

Stage 2 Dance

Assessment Type 2: Dance Contexts – Task 2 Choreographic Analysis

Student 3

Fatigue is a feeling of constant tiredness or weakness and can be physical, mental or a combination of both. It can affect anyone, and most adults will experience fatigue at some point in their life. Each year, around 1.5 million Australians see their doctor about fatigue (Fatigue, 2020). The research I gathered regarding fatigue, informed my movement selections. I wanted to find the processes of fatigue, in other words life before, life during and life at the peak point of fatigue. For life before being fatigue an individual would live a happy, healthy life (Brea, 2017). This key point of information inspired me to create movement around someone's life being full on, but steady at the same time. I discovered that fatigue can come from physical daily activities and this allowed me to explore movement that was more energetic and had more varying dynamics. This included movement such as jumps and many phrases using the full arm. I also discovered that a symptom for fatigue is becoming dizzy (Fatigue, 2020). Learning this inspired me to experiment with turning sequences and different dance movements that can make an individual dizzy and adding it to the dance. There was a quick turn from one side to the other, and also an on the floor back bend. Some individuals find going upside down can make them dizzy and this inspired me to add a movement that expresses the knowledge learnt. Further in the research stage I discovered what life was like during and at the peak of being fatigue. This is when it is really hard to do such simple activities and you feel tired majority of the time (Brea, 2017). This inspired me to add in choreography that was executed but then failed to be finished. This shows the individual not being able to complete tasks as they become increasingly fatigued.

Overall I received positive feedback about my film. One thing that was pointed out that I did well was hit the accents in the music. Hitting these accents help to portray the theme, as all the effort went into the hit and then the body became fatigued. This is seen towards the end of the fast part where the dancer/individual is becoming fatigued. The section on the bed was less successful in portraying my choreographic intention. There was a limited amount of space and movement could have been more thoughtfully selected.

Throughout the dance I was able to use many different movements. At the beginning of the dance many high level movements were used. This made the movements have more intensity behind them and showed a busy lifestyle. Through the middle of the dance where the voiceover came in the movements were at a medium height and then the section at the end most of it was lower. The low level movements showed the audience that over a period of time the individual became fatigue and couldn't stand or move properly. The dynamics in the routine helped to portray the theme as they were sharp and soft. I was able to hit different sounds in the music which helped to portray the theme as some were sharper than others and the body reacted to the different intensity behind the hits. After completing the task and watching it multiple times I feel I didn't really make any manipulations to the phrase. They were pretty much the movements I started with. Next time I could work on making them different and manipulating the phrases. This will improve the overall dance piece. I feel like the use of the space could have been utilised more effectively. As I had the massive wall in the space,

I chose to film in I could've utilised that which would've helped my theme get portrayed even more. Using the wall and different objects around the space would've made it more eye catching to watch for the audience and could help to express the theme more. As I didn't make as many manipulations to the phrases as I wanted to I didn't create any new opportunities. One manipulation I could've made is using a lot more of the head and upper body area. This will allow to dancer to explore movement in that range of the body and also would've an impact on expressing the theme even more. The theme would be expressed as one same symptom of being fatigued is being dizzy. Using the head would express this symptom and would also make it more enjoyable for the audience to watch.

Throughout the choreography you see very controlled movement. As a dancer I feel I tend to dance and choreography with more controlled movements and flow between each. For this piece I could have experimented with new movement and different intensity through the moves. When researching I found people who get fatigue experience it differently (Brea, 2017). With this piece of information, I could have enforced more attack into the choreography more which would have shown the differences of the life before and after. With the same intensity throughout the choreography I feel it was hard for the theme to be expressed to the audience. This overall let the film down and can definitely be improved for next time. The piece of movement that ends the film shows that the individual tries to attempt to be back to where she once was but that fails. I feel this was a strength in my choreography as it really reflects what I found from my research and the ride people go on when they suffer from being fatigued.

Reference List:

Betterhealth.vic.gov.au. 2020. *Fatigue*. [online] Available at: <<https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/fatigue>> [Accessed 8 August 2020].

Brea, Jennifer (2017, January) What happens when you have a disease doctors can't diagnose [Video]. TED Conferences. <https://www.youtube.com/watch?v=Fb3yp4uJhq0&t=399s>

Healthdirect.gov.au. 2020. *Fatigue*. [online] Available at: <<https://www.healthdirect.gov.au/fatigue>> [Accessed 8 August 2020].

Performance standards for Dance Stage 2

AT2: Dance Contexts – Task 2 Choreographic Analysis

	UD2	RD1	RD2
A	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.
B	Detailed knowledge and understanding of appropriate language and terminology relevant to the dance context.	Highly competent critique and evaluation of a dance presentation, performance, or choreographic piece.	Considered analysis and synthesis of research findings to choreograph a dance work.
C	Adequate knowledge and understanding of appropriate language and terminology relevant to the dance context.	Competent critique and evaluation of a dance presentation, performance, or choreographic piece.	Competent analysis and synthesis of research findings to choreograph a dance work.
D	Some knowledge and understanding of appropriate language and terminology relevant to the dance context.	Basic critique and evaluation of a dance presentation, performance, or choreographic piece.	Some analysis and synthesis of research findings to choreograph a dance work.
E	Awareness of some basic knowledge and understanding of appropriate language and terminology relevant to the dance context.	Attempted critique and evaluation of a dance presentation, performance, or choreographic piece.	Attempted analysis and synthesis of research findings to choreograph a dance work.
B			