



QE  
Induction Pack for  
GCSE DANCE  
2024 - 2025

A guide to help you get ready for  
GCSE Dance @ QE

# Induction pack contents...

## Dance @ QE

*GCSE Dance includes exciting, demanding, and challenging tasks which will expand your current dance knowledge, teach you many new skills about performing and choreographing and will allow you to develop the skills in analysing dance by watching works on screen and in live performances.*

*A lot of the techniques used in GCSE Dance will be Contemporary Dance. If you haven't studied this style before you may at first find it difficult or strange – as your body may be more used to other styles. However if you follow instruction and experiment with new ideas you will soon appreciate and value the importance of Contemporary Dance.*

## Introduction

This pack contains a programme of activities and resources to prepare you to start your GCSE in Dance. It is aimed to be used throughout the remainder of the Summer term and over the Summer Holidays to ensure you are ready to start your course in September.

## GCSE Dance Pack Overview:

- **GCSE Dance targets**
- **Introduction to the Anthology**
- **Performance: Physical Skills**
- **Choreography**
- **Glossary of key terms**
- **Go Beyond...**



# GCSE Dance My Targets:



## Strengths

*My strengths in dance are;*

*E.g. I find it easy to remember movements after they have been taught to me*

1.

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2.

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3.

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## Areas for improvement

*I do not feel as confident at;*

*E.g. Sometimes when I am performing I get nervous and I look down at the floor. I need to improve my eye focus - and keep my eyes up!*

1.

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2.

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3.

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## Targets

*Your targets should be realistic.*

*They should help you improve in areas of the course that you feel less confident.*

I am going to: -	By (date):

# Introduction to the Anthology

In GCSE Dance you will study 6 professional works. These are called the ANTHOLOGY.

One of these 6 works includes Christopher Bruce's 'Shadows'.

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## **Activity 1: Shadows**

Watch the below link:

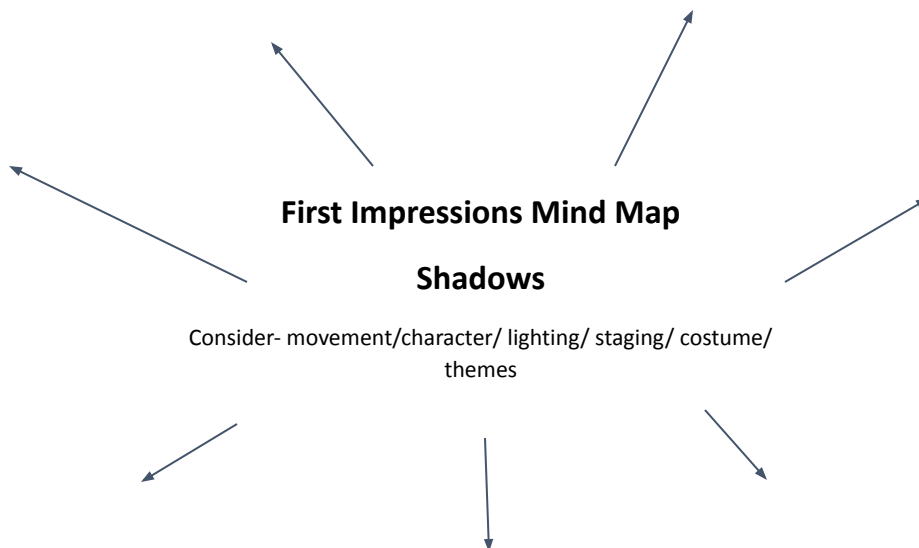
<https://www.youtube.com/watch?v=z9BPtzGP4z0>

*In this piece, Bruce invites the audience into the world of a small family, coming to terms with deprivation, poverty, and the realities of what lies outside their intimate family home. Bruce describes this piece as "a darker work, with a sort-of narrative", allowing the audience to apply their own context to the material danced on stage.*

## **Activity 2: First Impressions**







Now that you have watched Shadows, create a mind map noting down everything you have noticed.

*What do you think the family were waiting for?*



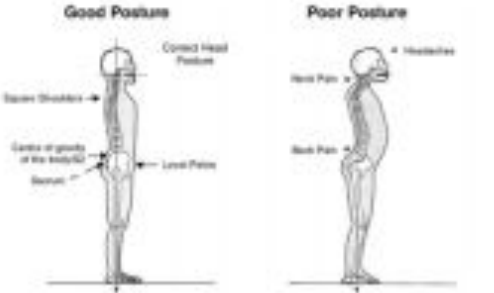




# Physical Skills...

Within GCSE Dance you will need to demonstrate a variety of skills within your practical work. You will also need to learn the definitions of each skill for your written exam. Take some time to learn the definition of each skill.

<b>Control</b>	The ability to start and stop movement, change direction and hold a shape efficiently	
<b>Strength</b>	Muscle power	
<b>Isolation</b>	An independent movement of part of the body	
<b>Balance</b>	A steady or held position achieved by an even distribution of weight	
<b>Flexibility</b>	The range of movement in the joints (involving muscles, tendons and ligaments)	
<b>Stamina</b>	Endurance – both muscular and cardio-respiratory	

# Physical Skills...

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<p><b>Posture</b></p>	<p>The way the body is held</p>	
<p><b>Coordination</b></p>	<p>The efficient combination of body parts</p>	
<p><b>Mobility</b></p>	<p>The range of movement in a joint; the ability to move fluently from action to action</p>	
<p><b>Extension</b></p>	<p>Lengthening one or more muscles or limbs</p>	
<p><b>Alignment</b></p>	<p>Correct placement of body parts in relation to each other</p>	

# Choreography

Within the GCSE dance course you will create a piece of choreography based on a stimulus.

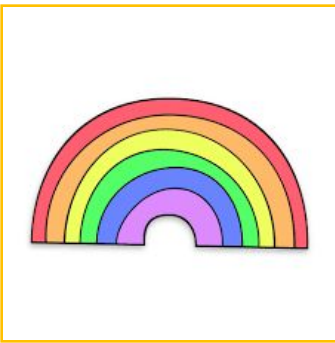
In preparation for this...

A 'Stimulus' means a starting point or idea for your choreography.

You can use it to come up with a story, ideas or movement to help create your choreography.

Below are some stimulus's select one that most interests you.

This will be what you base your short solo on.



“Act as if what  
you do makes  
a difference.  
IT DOES.”

WILLIAM JAMES



## **Task 1:**

Once you have selected your chosen stimulus (from the above options) **mind map** all the ideas it makes you think of.

These can be as creative as you want them to be. *E.g the rainbow may make you think of : colour, sweets, Wizard of Oz, the calm after the storm, pride ...and many more.*

**Then** circle the idea you are most interested by and this will be the theme of your dance.

## **Task 2:**

Create a short phrase (a motif - approx 8 - 16 counts) which links to your chosen idea. Think about your choice of movement to show links to your idea.

**You will use this solo phrase during the first few lessons in September.**

**You do not need music.**

# Glossary of key terms

Here is a selection of some of the terminology that will help with your transition into GCSE study.

The full list can be found here:

<https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary>

**Actions** : What a dancer does eg travelling, turning, elevation, gesture, stillness, use of body parts, floor-work and the transference of weight.

**Accompaniment**: The sound that you hear during a dance. For example, percussion.

**Canon**: When the same movements overlap in time.

**Choreographic devices**: Methods used to develop and vary material.

**Choreography**: The art of creating dance.

**Climax**: The most significant moment of the dance.

**Development**: The way in which movement material is manipulated.

**Dynamics**: The qualities of movement based upon variations in speed, strength and flow.

**Motif**: A movement phrase encapsulating an idea that is repeated and developed throughout the dance.

**Motif development**: Ways in which a movement phrase can be varied.

**Relationships**: The ways in which dancers interact; the connections between dancers.

**Space**: The 'where' of movement such as levels, directions, pathways, shapes, designs and patterns.

**Transitions**: Links between dance phrases or sections.

**Unison**: Two or more dancers performing the same movement at the same time.



# Go Beyond ...

1. Find an online class on YouTube. You could choose a style that you haven't done before or one which you want to be challenged in. Remember to write down what the class was so you can repeat it at a later date to help you track your own progress
2. Local attractions are great sources of inspiration for choreography e.g. the beach, the New Forest, buildings and architecture. Start to collect images and notes on locations of sights which you feel could be an inspiration for choreography or an appropriate site for a site-specific choreography. Keep you notes together in a journal / notebook - this will later become your choreography journal for GCSE Dance.
3. Watch a range of contemporary dance works on YouTube. Write down the name of the choreographer and dance title so you can discuss it with the class.
4. Visit Pavilion Dance in Bournemouth and see what events and classes they are offering which you could get involved with.

## GCSE Dance: Course Outline and Information

### What does it include?

#### How much practical work?

60% of the assessments are PRACTICAL – Performance and Choreography  
40% is a written examination – at the end of Year 11.

#### What happens each lesson?

Each lesson you should be prepared for practical work. You will also be expected to complete written tasks during lessons and for homework tasks.  
You will have 5 practical lessons and 1 theory lesson each cycle.

### What will be examined? And when?

#### Component 1: Practical

**Solo performance** of 2 set phrases – 30 seconds each  
October of Year 11

**Duet / Trio performance**– using 2 other phrases – 3 – 5 minutes  
March of Year 11

**Solo or Group choreography** - Solo (2–2 ½ mins) or Group 2 – 5 dancers (3–3 ½ mins)  
(These will be marked by staff, recorded & sent to an AQA examiner to moderate) March of Year 11

#### Component 2: Written Exam

**Section A:** 30 marks

Knowledge and understanding of choreographic process and performance skills Hypothetical dance scenario

**Section B:** 18 marks

Critical appreciation of own work  
Own practice

**Section C:** 32 marks

Critical appreciation of professional works  
4 from anthology each year

There will also be PPE examinations and / or assessments during every term. You will be informed of these before they occur.

## Important Information

### Dance Kit for Year 10 and Year 11:

- Navy blue QE PE t-shirt
- QE Navy leggings / QE Navy tracksuit bottoms
- Bare feet
- Hair bands and hair clips – fringes must be kept off faces – all hair must be tied back every lesson
- No jewellery

### Homework and knowledge organisers:

- All homework must be submitted on time by the deadline given

If you would like to email work to a teacher or ask questions, please use the following email addresses: -

Mrs Miller: [nmiller@queenelizabeths.com](mailto:nmiller@queenelizabeths.com)  
Mrs Clark-Nation [gclark-nation@queenelizabeths.com](mailto:gclark-nation@queenelizabeths.com)

### Rehearsal and practical homework:

- You will occasionally be set a practical piece of homework or will be expected to attend a rehearsal at lunchtime or after school in preparation for an assessment or a show.
- The same expectations apply for practical homework and extra rehearsals as for knowledge organiser.