

To be included in scrapbooks

You should leave a page to create your contents page and then use the next page to do a title page for the piece.

Page;

1. Choreographer – who are they?
2. Piece overview, structure and initial thoughts
3. Dance styles
4. Purpose and its influence on stylistic qualities, is it:
 - to educate
 - to inform
 - to entertain
 - to provoke
 - to challenge viewpoints
 - to raise awareness
 - to celebrate.How do you know this is the purpose?
5. Creative stylistic qualities, to include:
 - theme
 - structure
 - how they've responded to the stimulus
 - style/genre
 - contextual influences
 - collaboration with other practitioners
 - who they were influenced by
6. Costume design – describe the costume and tell me who designed it. Use pictures.
7. Lighting – describe the lighting and tell me who designed it. Use pictures.
8. Set design – describe the set design and tell me who designed it. Use pictures.
9. Props – describe the props and tell me who designed it. Use pictures. – if there aren't many props this page can be combined with set design.
10. Accompaniment – describe the accompaniment and tell me who designed it. Use pictures.
11. **Analysis Essay for Learning Aim A & B – use help sheet.**

To be included in PowerPoint

- What is the role of a:
 - o dancer
- What s the role of a (Non-performance roles):
 - o choreographer
 - o Lighting designer
 - o Costume designer
 - o Set designer
 - o Accompaniment designer

- Responsibilities such as:
 - o rehearsing
 - o performing
 - o contributing to the creation and development of performance material, e.g. devising, designing, choreographing, directing, writing
 - o refining performance material
 - o managing self and others.
- Skills such as:
 - o managing and directing skills used by a choreographer
 - o communication skills used to liaise, direct and perform by a choreographer, designer, dancer, etc...
 - o creative skills, such as designing set, costume, lighting or sound, and composing songs
 - o organisational skills used to put on a performance by a director or choreographer.

- Processes, to include:
 - o responding to stimulus to generate ideas for performance material
 - o exploring and developing ideas to develop material
 - o discussion with performers
 - o setting tasks for performers
 - o sharing ideas and intentions
 - o teaching material to performers
 - o developing performance material
 - o organising and running rehearsals
 - o refining and adjusting material to make improvements
 - o providing notes and/or feedback on improvements.

- What is a:
 - o rehearsal
 - o technical rehearsal
 - o dress rehearsal
 - o performance
 - o post-performance evaluation/review.