

Wyke

6TH FORM COLLEGE



BTEC National Diploma in Dance

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Written Transition Tasks

The written tasks below need to be completed prior to enrolment and can either be typed or handwritten.

Please bring a copy of the completed work with you to your first dance lesson in September.

If you have any questions on the tasks, please email: scarlet.hird@wyke.ac.uk

Unit 12 Task 1: Review of Practical Tasks

Using your group performance from Wyke Start, describe your 3 main strengths of your performance:	1. 2. 3.
Using your group performance from Wyke Start, describe your 3 main areas of development of your performance:	1. 2. 3.

Unit 12 Task 2: Analysis of Contemporary Practitioner

Beach Birds for Camera (1991) Choreographed by Merce Cunningham

- Cunningham said of his choreography for "Beach Birds", "It is all based on individual physical phrasing. The dancers don't have to be exactly together. They can dance like a flock of birds, when they suddenly take off." A work for eleven dancers, the rhythm for "Beach Birds" was much more fluid than other Cunningham dances, so that the sections could differ in length from performance to performance.
- John Cage composed the music, and painter Marsha Skinner provided the costumes and décor.
- The dancers were dressed identically in all white leotards and tights, with black gloves. Skinner's backcloth was a white scrim on which the light varied in colour and intensity, decided by a lighting plot that was devised using chance methods. While the timings did not relate to the dance structure, the gradual changes of light have been interpreted to imitate those that might occur from dawn to dusk on a beach. "Beach Birds" was adapted for film and called "Beach Birds for Camera."

<https://www.mercecunningham.org/the-work/choreography/beach-birds/>

Find out more about Merce Cunningham here <https://www.mercecunningham.org/about/merce-cunningham/>

Watch the excerpt of Merce Cunningham's 'Beach Bird for Camera' <https://vimeo.com/141096694>. This video shows the first 14 minutes of the piece, you will see two different physical settings. One being in a studio and another in a stage

setting. Merce Cunningham was a pioneer of contemporary dance, he strived to experiment and collaborate to create original and unusual choreography that moved away from 'traditional' contemporary. His movement explored the idea of Ballet legs and Contemporary arms whilst being rhythmically random.

Listed in the first column are 4 key stylistic features of Merce Cunningham. Using the video above and through your own research, answer the questions below.

Key Features of Cunningham Style	Evidence from the Dance: Please describe the moment in <u>DETAIL</u>
Costumes: Describe and explain how the costumes show the theme	

Unit 1 Task 1: Contextual factors of 'Hamilton' research task

For each contextual factor you will need to research and find the answers to the following:

Contextual Factor: Historical BLM has seen major ripples and changes in society. How did this historical movement influence and have impact on Miranda and within Hamilton? <i>Include a quote to support your answer</i>	
Contextual Factor: Influence of Others How has the mentorship from Oscar Hammerstein influenced and impacted Lin Manuel Mirandas? <i>Include a quote to support your answer</i>	
Contextual Factor: Political In what ways has Lin Manuel been influenced and or involved with the politics of USA? Who has he supported and what direct links can you make to Hamilton? <i>Include a quote to support your answer</i>	
Contextual Factor: Geographical/Physical Who designed the set of Hamilton? How do they innovatively use the space within Hamilton? Give at least three examples. <i>Include a quote to support your answer.</i>	

Contextual Factor: Cultural Focusing on Lin Manuel’s music – What are the musical influences in his music? Are there any artists that influenced Miranda directly in the creation of Hamilton? <i>Include a quote to support your answer</i>	
Contextual Factor: Social Miranda is invested in ensuring diversity and equality is represented in all of his works. How has he ensured this in Hamilton? Give direct examples linking to the musical <i>Include a quote to support your answer</i>	
Contextual Factor: Technology What different types of technology does the show Hamilton use? List and give examples within the show where possible	
Contextual Factors: Economic Discuss Miranda (and Hamilton’s) links to charities and fundraising campaigns <i>Include a quote to support your answer</i>	

Unit 1 Task 2: Watch the opening song Alexander Hamilton from ‘Hamilton’

[Diploma Summer Work](#)

(To access the link above you may need to highlight, right click and select open hyperlink)

Using the clip of ‘Alexander Hamilton’ in the link above please **describe in relation to the theme** the following elements of the performance and production repertoire within the musical number

Use of Voice E.g. Pitch, Tempo, projection, word speed	
Movement and or direction E.g. Choreography, spacings, facings	
Use of Character E.g. Body language, expression, role, age, mannerisms	
Lighting E.g. Colour, shapes, special effects	

Unit 5: Individual Performance Commission

The Brief

The commissioning body

UK Primary Arts (UKPA) is a small-scale arts-in-education organisation, whose mission is to inspire teachers and engage children to learn through the arts, bringing learning to life through performances in dance, drama, musical theatre and other performing arts disciplines.

The mission: Raise achievements in the classroom

Target Audience: Primary School students and teachers

Theme: Hopes and Dreams

Artistic Intention:

Length of Performance: 5-8 mins

Contextual information: Performances may include acting, dance, musical theatre or other performance disciplines such as circus skills, variety or stand-up comedy. The work may be devised by the performer and/or developed from existing performing arts repertoire in order to meet the requirements of the commissioning body. The content needs to broadly relate to the primary curriculum, and should encourage the notion of cross-curricular learning through creativity.

Your job will be to undertake the tasks in this booklet to plan a solo performance in your chosen style to meet the brief.

Stimulus Number One:

This image must be viewed in colour.



(Source: Banksy, London, 2014)

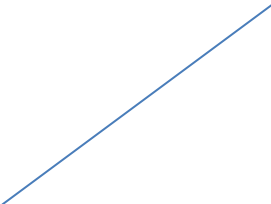
Stimulus Number Two:



(Source: Unique Teaching Resources, www.uniqueteachingresources.com/Dr-Seuss-Quotes.html, Last accessed: 27 June 2017)

Unit 5 Task 1: Analysing stimuli

Choose one stimuli and create a mind map of key words that relate to your chosen image.



Stimuli

Unit 5 Task 2

Performance style and skills

(you can choose up to 3 from the list)

Commercial Dance	Contemporary Dance
Pop Song	Musical Theatre song
Jazz	Ballet
Tap	Monologue
Classical Acting	Non—naturalism
Naturalism	Physical Theatre
Comedy	Drama
Clowning	Commedia D’ell Arte
Pantomime	Opera
R&B	Hip Hop
Acro	Gymnastics
Jazz	Ballroom

Chosen Performance skills and styles:

Performance skill/style 1:

Performance skill/style 2:

Performance skill/style 3:

Unit 5 Task 3

Now choose specific songs, scripts, performance styles to plan out a 6 minute song performance.

You need to consider:

- *Targets Audience: Primary school students and teachers*
- *Theme: Hopes and Dreams*
- *The Mission: Raise achievement I the classroom*
- *Performance styles and Skills you have chosen*
- *Contextual Information*

EXAMPLE of a story board

1. Opening: A young person sat at a desk in classroom looking bored, Voice overs can be heard of a teacher asking questions, the student cannot answer any and then gets told off, and told to read their book quietly.	2. The young person opens the book, and enters the world of the book, I will perform a 90 second contemporary dance to the song "To Build a Home" by The Cinematic Orchestra	3. Voice overs will be recorded to create a duologue of a character that is inspiring for the young person about hopes and dreams.
4. 1 minute song about hopes and dreams, I will change the lyrics to defying gravity	5. A monologue where the young person makes a pact to concentrate, and talks about their hops and dreams for the future.	6. Ending: The young person is sat at their desk, puts up their hand and says, please Miss, could I tell the class about this amazing book I have just read. The voice over says: That would be excellent. The young girl realises it was her teacher that she was talking too all along.

Write 3 sentences to summarise the narrative of your performance:

A young girl is struggling to concentrate in class, and is always in trouble with their teacher. They are told to read a book, and they meet a character that is nurturing and inspiring. The young girl discusses her hopes and dreams, and it turns out in the end, that it was her teacher that she was talking to.

Create your own story board: 3 boxes minimum

Write 3 sentences to summarise the narrative of your performance: