

## GCSE Dance Knowledge Organiser

Exam command words

**Analyse:** Separate information into components and identify characteristics to be able to explain and interpret.

**Comment:** Present an informed opinion.

**Compare:** Identify similarities and/or differences.

**Consider:** Review and respond to information given.

**Define:** Specify meaning.

**Describe:** Set out characteristics.

**Discuss:** Present key points taking into account different ideas, characteristics and/or features.

**Evaluate:** Judge from available evidence and make an informed design on the effectiveness.

**Explain:** Set out purposes or reasons.

**Give:** Produce an answer from recall.

**How:** State in what ways.

**Identify:** Name or characterise.

**Interpret:** Translate information into recognisable form demonstrating an understanding of meaning.

**Name:** Identify correctly.

**Outline:** Set out main characteristics.

**State:** Express in clear terms.

**Suggest:** Present a possible case or possible answer.

**Tick:** Put a mark to indicate something is correct.

**What:** Specify something.

**Which:** Specify from a range of possibilities.

**Why:** Give a reason or purpose.

Knowledge, understanding and skills for performance

### Expressive skills

Projection.  
Focus.  
Spatial awareness.  
Facial expression  
Phrasing  
Musicality  
Sensitivity to other dancers  
Communication of choreographic intent

### Physical skills

Posture  
Alignment  
Balance  
Coordination  
Control  
Flexibility  
Mobility  
Strength  
Stamina

### Technical skills

Action  
Space  
Dynamics  
Relationships  
Timing  
Rhythmic content  
Moving in a stylistically accurate way

### Mental Skills

Prep for performance:  
Systematic repetition  
Mental rehearsal  
Rehearsal discipline  
Planning of rehearsal  
Response to feedback  
Capacity to improve

During performance:  
Movement memory  
Commitment  
Concentration  
Confidence

### Safe Practice

Prep for performance:  
Warming up  
Cooling down  
Nutrition  
Hydration

During performance:  
Safe execution  
Appropriate dance wear:  
footwear  
hairstyle  
clothing  
absence of jewellery

Knowledge, understanding and skills for choreography

### **Action**

Travel  
Turn  
Elevation  
Gesture  
Stillness  
Use of different body parts  
Floor work  
Transfer of weight

### **Dynamics**

Fast/slow  
Sudden/sustained  
Acceleration/deceleration  
Strong/light  
Direct/indirect  
Flowing/abrupt

### **Spatial Content**

Pathways  
Levels  
Direction  
Size of movement  
Patterns  
Spatial design

### **Relationship Content**

Lead and follow  
Mirroring  
Action and reaction  
Accumulation  
Complement and contrast  
Counterpoint  
Contact  
Formations

### **Choreographic processes**

Researching  
Improvising  
Generating  
Selecting  
Developing  
Structuring  
Refining and synthesising

### **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

Knowledge, understanding and skills for critical appreciation

### **Features of production**

**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:** Footwear, masks, make up, accessories, Features such as colour, texture, material, flow, shape, line, weight, decoration and how they define character or gender, identify characters, enhance or sculpt the body and enhance the action.

**Dancers:** Number and gender.

**Aural setting:** 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:** Eg- Placement, angle, proximity, special effects.

### **Choreography key words**

**Stimulus:** The starting point for a dance piece.

**Motif:** A short phrase of movement that reflects a stimulus.

**Choreographic intention:**  
What the choreographer would like the audience to learn about the dance.

**Choreographic approach:**  
How the choreographer created movement material eg- improvisation, collaboration, choreographic tasks.

### **Communication of choreographic intent**

Mood  
Meaning  
Idea  
Theme  
Style/style fusion

### **Performance environment**

Proscenium arch  
End stage  
Site-sensitive  
In-the-round