

**GCSE      Dance      Personalised Learning Checklist**

**Exam Board: AQA**

**My target grade is:**

**Topic/Module: Component 2: A Linha Curva**

**Year Group: 9-11**

**My predicted grade is:**

Use this checklist before your assessment to focus your revision, and after to check the effectiveness of your revision

<b>G</b>	I am confident about this topic and I know what I need to do to revise it
<b>A</b>	I am not too sure about this topic, I may need to check with my teacher and spend more time revising this topic
<b>R</b>	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to revise it.

Revision Resources	Topic / Unit Focus	R	A	G
<b>Critical appreciation of professional set works A Linha Curva</b>				
	Features of production: <ul style="list-style-type: none"> <li>Staging / Set</li> <li>Lighting</li> <li>Props</li> <li>Costume</li> <li>Dancers</li> <li>Aural setting</li> <li>Dance for the camera</li> </ul>			
	Performance environment <ul style="list-style-type: none"> <li>Proscenium arch</li> <li>End stage</li> <li>Site-sensitive</li> <li>In-the-round</li> </ul>			
	Choreographic approach			
	Choreographic content: <ul style="list-style-type: none"> <li>Movement content (A, S, D and R)</li> <li>Structuring Devices and form (binary, ternary, rondo, narrative, episodic, beginning/middle/end, unity, logical sequence, transitions)</li> <li>Choreographic devices (motif and development, repetition, contrast, highlights, climax, manipulation of number, unison and canon, accumulation etc).</li> </ul>			

	Choreographic intent: <ul style="list-style-type: none"> <li>• Mood(s)</li> <li>• Meaning(s)</li> <li>• Idea(s)</li> <li>• Theme(s)</li> <li>• Style/style fusion(s).</li> </ul>			
<b>To critically appreciate professional works through describing, analysing, interpreting, evaluating and reflecting, students must know and understand:</b>				
	The similarities and differences between the defining characteristics of each dance			
	The contribution of choreography (as above), performance and features of production to the audience's understanding of the work			
	The relationships between choreography, performance and features of production (as above) and the ways in which these have been used together to enhance audience understanding of the choreographic intention			
	The purpose or significance of different performance environments in which the dance was created and performed.			

**Additional Support/ Guidance:**

- Attend lunchtime clubs and revision sessions in preparation for your theoretical written examination.
- Create, for revision purpose: Analysis and anthology charts comparing and contrasting all six of the professional dance works.

Dance work	Dance company	Choreographer
<i>Artificial Things</i>	Stopgap Dance Company	Lucy Bennett
<i>A Linha Curva</i>	Rambert Dance Company	Itzik Galili
<i>Infra</i>	The Royal Ballet	Wayne McGregor
<i>Shadows</i>	Phoenix Dance Theatre	Christopher Bruce
<i>Within Her Eyes</i>	James Cousins Company	James Cousins
<i>Emancipation of Expressionism</i>	Boy Blue Entertainment	Kenrick H2O Sandy