**Stage 2 Dance (for teaching from 2021)**

**Assessment Type 2: Dance contexts**

**Purpose**

To use a chosen dance context (e.g. cultural, social, political, historical or traditional) as a catalyst for creating a self-devised dance work. A choreographic analysis is based on the recording of the dance work.

**Description of Assessment**

* The choreographic recording is to be one or two recorded performances to a maximum of 3 minutes.
* The choreographic analysis is to be one or two written, oral or multi-modal choreographic analyses to a maximum of 1000 words or 6 minutes multimodal equivalent.

**Assessment Conditions**

* Students select one or two choreographers from a specific culture and/or time-period. They then research and study what inspired them to create, the process they used to create, the themes selected, the movement language devised and how their works were relevant for the era in which they were produced.
* Students use this research to then select a particular focus from either or both choreographers they studied, to use as a catalyst to create their own work/s, to a total of 3 minutes.
* Students work through their own creative process (inspired by the previous research) to finalise their choreographic work.
* A choreographic analysis is then completed to include features such as the contextual significance, dance elements, structural devices, production elements, and dance skills.

**Suggested list of choreographers –** Bob Fosse, Alvin Ailey, Martha Graham, Merce Cunningham, Christopher Bruce, Akram Khan, Hofesh Shechter, Wayne McGregor, Graeme Murphy, Meryl Tankard.

**Evidence of Learning**

To demonstrate evidence of your learning in this task you should aim to show:

The recording:

* In-depth knowledge and understanding of dance practices.
* Coherent and sustained communication of innovative choreographic intent to an audience through composition or performance.

The choreographic analysis:

* In-depth knowledge and understanding of dance practices.
* In-depth knowledge and understanding of appropriate language and terminology relevant to the dance context.
* Perceptive critique and evaluation of a dance presentation, performance or choreographic piece.
* Insightful analysis and synthesis of research findings to choreograph a dance work.

**Audience**

Teacher / peers / others.