Unpacking Core Composition – Syllabus revision 2020

## Using this resource

A key component of HSC Dance is being able to articulate the process you’ve gone through in creating your works. It is important to revise syllabus dot points as well as your own notes and journal entries to think about how you can relate what you have learnt from your own performances and composition.

This resource is an example of how students can unpack their practical performances and decide how the syllabus relates to their own movements.

It’s a great idea to practice talking about your dances as much as possible. Consider doing this at home with friends or family or with other dance students in your class. Set up a meeting on Google classroom or through Zoom to talk about your dances.

Useful terminology

|  |  |
| --- | --- |
| Key word | Definition |
| Define | State meaning and essential qualities* define key terms that you are using
 |
| Demonstrate | Show by example* physically demonstrate
* use of technical and descriptive terminology (such as names of dance movements and anatomy)
 |
| How | The significance, purpose or function of **each** feature, characteristic or component* what is the purpose/function?
* cause and effect
* use examples
 |
| What  | To make judgements* to what extent is each component/part successful, useful, achieve its purpose? (Provide reasons, examples/evidence)
 |
| Why | State reasons for* How/why **each** feature/part is attempting to carry out its purpose, role or function.
* Explain **how** and/or **why** the intentions are carried out, explain the impact.
* How did it achieve its purpose or intent and/or impact/ effect?
* What is the relationship between the various components?
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Further support can be gained by accessing the following documents from NESA:

* [HSC Marking Feedback](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers/hsc-exam-paper-detail/2019/dance-2019-hsc-exam-pack) from the 2019 examination
* [Assessment and Reporting in Dance](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/dance-syllabus/assessment-and-reporting)

## Areas of study

Students learn about:

1. Manipulation of the elements of dance as they relate to dance composition

Consider each of the elements listed below.

Space

* How have you used each of the elements of space in your dance?
* Why have you used each of these elements of space in this way?

|  |  |  |
| --- | --- | --- |
| Element | How? (include example from your dance) | Why? (link to concept/intent) |
| Level |  |  |
| Geometry of space(direction/dimension/plane) |  |  |
| Shape |  |  |
| Floor pattern |  |  |
| Design in space |  |  |
| Personal space |  |  |
| Active space |  |  |
| Performance space |  |  |

Time

* How have you used each of the elements of time in your dance?
* Why have you used each of these elements of time in this way?

|  |  |  |
| --- | --- | --- |
| Element | How? (include example from your dance) | Why? (link to concept/intent) |
| Tempo |  |  |
| Duration |  |  |
| Momentum |  |  |
| Regular/irregular |  |  |
| Accent |  |  |
| Metre |  |  |
| Natural rhythms |  |  |
| Stillness |  |  |

Dynamics

* How have you used each of the elements of dynamics in your dance?
* Why have you used each of these elements of dynamic in this way?

Movement qualities to consider include: sustained, swinging, suspended, collapsing, percussive, vibratory.

Laban’s eight effort actions include: slash, dab, flick, punch, wring, float, glide, press.

|  |  |  |
| --- | --- | --- |
| Element | How? (include example from your dance) | Why? (link to concept/intent) |
| Release of energy(ranges from low to high) |  |  |
| Weight(ranges from light to heavy) |  |  |
| Force(ranges from gentle to strong) |  |  |

2. Generating movement as it relates to dance composition

Consider each of the components listed below.

Stimulus material

* What is your stimulus?
* What is your intent or motivating factors?

|  |  |
| --- | --- |
| Component | What |
| Conception |  |
| Intent or motivating factors |  |

Generating movement relevant to a concept/intent

* How have you used each component in the composition of your dance
* Why are your choices the best reflection of your concept/intent?

|  |  |  |
| --- | --- | --- |
| Component | How? (include example from your dance) | Why? (link to concept/intent) |
| Abstraction |  |  |
| Exploration/improvisation |  |  |
| Reflection/evaluation |  |  |
| Selection/refinement |  |  |

3. Organising the movement as it relates to dance composition

Consider each of the components listed below.

Motif

* What is your motif? (you may have more than one)
* How does your motif link to your concept/intent?

|  |  |  |
| --- | --- | --- |
| Component | How? (include example from your dance) | Why? (link to concept/intent) |
| Motif |  |  |

Phrase

* What phrases do you have in your dance?
* How do they link to your concept/intent?

|  |  |  |
| --- | --- | --- |
| Component | How? (include example from your dance) | Why? (link to concept/intent) |
| Phrase |  |  |

Motif into phrase

* How have you developed your motif into phrase?
* What is the link to your concept/intent?

|  |  |  |
| --- | --- | --- |
| Component | How? (include example from your dance) | Why? (link to concept/intent) |
| Motif into phrase |  |  |

4. Organising the dance (form/structure)

Consider each of the components listed below.

Form/structure

* How have you organised your dance?
* Why is this the best way to communicate your concept/intent?

|  |  |  |
| --- | --- | --- |
| Component | How? (include example from your dance) | Why? (link to concept/intent) |
| Sequencing |  |  |
| Transition |  |  |
| Repetition |  |  |
| Variation and contrast |  |  |
| Formal structures |  |  |
| Unity |  |  |
| Appraisal and evaluation |  |  |