**GCSE Dance- Year 9 Workbook**

(You can either answer the questions on paper OR you can save this file and type in your answers and email me the work once finished- bcatley@stggc.co.uk)

**A Linha Curva**

1. Watch A Linha Curva. <https://www.youtube.com/watch?v=z_yqDn_20PQ&list=PLkpMD9gq5OuV6QtqEQo0rbGSxylN_3E1A&index=3&t=1122s>
2. Watch the interview about A Linha Curva.

<https://www.youtube.com/watch?v=5M8nCudm3Mw&list=PLkpMD9gq5OuV6QtqEQo0rbGSxylN_3E1A&index=9>

Answer the questions below about A Linha Curva:

1. Who choreographed A Linha Curva?

1. What is the stimulus of A Linha Curva?

1. What is the choreographic intention of A Linha Curva?

1. What style is A Linha Curva?

For the next questions, remember to use ***‘BUNDLES’*** when answering (you should write **3 bundles** to get 6-marks)-

***A bundle includes:***

* **Point** (e.g. The male dancers wear round discs around their neck which reflects the white light around the stage.)
* **Personal interpretation** (e.g. The reflecting light creates a flashing effect, which could represent a party atmosphere and draws attention to the male dancers whilst they are chanting.)
* **Link to choreographic intention** (e.g. This links to the choreographic intention of celebrating and having fun as there is a party-like atmosphere, as well as men communicating with women as it seems like they are showing off and trying to draw attention to themselves.)
1. How does the **lighting** contribute to the **choreographic intention** of A Linha Curva? (6-marks)

1. How does the **costume** contribute to the **choreographic intention** of A Linha Curva? (6-marks)

Can you write as many examples of **Actions, Space, Dynamics & Relationships** used in A Linha Curva and make a note as to how they link to the **choreographic intention**?

|  |  |
| --- | --- |
| **Action**- Turn, elevation, gesture, floor work, transfer of weight, stillness, travel, use of different body parts.  | **Space**- Levels, size of movement, directions, pathways, patterns. |
| **Dynamics**- abrupt, strong, fast, indirect, direct, sudden, slow, fluid, sustained, acceleration, deceleration, light, heavy.  | **Relationships**- Mirroring, action & reaction, formations, counterpoint, lead & follow, contact.  |

**Your Choreography**

*In class you have been creating a dance using the image below as your stimulus. Answer the questions below in relation to your group choreography.*

*Salvador Dali- The Persistence of Memory.*

1. What is your **choreographic intention** from this image?

1. Describe a motif you have created from your choreography and explain how it links to your choreographic intention. Make sure you reference **action**, **space** and **dynamics**.

1. Describe one way you have/could use a **dance relationship** in your choreography to **communicate your choreographic intention**.

1. Describe one way you have/could use a **choreographic device** in your choreography to **communicate your choreographic intention.**

**Physical Skills**

List all 11 of the physical skills below and define them…

1. Posture- the way the body is held.

2. Alignment- correct placement of body parts in relation to each other.

3.

4.

5.

6.

7.

8.

9.

10.

11.

Choose **one** of the above **physical skills** and describe an exercise you could do to **improve that skill**- be as detailed as you can.

Now choose **two** **different physical skills** and describe an exercise you could do to **improve both skills**- be as detailed as you can.