

Wyke

6TH FORM COLLEGE



A Level Dance

Name:

laura.bulless@wyke.ac.uk

Course Info

A-Level Dance

50% Practical (examined March of 2nd year)

50% Theory (examined in July of 2nd year)

This course is for anyone interested in studying dance through the creation and performance of choreography, and the written analysis of dance repertoire. You do not have to be pursuing a career in dance to take this course, and the skill-set developed provides a range of favourable skills for both employment and university. You do not need to have studied GCSE Dance before, but having prior practical experience is essential. All applicants should attend the Wyke Start practical audition workshops in order to be accepted on the course.

Component 1: Performance and Choreography

- ✓ Create a 2-3min Solo in the style of a famous choreographer
- ✓ Performance Within a Contemporary style quartet 3-4min
- ✓ Take the role of Choreographer for a 3-4min Group Piece in response to an externally set task

Component 2: Critical engagement

This theory part of the course includes both the detailed analysis of two dance works, and an understanding of the contextual background to that work

- ✓ The set work 'Rooster' by Christopher Bruce, and the Rambert Dance Company (1966 – 2002)
- ✓ The set work 'Sutra' by Sidi Larbi Cherkaoui, and the Contemporary Dance Scene 2000+

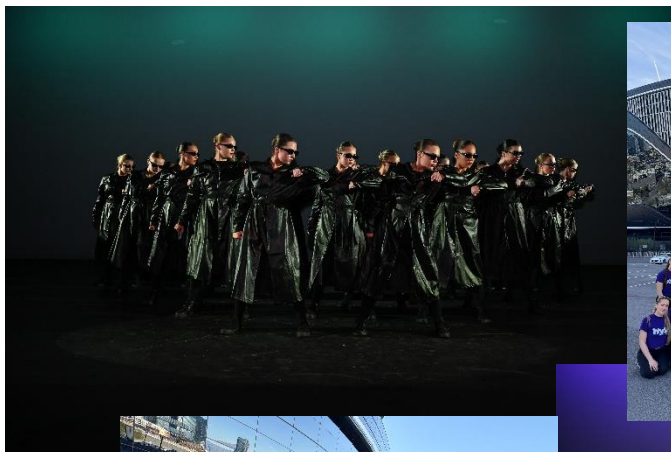


BTEC Dance vs. A-level Dance

	BTEC Dance	A-level Dance
Entry Requirements	✓ 4 in GCSE English ✓ Minimum of 5 GCSEs at grade 4+ ✓ Successful completion of practical audition	✓ 5 in GCSE English ✓ Minimum of 5 GCSEs at grade 5 ✓ Successful completion of practical audition
UCAS Points	D* = 56 D = 48 M = 32 P = 16	A* = 56 A = 48 B = 40 C = 32 D = 24 E = 16
Assessment Methods	✓ 33% External Assessment; pre-set choreography task by the exam board to create a dance in groups. Work is filmed and sent away for assessment ✓ 67% Coursework; majority filmed practical assessments alongside reflective logbooks ✓ External assessment has the option to re-sit up to 3 times ✓ Modular; assessments are sat regularly over the course of 2years and accumulate into a grade	✓ 50% Practical Exam; create 3 practical pieces and these are assessed live by a visiting examiner. In your 2nd year. Only performed once on exam day ✓ 50% Written Theory exam: 2 1/2hr written paper at end of 2nd year: short answer questions (25%) and three essays (75%) assessed in June of 2nd year
Content Covered	✓ Unit 3: Group Performance Workshop (externally assessed) ✓ Unit 34: Developing Skills and Techniques for Performance ✓ Unit 11: Street Dance Technique ✓ Unit 12: Contemporary Dance Technique ✓ Unit 22: Movement in Performance	Practical: ✓ Solo in the style of a famous choreographer 2-3mins (approved list from the exam board) ✓ Quartet in a contemporary style 3-4mins ✓ Choreography a 3-4mins dance in response to a set question Theory: ✓ Analyse 2 set study professional pieces in depth ✓ Analyse history and development of Rambert Dance company ✓ Understand development of contemporary Dance 2000+
Dance Genres	Wide variety of genres; including Contemporary, Jazz and Commercial	Predominantly Contemporary (option of jazz and ballet on some assessments)
Progression Option Notes	You do not need to be pursuing a career in dance to take either course. Likewise, both courses are widely accepted on dance-related progression options	
* Students can opt to study both subjects if they wish! *		

Extra-curricular Info

Dance Competition Squad	- Compete nationally; 2 x comps per year - Different competition pieces every time lunchtime - Audition in either Contemporary and/or Commercial and then you will be placed within the most appropriate piece (Our recommendation is to audition for both to increase your chances) - Final is a residential trip from Friday to Monday in Blackpool
Technique Class	- One or two timetabled lesson a week - Explores a range of different dance style techniques - Cross college
Theatre Trips	- Dependent on what is touring at the time e.g. Matthew Bourne's The Car Man this year - Compliment study on A-level and BTEC courses
Workshops & Employability	- Wide variety of workshops and visiting speakers visit Wyke as part of your programme of study - Pre Performance programme for subject specific experiences and support with HE - Workshops and Trips this year have included: Leeds Conservatoire, Arden, Stella Mann, Shockout, Addict Dance Academy, DeMontfort University, Bristol School of Acting, Northern School of Art, Love Aerial, Residential trip to London with Josh Pillmore and Rambert Dance, Las Vegas performance at the Allegiant Stadium.
Other Opportunities may include	- Christmas showcase: ALL students on a-level and BTEC must be available to perform as part of their assessment - One Play in a Day volunteering project - Cross College Production at Middleton Hall - Primary School visit (Teaching Opportunity) - Possible international and national performance opportunities



Task 1: Analysis of Set Work

Rooster (1991)

Choreographed By Christopher Bruce

- Set in the swinging 60s'
- The stage is a night club dance floor
- "Represents the 'dreadful' attitudes men had towards women in that time" (Bruce) = lots of gender inequality, with men seen as the dominant sex in society, and women as inferior
- The work looks at lots of different themes relevant to the early 20s on a night out at that 'rock and roll' lifestyle time; relationships, cheating, drinking, drugs, hippies, male dominance, social groups, among other things

- 1) Watch 'Section 1: Little Red Rooster' of Christopher Bruce's Rooster on the following link, then answer the task below: <https://www.youtube.com/watch?v=0bTW8tPL6qY>

Listed in the first column are 4 key themes from the first section of Rooster. By re-watching the video, please describe in detail evidence from the piece of how you see those themes in the piece. The evidence can be from ANYTHING you see i.e. movement phrase, costume, lyrics, use of the dancers, etc.

Themes	Evidence from the Dance: Please describe the moment in <u>DETAIL</u>
Getting ready for a night out	
Strutting rooster	
Masculinity vs femininity	
Woman- treated poorly by the men	

- 2) Please watch 'Section 2: Lady Jane' of Christopher Bruce's Rooster on the following link, then answer the tasks below: <https://www.youtube.com/watch?v=lkxsnqusqtw>

Listed in the first column are 4 key aspects that we can analyse in dance. By re-watching the video, please describe in detail evidence from the piece of how they are seen in that section. The final columns asks for your own interpretation of how these add to the story/themes in this section. This is your own interpretation!! However, please re-read the overview of the plot and themes at the top of page 10 to help you		
	Describe in DETAIL how this aspect is seen in section 2	How does this relate to the story/themes of the dance?
The stage/set: Type of stage? Use of set?		
Lighting: Type of lighting? Colours? Soft or harsh?		
Costume: Shape? Colour? Material? Type? Era? Practical Function?		
Dancers: Number? Gender? Relationships between them?		

Task 2: Rambert Dance Company

Research Rambert Dance Company from Marie Rambert and its origins to 2002

Marie Rambert

Rambert Dance Company 1926-1966

Rambert Dance 1966-2022 (Including research on the key artistic directors; Norman Morrice, John Chesworth, Robert North, Richard Alston and Christopher Bruce)