ C_ _ _
O_ _ _ _ _ _ _ _ and composed by S_ _ _ _ J_ _ _ _ _. It is eclectic in range
using a variety of moods, tempos and cultures such as:

Each piece evokes images of particular a_ _ _ _ _ _ in particular l_ _ _ _ _ _
_ and linked with different d_ _ _ _ s_ _ _ _ _. There are also intermittent
s_ _ _ _ e_ _ _ _ _ _ – such as a g_ _ _ _ _ , h_ _ _ _ _ w_ _ _, relentless
r_ _ , t_ _ _ _ _ , trees being f_ _ _ _ _ and n_ _ _ _ _ _ _ _ at the start and
end of piece.

What does the word ‘eclectic’ mean?

What does the word ‘evoke’ mean?

What does the word ‘intermittent’ mean?

What instruments are used?
**Analysis Task:**

How does the mixture of cultural music and sound effects link to the original theme and starting point?

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**Remembering Task:**

Match the scene to the correct piece of music:

<table>
<thead>
<tr>
<th>Scene</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Penguin Cafe</td>
<td>Long Distance,</td>
</tr>
<tr>
<td>Utah Longhorn Ram</td>
<td>The Ecstasy of the Dancing Flea</td>
</tr>
<tr>
<td>Texan Kangaroo Rat</td>
<td>Prelude and Yodel</td>
</tr>
<tr>
<td>Humbolts' Hog Nosed Skunk Flea</td>
<td>Air à Danser</td>
</tr>
<tr>
<td>Southern Cape Zebra</td>
<td>White Mischief</td>
</tr>
<tr>
<td>Rain Forest People</td>
<td>Music By Numbers</td>
</tr>
<tr>
<td>Brazilian Woolly Monkey</td>
<td>Numbers 1-4</td>
</tr>
<tr>
<td>Conclusion (The Flood and The Arc)</td>
<td>Now and Nothing</td>
</tr>
</tbody>
</table>

**Who composed the music?**
**Choreographic Style**

**Remembering Task:**
D_ _ _ _ B_ _ _ _ _ _ used a wide range of different d _ _ _ _ s_ _ _ _ _
including:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>4.</td>
</tr>
<tr>
<td>2.</td>
<td>5.</td>
</tr>
<tr>
<td>3.</td>
<td>6.</td>
</tr>
</tbody>
</table>

We can tell that ‘Still Life’ at the Penguin Café is a b_ _ _ _ _ because it has
a large cast with extravagant and detailed costumes and sets. We also know
this because the dancers have gender specific roles where men l_ _ _ _ and
s_ _ _ _ _ _ women, never the other way round.

However, unlike traditional b_ _ _ _ _ _, it tackles a modern, political theme
and therefore is more expressionist than n_ _ _ _ _ _ _ _ style. The
choreography involves a mixture of p_ _ _ _ _ _ _ _ and a_ _ _ _ _ like
movements in order to portray the t_ _ _ _ _ _ of the piece.

Each species has a specific s_ _ _ _ _ and g_ _ _ _ _ _ _ _ _ _ location. Motifs
are built from actions that represent each a_ _ _ _ _ , for example:

<table>
<thead>
<tr>
<th>Motif</th>
<th>=</th>
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</thead>
<tbody>
<tr>
<td>Waddle</td>
<td>=</td>
</tr>
<tr>
<td>Jumping</td>
<td>=</td>
</tr>
<tr>
<td>Walking and Grazing</td>
<td>=</td>
</tr>
<tr>
<td>Twitching</td>
<td>=</td>
</tr>
</tbody>
</table>

These were fused with h_ _ _ _ _ character and qualities such as quirky, comic,
playful, gentle, lively, graceful, narcissistic, witty, energetic.
<table>
<thead>
<tr>
<th></th>
<th>Action</th>
<th>Space</th>
<th>Relationships</th>
<th>Dynamics</th>
<th>Accompaniment</th>
<th>Lighting / Set</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Great Auk</strong></td>
<td></td>
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<tr>
<td><img src="image1.png" alt="Image" /></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>The Longhorn Ram</strong></td>
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<tr>
<td><img src="image2.png" alt="Image" /></td>
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<tr>
<td>Action</td>
<td>Space</td>
<td>Relationships</td>
<td>Dynamics</td>
<td>Accompaniment</td>
<td>Lighting / Set</td>
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<td></td>
</tr>
<tr>
<td>Texan Kangaroo</td>
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<tr>
<td>Rat</td>
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<td></td>
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<tr>
<td>Hog Nosed</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Skunk Flea</td>
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</tbody>
</table>
When revising the set work, you may find there are other scenes. These may be useful to watch, however, your final examination will only relate to the sections included in this Student Pack.

<table>
<thead>
<tr>
<th>Action</th>
<th>Space</th>
<th>Relationships</th>
<th>Dynamics</th>
<th>Accompaniment</th>
<th>Lighting / Set</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Cape Zebra</td>
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</table>
## Choreography: Significant Movements

<table>
<thead>
<tr>
<th>Significant Moment</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The Penguin Cafe</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Utah Longhorn Ram</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Texan Kangaroo Rat</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Hog-nosed Skunk Flee</strong></td>
<td></td>
</tr>
<tr>
<td>Significant Moment</td>
<td>Interpretation</td>
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<tr>
<td>-------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Southern Cape Zebra</td>
<td></td>
</tr>
<tr>
<td>Aboriginal Rainforest Family</td>
<td></td>
</tr>
<tr>
<td>Brazilian Woolly Monkey</td>
<td></td>
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<tr>
<td>Conclusion (The Flood)</td>
<td></td>
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<tr>
<td>Conclusion (The Arc)</td>
<td></td>
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</tbody>
</table>
Swansong

Choreographer: Christopher Bruce
Choreographer:  *Christopher Bruce*

Born 3 October 1945 in Leicester

British choreographer and performer

He was Artistic Director of the Rambert Dance Company until 2002

He has had a long-term association with the English National Ballet and the Houston Ballet

He was given a CBE for his contribution to dance because he was one of Britain’s leading choreographers

Composer:

Performed by:

Set Designer:

Lighting Designer:

Premiere (First Performance):

Costume Designer:

Theme

What were the main two themes for the piece?

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Starting Point / Stimulus:

Name the four initial stimuli used for the piece?

1. 

2. 

3. 

4. 
Describe Task:
Describe the set design for Swansong including what type of staging they used.

Analysis Task:
How does the set design contribute to the dance piece? (Remember to relate to theme and choreography)
Describing and Analysing Task
How does the lighting demonstrate interrogation?

Why were footlights used?

Describe the lighting in the following image and analyse it’s meaning.
Describing Task
Describe at least 3 motifs that show the theme of human rights.

1. 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Costumes: The Prisoner

Describing and Analysing Task
Describe each part of the costume, explain why the detail was chosen and explain how it may affect the choreography.

Head and Face

Arms and Hands

Body

Other

Feet

Legs
Costumes: The Guards

**Describing and Analysing Task**
Describe each part of the costume, explain why the detail was chosen and explain how it may affect the choreography.

<table>
<thead>
<tr>
<th>Head and Face</th>
<th>Arms and Hands</th>
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<table>
<thead>
<tr>
<th>Body</th>
<th>Other</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Feet</th>
<th>Legs</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>
Remembering Task:
Swansong has an Episodic structure because ……………………………………………………………………………………………………….
………………………………………………………………………………………….
………………………………………………………………………………………….

Remembering Task:
Fill the gaps to the name of the sections and point an order to the correct order.

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</thead>
<tbody>
<tr>
<td>1.</td>
<td>T__F__T__</td>
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<tr>
<td>2.</td>
<td>Q_______a__A____</td>
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<td>3.</td>
<td>F___S___</td>
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<tr>
<td>4.</td>
<td>C___D___</td>
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<td>5.</td>
<td>T___S___</td>
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<tr>
<td>6.</td>
<td>S___T___</td>
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<tr>
<td>7.</td>
<td>S____S__</td>
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</tbody>
</table>

In the final column, summarise what each section represents to the piece.
Remembering Task:
The music was composed by P_ _ _ _ C_ _ _ _ _ in collaboration with C_ _ _ _ _ _ _ _ B_ _ _ _ after the first four sections had been choreographed. There is a close relationship between the r_ _ _ _ _ and p_ _ _ _ of the music and the dance in many places with c_ _ _ _ _ _ sections where the dancers are able to interpret the phrases freely or perform in s_ _ _ _ _ _ _. The piece begins in s_ _ _ _ _ _ with only the interrogator’ t_ _ _ _ _ _ to accompany the movement.

Describing Task:
Describe the sound of the accompaniment using the following key words.

Electro-acoustic / digitally sampled sounds / vocals / reed pipe / popular dance rhythms / feet tapping
Analysis Task:
How does the accompaniment contribute to the theme and choreography? (Perhaps choose one element from your description then explain, then repeat this process until you’ve covered all – you do not need to describe again)
Write down all the websites you visited that might be useful revision for the written exam.

- www.youtube.com Useful clips and interviews of *Still Life*
- www.brb.org.uk Some study notes and photos
- www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/teacher/music/brb/index.htm
Give a brief description of the following with at least 3 examples:

**Action:**

- ........................................................................................................................................
- ........................................................................................................................................
- ........................................................................................................................................

**Space:**

- ........................................................................................................................................
- ........................................................................................................................................
- ........................................................................................................................................

**Dynamics:**

- ........................................................................................................................................
- ........................................................................................................................................
- ........................................................................................................................................

**Relationships:**

- ........................................................................................................................................
- ........................................................................................................................................
- ........................................................................................................................................

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**What are the 16 ways to develop a motif?**

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<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>10</td>
<td>14</td>
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<td>3</td>
<td>7</td>
<td>11</td>
<td>15</td>
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<tr>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
</tr>
</tbody>
</table>
Describe your stimulus.

Describe one motif and explain how this related to your stimulus.

Describe how you developed this motif, using choreographic devices and explaining reasons for your choices.
Evaluation of Choreography

What structure did you use for your choreography and why?

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How successful was this structure and why? Include how you may improve this.

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Identify and describe at least 3 strengths of your performance of *Swansong* with examples and reasons why.

1. ........................................................................................................................................

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2. ........................................................................................................................................

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3. ........................................................................................................................................

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Identify and describe at least 3 weaknesses of your performance of *Swansong* with examples and ways to improve.

1. ................................................................................................................................................

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2. ................................................................................................................................................

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3. ................................................................................................................................................

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### Key Words

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Definitions or Examples</th>
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<tbody>
<tr>
<td>Describe</td>
<td>Provide detail, give a description</td>
</tr>
<tr>
<td>Explain</td>
<td>Give reasoning</td>
</tr>
<tr>
<td>Identify</td>
<td>Name, list, pick out</td>
</tr>
<tr>
<td>Dance Idea</td>
<td>What the dance is about</td>
</tr>
<tr>
<td>Feature</td>
<td>Any aspect of choreography, e.g. movement, number of dancers, lighting, etc.</td>
</tr>
<tr>
<td>Performance Skills</td>
<td>focus, projection, style, musicality, timing, concentration,</td>
</tr>
<tr>
<td></td>
<td>confidence, determination to succeed, posture, alignment, co-ordination, balance, strength, stamina, flexibility, mobility, control, safe practice, correct uniform</td>
</tr>
<tr>
<td>Choreographic Devices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <em>Action</em>: flexion, extension, rotation, locomotion, turning, gesture, elevation and stillness</td>
</tr>
<tr>
<td></td>
<td>• <em>Space</em>: variation in shape, size, level, direction, pathway, design and orientation in space</td>
</tr>
<tr>
<td></td>
<td>• <em>Dynamics</em>: the qualities of speed, energy and continuity and the combination, contrast, development and variation of these to produce accent, rhythm and phrasing</td>
</tr>
<tr>
<td></td>
<td>• <em>Relationships</em>: body part to body part, movement to movement, dancer to dancer.</td>
</tr>
<tr>
<td>Aural Setting</td>
<td>silence and accompaniment, features such as: tone, texture, rhythm, dynamics, style, structure, orchestration, the relationship between music and dance content.</td>
</tr>
<tr>
<td>Physical Setting</td>
<td>staging, for example: proscenium, in-the-round, site-specific, naturalistic, symbolic, abstract, set design, lighting, props, projection, features: colour, material, texture, decoration, shape, size, levels, placement, the relationship between the physical setting and dance content.</td>
</tr>
<tr>
<td>Costume</td>
<td>realistic, abstract features: colour, texture, flow, shape, weight, decoration, line</td>
</tr>
<tr>
<td></td>
<td>accessories, footwear, masks and make-up</td>
</tr>
<tr>
<td></td>
<td>the relationship between costume and dance content.</td>
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<tr>
<td>Others</td>
<td></td>
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</tbody>
</table>
In the exam you will be expected to:

1. recall simple facts about professional works
2. describe aspects of production and explaining how they help us understand the work
3. describe aspects of production and explaining how they relate to the movement/choreography
4. identify similarities and differences in aspects of production of two dances
5. evaluate the effectiveness of an aspect of production of a work
6. apply terminology to their own work and professional works
7. analyse action, space, dynamics and dance relationships of own or professional work.
8. demonstrate knowledge and understanding of performance and choreographic skills.

Questions that ask you to interpret or analyse may look like this:

- How does X contribute to X?
- How does X inform/communicate the dance idea?
- How does X help us understand/appreciate the dance work/s?
- Explain how X is used effectively in the dance work/s?

As a rule the marks for this type of question are awarded for explaining what the feature does, or its impact on the choreography, and not for what it looks like, so explain how it affects the piece not a description.

You do not need to write in essay format for longer questions, bullet points are fine as long as you’ve get the correct information across.