Improving Choreography Knowledge Organiser

Have you included **Motif Development**?
Ways in which a movement phrase can be varied

Action Developments
- ❑ **Added** an action
- ❑ **Subtracted** an action
- ❑ Changed the **order**
- ❑ Changed the **body part**
- ❑ **Retrograded** (reversed) an action

Space Developments
- ❑ Changed the **direction**
- ❑ Changed the **level**
- ❑ Changed the **size** of movement
- ❑ Added in a **pathway**

Relationships
- ❑ Changed **formations**
- ❑ Added in **contact**
- ❑ Added in **mirroring**
- ❑ Added in a **contrast**
- ❑ Added in **complimentary**
- ❑ Added in **action – reaction**
- ❑ Added in **accumulation**

Dynamics
- ❑ Changed/add in **fast/slow**
- ❑ Changed/add in **flowing/abrupt**
- ❑ Changed/add in **strong/light**

Have you included other **Choreographic Devices**?
Methods used to develop materials

- ❑ Added **unison**
- ❑ Added **canon**
- ❑ **Repeated** an action
- ❑ Added in a **climax**
- ❑ Added in a **contrast**

Do you have a good **Structure**?

- ❑ An interesting **start and end positions**
- ❑ Smooth **transitions**
- ❑ **Beginning/middle/end**
- ❑ A **contrasting** section
- ❑ **Binary** (AB) or **ternary** structure (ABA)
  Are the section changes clear?

Do you have a **Motif**?
A motif is a phrase of movement that communicates a theme or idea.

Methods for creating a motif;

Example A
- Start with 4 still shapes relating to your theme.
- Find a way to move into and out of each shape to create 4 bite size phrases
- Link the 4 bit size phrases together

Example B
- ➢ Select 3 action words linked to your theme.
- ➢ Find 3 different ways to perform each action to create 9 actions.
- ➢ Link your 9 actions together using linking actions to make sure they flow.

Example C
- Select three words relating to your theme e.g.
  - Sharp, pointy, attack
  - Under, over, around
  - Try not to use contrasting words e.g. flowing, stiff, jerky
- Explore movement relating to these words using different parts of the body.
- Select 4 bite size phrases or actions and link together.

What **Transitions** could you use?
Links between dance phrases or sections

Task: choose 3 words and create a travelling action for each word then link them together.

Jump	Slice	Swivel	Hop	Slide	Kick	Crash	Stop	Melt	Stare
Fold	Curve	Bend	Stillness		Knot	Grip	Hold	Flick	
Jolt	Roll	Travel	Twist	Flex	Jump	Stillness	Gesture	Hop	
Rotate	Extend	Fall	Drop		Hit	Turn	Travel	Fall	
Turn	Collapse	Slap	Gesture		Roll	Extend	Twist	Drop	
Sweep	Hang	Hit	Push		Leap	Swing	Bend	Curve	

Choreography Knowledge Organiser

Actions . Space . Dynamics . Relationships



WHAT
The body does

Elevation (Jump)
Turn
Travel
Gesture
Stillness
Floor-work
Transfer of weight

WHERE
Of movement

Direction
Level
Size
Pathways
Spatial Design

Direction: The facing of a movement.
Levels: Distance from the ground, low, medium or high.
Size: The magnitude of body shape or movement from small to large.
Pathways: Designs traced in the space (floor or air).
Spatial Design: The way that elements of space have been considered, utilised and designed (can be personal/general space).

HOW
The qualities of movement based upon speed, strength and flow

Fast / Slow
Flowing / Abrupt
Strong / Light

WHOM
The way in which dancers interact; the connection between dancers

Formation: Shapes or patterns created in the space by dancers.
Contact: To perform movement with your body in contact with another dancer e.g. a lift.
Mirroring: Performing the same movement as if on two sides of a mirror.
Complimentary: Performing actions/shapes that are similar to, but not exactly the same as another dancers.
Contrast: Movements or shapes that have nothing in common.
Accumulation: When a dancer performs a series of movements and others join in at different times until all dancers perform in unison.
Action – Reaction: Performing movement in response to an action of another dancer.

Choreographic Devices: Methods used to develop materials

Motif: A phrase of movement that communicates a theme or an idea.
Motif Development: Ways in which a movement phrase can be varied.
Unison: Two or more dancers performing the same movement at the same time
Canon: When the same movements overlap in time.
Repetition: Performing the same action or phrase again.
Climax: The most significant moment of the dance.

Structure: The way in which material is organised to create a whole dance.

Transitions: Links between dance phrases or sections.
Binary Structure: A piece of choreography in two parts or sections (A/B).
Ternary Structure: A composition in three parts (A/B/A) or (A/B/C) with a contrasting section.
Start and End positions: A held shape at the start and end of the dance.

Improving Performance Skills Knowledge Organiser

Physical Skills

Control, Balance, Extension, Coordination

- ❑ Go through the dance slowly identify and check for key moments to show this skill and recreate with your best accuracy.
- ❑ Watch yourself in the mirror and check for key moments. Stop and correct yourself using the mirror.
- ❑ Practice with the music.
- ❑ Ask for feedback.
- ❑ Go over and over your dance (systematic repetition).
- ❑ Film yourself and analyse WWW/EBI.

Accuracy of Technical skills

Actions and Space

- ❑ Go through the dance slowly identify and check for key moments to show this skill and recreate with your best accuracy.
- ❑ Watch yourself in the mirror and check for key moments. Stop and correct yourself using the mirror.
- ❑ Practice with the music.
- ❑ Ask for feedback.
- ❑ Go over and over your dance (systematic repetition).
- ❑ Film yourself and analyse WWW/EBI.

Mental Skill

Confidence

- ❑ Know the movements
- ❑ Think about performing everything bigger and eyes up.
- ❑ Believe in your knowledge.
- ❑ Ask for feedback.
- ❑ Film yourself and analyse WWW/EBI.

Mental Skill

Movement Memory

- ❑ Start with move 1,
- ❑ Repeat move 1 and add move 2,
- ❑ Repeat move 1, 2 and add move 3
- ❑ Repeat move 1,2,3 and add move 4 …

- ❑ Repeat the dance in full over and over (systematic repetition).
- ❑ Perform the dance with the music a few times.
- ❑ Ask for feedback.
- ❑ Film yourself and see what you look confident knowing or can remember. Analyse WWW/EBI.

Improving Performance Skills Knowledge Organiser

Technical skill **Dynamics**

Expressive Skill **Projection**

- ❑ Go through the dance slowly and work out what dynamics are needed where.
- ❑ Work on showing the dynamics to show clear energy.

Commit to each movement showed through your best effort.

- ❑ Practice over and over (systematic repetition).
- ❑ Ask for feedback
- ❑ Film yourself and analyse WWW and EBI.

Technical skill

Timing

- ❑ Count the music/beats.
- ❑ Go through the dance slowly and check you know what counts each action is performed on.
- ❑ Practice with the music over and over (systematic repetition).
- ❑ Ask for feedback.
- ❑ Film yourself and analyse WWW/EBI.

Expressive Skill

Focus

- ❑ Go through the dance slowly working out where your focus needs to be at each movement.
- ❑ Choose different targets to look at throughout the dance.
- ❑ Rehearse this over and over (systematic repetition).
- ❑ Ask for feedback
- ❑ Film yourself and analyse WWW and EBI.

Expressive Skill **Facial Expressions**

- ❑ Go through the dance slowly and think what facial expressions you could use at certain points.
- ❑ Check your facial expressions in a mirror and then show a peer.
- ❑ Practice over and over using these facial expressions (systematic repetition).
- ❑ Ask for feedback.
- ❑ Film yourself and analyse WWW and EBI.

Year 7 Choreography Knowledge Organiser

Actions



WHAT the body does

Elevation (jump)
Turn
Travel
Gesture
Stillness
Floor-work
Transfer of weight

Space



The **WHERE** of movement

Direction - the facing of a movement
Level - distance from the floor
Size of movement
Air pathways- a design traced in the air by part of the body
Floor pathways- designs traced on the floor

Dynamics



HOW the actions are performed. The qualities of movement based upon variations in speed, strength and flow

Speed= fast/slow
Strength = strong/light
Flow= flowing/abrupt

Relationships



With **WHOM**. The ways in which dancers interact; the connections between dancers

Formations- position of dancers in the space in relation to each other
Contact- working in contact with another dancer including use of counter balance , taking weight and sharing weight
Mirroring- performing the same movement as if on two sides of a mirror

Choreographic Devices

Motif: A movement phrase encapsulating an idea that is repeated and developed throughout the dance
Unison: Two or more dancers performing the same movement at the same time
Canon: When the same movements overlap in time
Repetition: Performing the same action or phrase again

Structuring Devices

Start and **End positions**
Transitions- movements that link dance phrases or sections
Binary Structure- A piece of choreography in two parts or sections (AB)

Year 7 Performance Knowledge Organiser





Physical Skills

Control – the ability to start and stop movement, change direction and hold a shape efficiently

Co-ordination – the efficient combination of body parts

Balance – a steady or held position achieved by an even distribution of weight

Extension – lengthening one or more muscles and limbs

Mental Skills

Movement Memory: demonstrating knowledge of the dance

Confidence: Self belief

Technical Skills

Accuracy of: actions, space, dynamics, relationships

Timing: the use of time or counts when matching movement to sound

Expressive Skills

Focus – use of the eyes to enhance performance or interpretative qualities

Facial expressions – the use of the face to show mood, feeling or character

Spatial awareness- being aware of the surrounding space and its effective use