

Skills for Choreography

Stimulus: the overall theme/idea of the performance

<u>KEY WORDS</u>	<u>DEFINITION</u>
1. ACTION	What? Travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight
2. DYNAMICS	How? This is the speed or quality that you perform the movements. =Fast/slow, sudden/sustained, direct/indirect
3. SPATIAL	Where? Are you travelling across the space? Pathways, levels, directions, size of movement, patterns
4. RELATIONSHIP	With? How you dance with other dancers in the space. Lead and follow, mirroring, accumulation, canon and unison
5. CHOREOGRAPHIC INTENT	The aim of the dance; what the choreographer aims to communicate. What are you wanting your audience to feel.
6. CHOREOGRAPHIC APPROACH	The way in which the choreographer makes the dance. For example: improvisation, task, taught material.
7. AURAL SETTING	An audible accompaniment to the dance. For example, music

Choreographic devices: the methods used to develop material

<u>Key word</u>	<u>Definition</u>
Motif development	A movement phrase that is repeated throughout the dance often had developments
Repetition	Performing the same action/phrase again. Can be more than once
Climax	The MOST significant moment in the dance. May include change in music due to a tension build up
Unison	Two or more number dancers performing the same movement at the same time
Canon	When the same movements overlap in time. For example, Mexican wave

Physical Skills

Technical Skills

Expressive Skills

<u>KEY WORDS</u>	<u>DEFINITION</u>	<u>KEY WORDS</u>	<u>DEFINITION</u>	<u>KEY WORDS</u>	<u>DEFINITION</u>
Alignment	Correct placement of body parts in relation to each other	Action	What a dancer does E.g: travelling, turning, elevation, gesture, stillness	Choreographic intent	The aim of the dance What the choreographer intends to communicate
Balance	A steady or help position achieved by an even weight distribution	Dynamics	The qualities of the movement. How you perform the movement E.g: fast/slow	Facial expressions	Use of the face to show mood, feelings of a character
Control	The ability to start and stop movement as well as suspension	Spatial	The 'where' of the movements. E.g: pathways, levels, direction	Focus	Use of the eyes to enhance performance or interpretive qualities
Coordination	Using more than one body part at a time	Relationship	Interactions and connections with other dancers E.g: duo, trio, mirroring, accumulation	Musicality	The ability to make the unique qualities of the accompaniment evident
Extension	Lengthening one or more muscle or limb			Phrasing	The way in which the energy is distributed in the execution of a movement
Flexibility	The range of movement in the joints	Timing	The use of time or counts when matching movements to sound and/or other dancers	Projection	The energy the dancer uses to connect with the audience
Isolation	An independent movement of the body	Rhythmic	Repeated patterns of sound or movements	Sensitivity to other dancers	Awareness of and connection to other dancers
Posture	The way the body is held	Style	Movement in a stylistic accurate way		
Stamina	Ability to maintain physical energy in a performance				

Safe Practice

<u>Key Words</u>	<u>Why is it important</u>	<u>How to apply it?</u>
A healthy diet	To make sure that the dancer has enough energy to prevent injury and technical errors. It is important that muscles and bones remain strong.	Eating carbohydrates, particularly slow releasing. Eating proteins
Hydration	To avoid dizziness and maintain concentration	Drink plenty of water
Warm-up and cool-down	To raise the pulse, increase body temperature, prevent injury.	Pulse raisers, mobilisation, stretching.
Supporting and lifting	Prevent injury	Know the dance Communicate with others
Landing from jumps	Prevent injury	Go through your feet Bend the knees Knees over toes
Correct clothing	Aid grip in contact work Avoid injury To allow the teacher to check safe alignment and posture	Clothes should be close fitting Make sure trousers are a sensible length Grippy socks, barefoot or correct dance footwear (dependent on style)
No Jewellery and hair up	To prevent it getting caught on others To prevent hair falling over the face or slapping someone else in the face	Remove all items of jewellery. Ensure hair is tied up.

Mental Skills

<u>Key Words</u>	<u>Why is it important</u>	<u>How to apply it?</u>
Systematic repetition	Repeating the dance to develop movement memory	Helps with movement memory, stamina, confidence, spatial awareness, increasing accuracy
Mental rehearsal	Thinking through the choreography or visualising the dance.	Helps with movement memory and accuracy.
Rehearsal discipline	Attributes and skills required for refining performance: teamwork, responsibilities, effective timing.	Helps with timing, sensitivity to other dancers, confidence and accuracy.
Response to feedback	Acting on feedback positively and applying it to your work.	Helps with safe practice and expressive skills
Capacity to improve	Overall ability to improve by combining skills and feedback	Being able to apply the above.
Movement memory	How well the body retains the movement	Contributes to accuracy and timing
Commitment	The energy and 'go for it' factor and not allowing yourself to be distracted.	Projection and focus
Concentration	'Being in the moment.'	Safety, focus, timing, spatial awareness and accuracy.
Confidence	The belief in your ability	Expressive skills.

Structure

The ways in which a choreography is made, built, ordered and organised.

Binary	AB
Ternary	ABA
Narrative	ABC
Episodic	A B C D
Arch	ABCBA
Rondo	ABACADA

Motif

A movement phrase encapsulating an idea that is repeated and developed throughout the choreography.

Communication of intent

Choreographic Intention: The aim of the choreography; what the choreographer aims to communicate

- Mood
- stimulus,
- style etc

Choreography

Motif Development

Add, subject or change the:

Relationships: unison, canon, mirroring
 Actions: add or take away
 Dynamics: How the movement is performed
 Space: Size, levels, area, proximity, facing, direction

Choreographic devices

Methods used to develop and extend movement material:

- Repetition
- Climax
- Highlights
- Contrast
- Unison
- Canon
- Retrograde

Relationships – WHO?

- Lead and follow
- Mirroring
- Action/reaction
- Accumulation
- Counterpoint
- Complement and contrast
- Formations

Actions – WHAT?

- Jump
- Travel
- Turn
- Gesture
- Transference of weight
- Stillness

Choreographic Process

- Research
- Improvisation
- Selection of movement
- Constituent features
- Development
- Structuring
- Rehearsal and evaluation
- Performance
- Evaluation

Dynamics – HOW?

- Fast/Slow
- Sudden/Sustained
- Acceleration/Deceleration
- Strong/Light
- Direct/Indirect
- Flowing/Abrupt

Space – WHERE?

- Pathways
- Levels
- Directions
- Facings
- Patterns (air and floor)
- Proximity
- Size

Constituent Features

- Costume
- Lighting
- Set
- Music