



GCSE DANCE written paper (80 marks in total 1 hour 30 mins)

Your written paper could ask you questions on any of the below:

Section A (30 marks) and B (18 marks)

Students must be able to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology.

Knowledge and understanding of critical appreciation of **own work**

Performance

- the meaning of the relevant performance terminology
- the contribution of performance to audience understanding of the choreographic intent of the work being performed including the mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s).

Choreography

- the meaning of relevant choreography terminology
- the contribution of choreography to audience understanding of the choreographic intent of the work including the mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s).

Section A - students given a stimulus and asked to write about how they would develop a theme and create a dance based on their chosen theme. They also have questions on Safe working practice and TEMP skills

Section B - students have 3 x 6 mark questions whereby they analyse using PEC structure on how they improved their practical work and what contribution this had to the final performance.

Section C (32 marks)

(includes 2 x 12 mark answers and a 6 mark answer as well as 2 x 1 mark answers)

Critical appreciation of professional **set works (anthologies)**

The GCSE Dance Anthology provides the focus for learning how to critically appreciate professional set works. The anthology contains the following professional set works:

- Artificial Things by Lucy Bennett
- A Linha Curva by Itzik Galili
- Infra by Wayne McGregor
- Shadows by Christopher Bruce
- Within Her Eyes by James Cousins
- Emancipation of Expressionism by Kenrick H2O Sandy

Students must study all six works in their entirety and be prepared to describe, analyse, interpret, evaluate and reflect on the works in response to short answer and extended writing questions.

Students must know and understand the defining characteristics of each set professional work, including:

Knowledge and understanding for critical appreciation of professional set works

Features of production, including:

- staging/set eg projection, furniture, structures, backdrop, screens and features of these such as colour, texture, shape, decoration, materials
- lighting eg colour, placement, direction, angles etc
- properties eg size, shape, materials, how used etc
- costume (including footwear, masks, make-up and accessories): features such as colour, texture, material, flow, shape, line, weight, decoration and how they define character or gender, identify dancers, enhance or sculpt the body and enhance the action
- dancers (number, gender)
- aural settings eg song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch and rhythm
- dance for camera e.g. placement, angle, proximity, special effects.
- Performance environments, including:
 - proscenium arch, end stage, site-sensitive, in-the-round.
 - Choreographic approaches
 - Choreographic content, including: movement content (actions, dynamics, space and relationships) as per the knowledge, skills and understanding for choreography specified in Choreography
 - structuring devices and form (binary, ternary, rondo, narrative, episodic, beginning/middle/end, unity, logical sequence, transitions)
 - choreographic devices (motif and development, repetition, contrast, highlights, climax, manipulation of number, unison and canon).
 - Choreographic intent, including:mood(s), meaning(s), idea(s), theme(s), style/style fusion(s).
 - the similarities and differences between the defining characteristics of each dance (as above)
 - 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.

Glossary of terms [here](#)