



BTEC Dance Summer Independent Learning Activity

BTEC Extended Certificate in Performance (Dance), please complete the following tasks ready for your year 13 studies.

Learning Aim A - Understand the development of contemporary dance

Task 1

Create a timeline of contemporary dance from the start of the 20th Century to present day highlighting who you think are the most impactful practitioners and why.

Task 2

Unit 12 Contemporary Dance Technique Essay

Analyse the origins and development in contemporary dance highlighting at least three practitioners, one from early pioneers, one from later practitioners and one from current practitioners;

Early Pioneers

- Isadora Duncan
- Rudolf Laban

Later practitioners

- Martha Graham & Merce Cunningham
- Alvin Ailey
- Christopher Bruce

Current practitioner

- Akram Khan
- Matthew Bourne

For each practitioner selected you must comment on;

- Style
- Approach to choreography
- Professional pieces
- Themes of pieces
- Use of music

Task 3: Choreograph a solo in response to one of three questions.

01: Choreograph a dance based on an exploration of the following poem – People Need People By Benjamin Zephaniah



02: Choreograph a dance based on an exploration of the imagery in the poem: The Sorrow of Socks by Wendy Cope (born 21 July 1945).

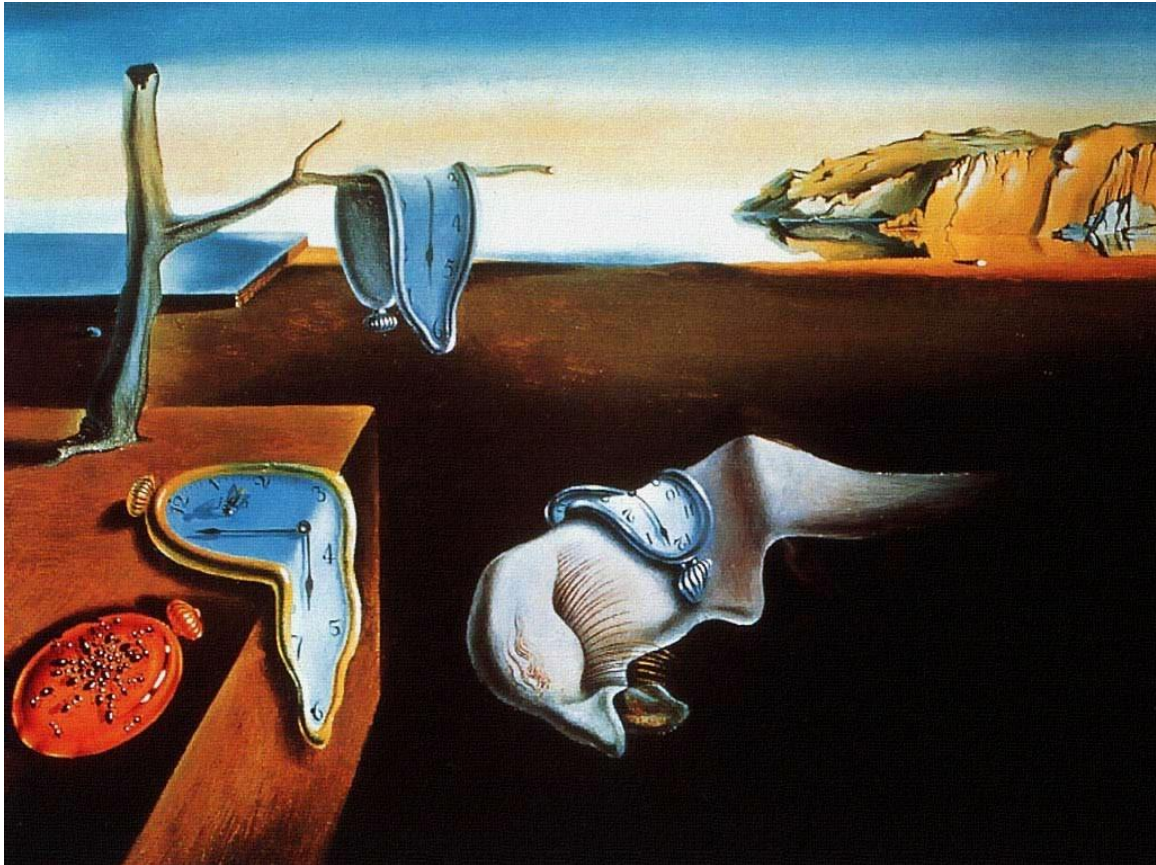
Some socks are loners - They can't live in pairs.

On washdays they've shown us They want to be loners.

They puzzle their owners, They hide in dark lairs.

Some socks are loners - They won't live in pairs.

03: Choreograph a dance based on an exploration of on the image -



As part of this task, you must research and fully understand all 3 questions before making your decision. This will allow you to fully appreciate how to communicate your ideas effectively to an audience.

Your solo must be at least 1 minute 30 seconds in duration.

Task 4 – Choosing a stimulus/dance idea:

Think about what stimulus you want to choose for your **own** choreographic dance idea. You will need to choose a stimulus from the following:

1. Visual Stimulus

- **Definition:** Inspiration from what is seen.
- **Examples:**
 - Paintings or photographs
 - Sculptures
 - Film or live performances
 - Movements of people or animals

2. Aural Stimulus

- **Definition:** Inspiration from what is heard.
- **Examples:**
 - Music (lyrics, rhythm, melody)
 - Sound effects (e.g., waves, machinery)
 - Spoken word or poetry
 - Natural sounds (e.g., birds, wind)

3. Kinaesthetic Stimulus

- **Definition:** Inspiration from movement or physical sensations.
- **Examples:**
 - A specific movement (e.g., a jump or spin)
 - The way the body feels during movement
 - Sport or martial arts movements

4. Tactile Stimulus

- **Definition:** Inspiration from the sense of touch.
- **Examples:**
 - Different textures (e.g., rough, smooth)
 - Temperature (hot/cold)
 - Pressure or weight (heavy/light)

5. Ideational (or Intellectual) Stimulus

- **Definition:** Inspiration from an idea, concept, or theme.
- **Examples:**
 - A social issue (e.g., freedom, equality)
 - An emotion (e.g., joy, fear)
 - A story or narrative (e.g., myth, memory)
 - A philosophical idea (e.g., time, identity)

6. Environmental Stimulus

- **Definition:** Inspiration from a physical setting or place.
- **Examples:**
 - Nature (forests, oceans)

- Urban environments (cities, architecture)
- Specific locations (beach, factory, desert)

Choose a style of stimulus and bring this stimulus with you on your first week back. (You can have multiple ideas to start with)

Ensure you bring this work to your first dance lesson in September