



Dance
Choreography
Year 8

Name

Tutor Group

Teacher

Given out: Monday 7 October

Hand in: Monday 14 October

Parent/Carer Comment

Staff Comment

Target

Starter Activity: Reading Task

Creating Dances - Getting creative

Introduction

As you learn about creating, performing, analysing and directing dances, you will be introduced to some new vocabulary: words such as actions, space, dynamics and relationships. These are the ingredients of dance.

Why you need to understand the ingredients of dance

Understanding the ingredients of dance will help you to succeed in creating a piece of choreography. As a dancer, you need to learn, understand and use technical and expressive skills to help improve your performances. As a choreographer, you need to develop movement for dances. As a critic, you will need to be able to describe and analyse movement, costumes, set designs, lighting and accompaniment and to interpret possible meanings of dances.

The importance of choreography

Whether you are creating your own work, performing dances created by others or looking at professional works, you need to have a good knowledge and understanding of the process of choreography.

You need to be able to know:

- Where to get ideas and starting points (stimuli) for a dance
- How to work with a stimulus
- Select appropriate and be able to use accompaniment
- How to select and develop movement material
- Choreograph a dance for more than one dancer
- Organise dance material
- Shape and structure dances.

What makes good choreography?

You should be able to choreograph either a solo or a group dance that shows an inspired and original response to the stimulus or starting point. The selection of action, dynamic, spatial and where appropriate, relationship content, is original, well-realised and varied, adding significance and interest to the dance idea and enhancing artistic intent. The overall structure is highly appropriate and very effective in giving unity to the piece. You should make highly effective use of a range of choreographic devices and principles and the choice of aural setting is highly appropriate and insightful. The mood and meaning of the dance is communicated in a highly sensitive manner.

Motif and development

What is a motif?

A motif is a movement or phrase of movements that embodies the style and content of a dance. It can be manipulated and developed in many different ways. A motif generally consists of actions and has a dynamic quality and spatial design. It can be as simple as a spiral – performed as a turn with arm gestures, then travelling as a pathway and finally as a group shape.

Why are motifs important?

Motifs are essential ingredients that can be repeated, varied and developed to help structure and organise a dance. A two to three-minute dance will contain a number of motifs. Motifs are also helpful to the audience because they clearly communicate the style and meaning of the dance and help the audience to process what they see. Motifs are used in art and music too.

Once you have a good grasp of motifs you are well on your way to being a good choreographer. You will be assessed on how effectively you develop and link motifs in your KS3 lessons and on how successfully you select and structure material to communicate our idea in your main choreography.

How to develop a motif?

You can develop motifs in a group in the exactly the same way as you would as a soloist, but you have more opportunities to vary the body, actions, dynamics and space between dancers. You can also develop the relationship in time and space and use of number.

In this homework you will learn how to choose a stimulus of your choice and then think about what actions, space, dynamics and relationships that are appropriate to select for the dance you are creating.

Learning about.....

CHOREOGRAPHY: Making a motif & using motif developments

Part 1: Making a motif

A motif is the foundation of your dance. It is a short sequence of movement that expresses your idea or theme. It is not one movement only. It is repeated and is varied and developed as the dance goes on.

But first, can you remember the 5 basic actions in dance?

1.

2.

3.

4.

5.

Now you might be thinking how do we create a motif?

This homework booklet guides you through a step by step process, so that you understand how to make a motif with ease. You have done this already in your dance lessons so you should be fairly familiar with this.

The first thing you need is an IDEA. **Here are four different ideas – choose one by circling or highlighting the idea.**

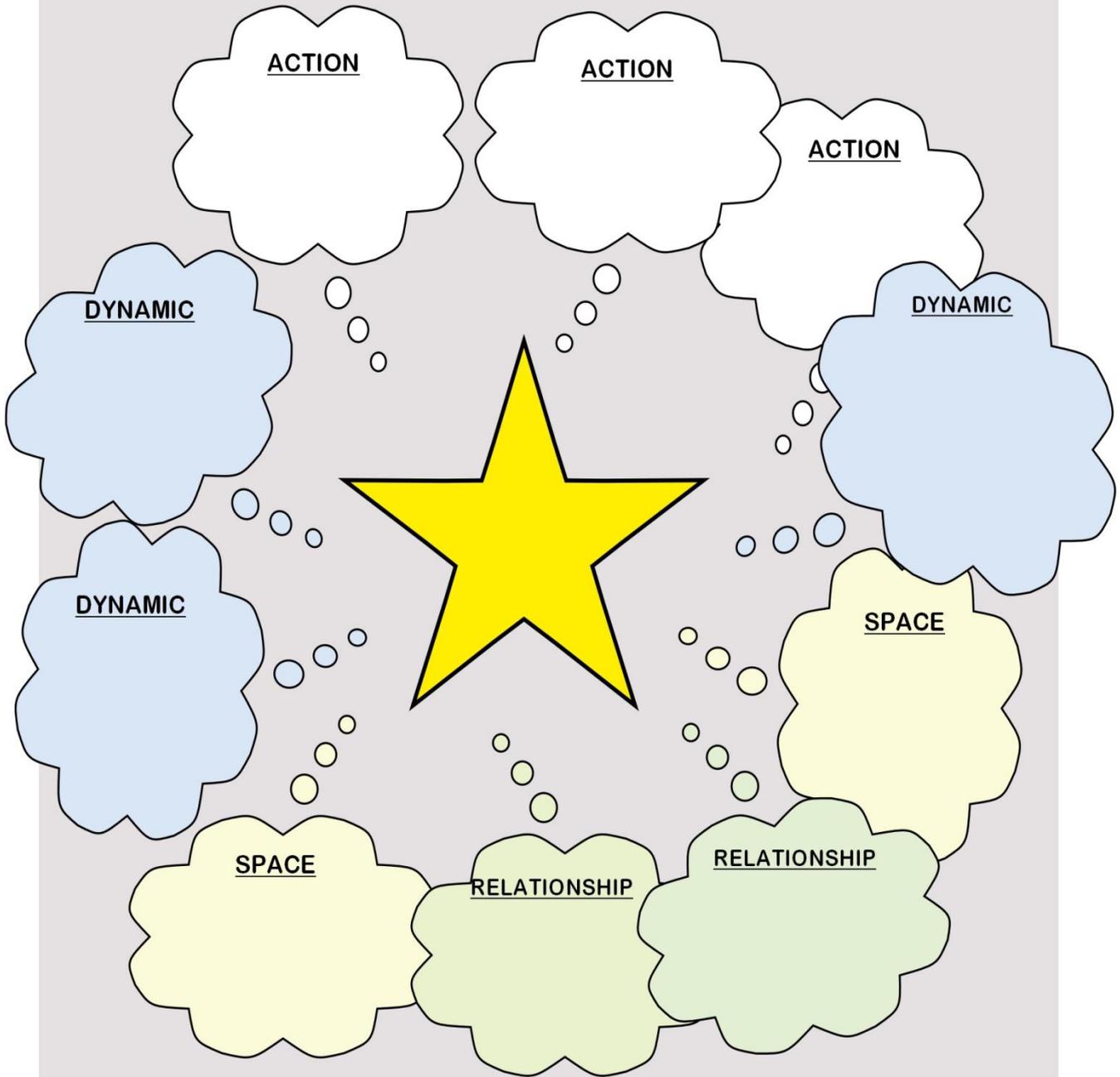
1. The beach
2. The fashion show
3. Chess
4. Football

OK, now you need to write down lots of words that might describe your idea. BUT – you need to write them under the action, space, dynamics & relationships headings in the mind map on the next page – that’s really important!

Here’s an example for a dance idea about ‘Time’

<p style="text-align: center;">ACTIONS</p> <p>Hands/arms like the hand of a clock Jump – for an alarm clock going off Swinging legs – pendulum</p>	<p style="text-align: center;">SPACE</p> <p>Walk/run in a circle – shape of a clock face Run forwards & back – like a cuckoo clock in/out</p>
<p style="text-align: center;">DYNAMICS</p> <p>Small sudden rhythms – like a tick tock Lazy slow – ‘wasting time’</p>	<p style="text-align: center;">RELATIONSHIPS</p> <p>Contact – beater hitting alarm bell Canon – tick & tock</p>

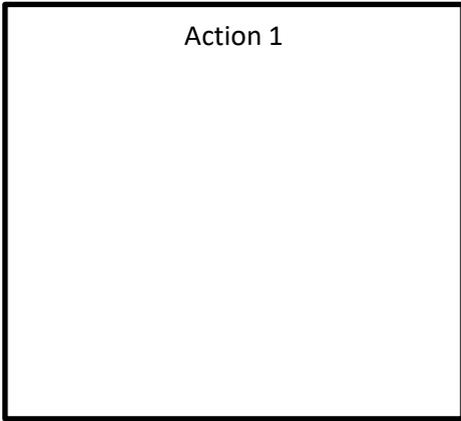
My dance idea is....



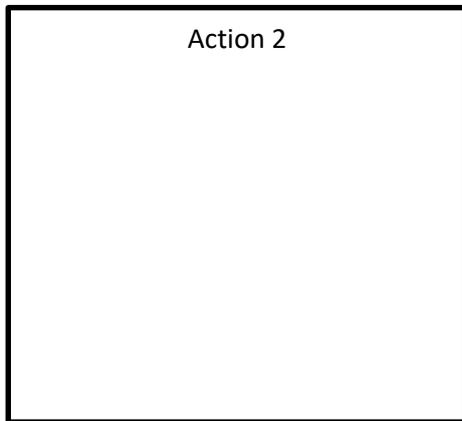
OK, now you have some words to work with. Let's see what you can come up with!

Draw your motif below in the boxes provided. **Remember** a motif is 6-8 actions long. You can draw stick men to outline your actions and you can also use the lines below to explain any ideas and the use of dynamics, space or relationships for your motif.

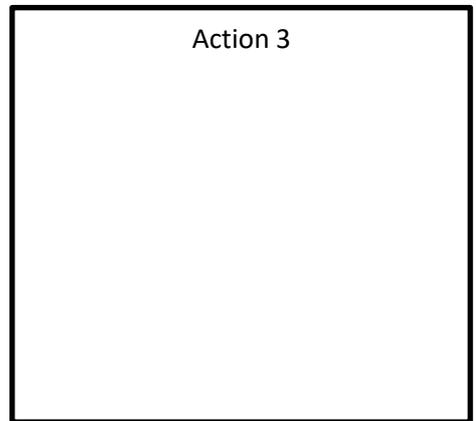
Action 1



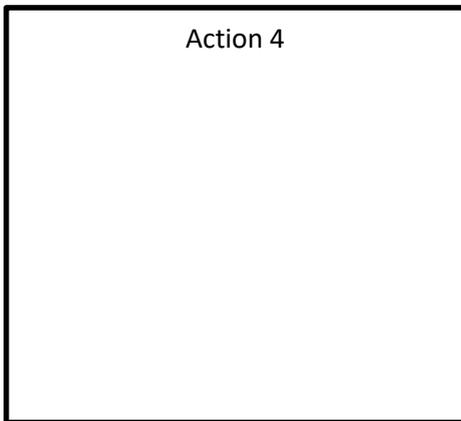
Action 2



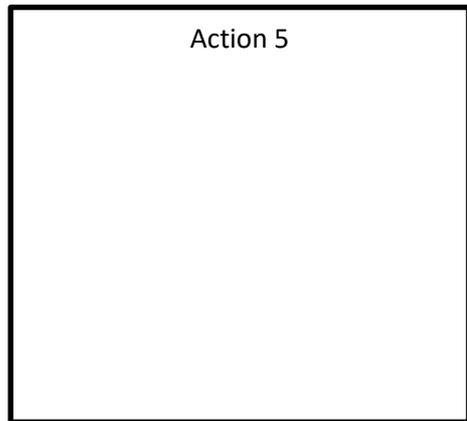
Action 3



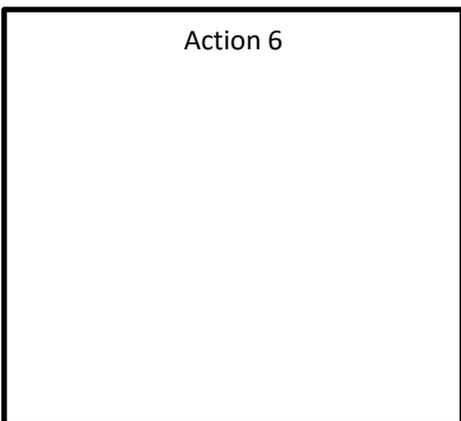
Action 4



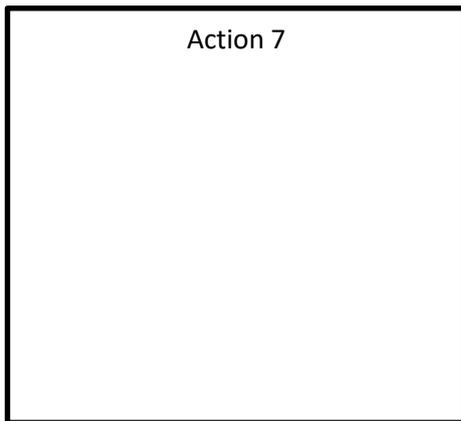
Action 5



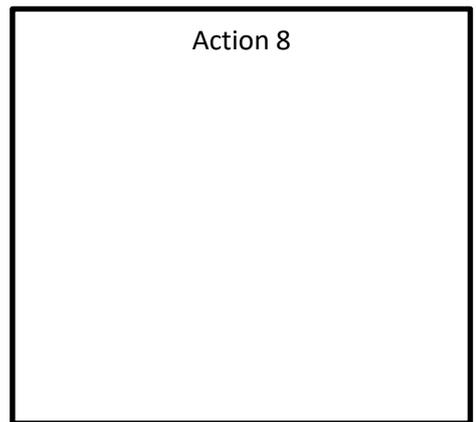
Action 6



Action 7



Action 8



Notes:

Part 2: Applying motif developments

There are lots and lots of ways to develop a motif. Let's divide them into two groups 'Easy' and 'Harder'.

Easy Group: variation

- A. Level
- B. Direction
- C. Dynamic
- D. Space

Let's just check you know what these are first!

What are the 3 levels? _____

Give two directions _____

Give four dynamics words _____

Give two spatial words _____

Let's look at the harder group of developments – they're the fun ones!

Harder Group: developments

- A. Fragmentation
- B. Retrograde
- C. Instrumentation
- D. Addition
- E. Subtraction
- F. Enlargement
- G. Reduction

Let's see if you know what these mean:

Which development word means adding new movements into a motif? Letter: _____

Which development word means performing the motif backwards? Letter: _____

Which development word means making the movements of the motif extra small? Letter: _____

Which development word means taking some movements out of the motifs? Letter: _____

Which development word means putting the arm movements onto the legs and/or the leg movements onto the arms [or any other body part]? Letter: _____

Which development word means splitting the motif into tiny bits and putting them back together in a different order/ or repeating tiny bits of the motif over and over again? Letter: _____

Which development word means making the motif extra big? Letter: _____

Using the space below and referring to your original action based motif, decide on how you could make it more interesting. Think of three developments from the Easy and Harder Groups and explain why you have selected those developments.

Example : Could you add a body part, or a level? Or maybe a change of direction as well?

See how interesting you can make your motif look by using a development!

Development selected	Why you have chosen it
<i>Example: Enlargement</i>	<i>I have selected this development because I want to show the difference between the smaller hand ticking by the minute, using smaller actions to represent this in comparison to the large hand ticking by the hour using enlargement to represent this in my motif.</i>
1.	
2.	
3.	

Now think about transitions – the linking movements that join each action/idea together. Can you think of an interesting way to get into each idea, and out of it again? Draw your transitions below:

You can draw more than one idea! The more the better and the more interesting your motif will look.

Transition(s) in between each action

Finally....

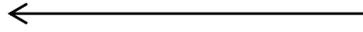
Go back to your mind map and this time look at the dynamics ideas you wrote down. Dynamics make a motif more exciting to watch. **Apply your dynamics ideas to your motif by writing a dynamic next to each action from your motif in the table on the next page.**

<i>Action</i>	<i>Dynamic</i>
Example: Jump	Explosive
<u>1</u>	
<u>2</u>	
<u>3</u>	
<u>4</u>	
<u>5</u>	
<u>6</u>	
<u>7</u>	
<u>8</u>	

Go back again and look at the **space** ideas. Draw where you might perform your motif on the stage plan. If you are going to travel it [always a good idea!] use lines and curves to show where you are going and with arrows pointing in the direction you are facing. Make sure you use the key below of X and Y to show where you start and finish on stage

X – Starting position

Y – Ending position



audience

Checklist:

OK, you now have a motif! Well done! Let's check that it works, only tick the box if you feel as though you have completed the statement. If you haven't ticked the box think about why you haven't and :

- Does it express the theme/idea of your dance?
- Is it several movements joined together?
- Have you applied 3 motif developments?

If you have ticked all of the boxes to the questions – you did it!

