

## Dance Summer Assignment

Your summer assignment must be submitted in the **first lesson for this subject in September**. The completion of this assignment is compulsory and we expect you to put every effort into completing it to the best of your ability. Failure to submit this assignment will jeopardise your place on this course.

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### Task One

Write an essay on choreographer and dancer Christopher Bruce. The essay should include a biography of his life and career as a dancer and choreographer. This should include details on the professional works Swansong (1987), Ghost Dances (1984) and Rooster (1991). The essay should be typed and presented on at least 2 sides of A4 paper.

### Task Two

Write a review the dance sections of Singin' In the Rain. Details that need to be included are themes/dance idea, physical setting, costume, aural setting and movement components. This review should be typed and presented on at least 2 sides of A4 paper.

**AO3: Demonstrate knowledge and understanding of performance and choreography from different periods and genres.**

Grade boundaries	
<b>9 – 10</b>	<ul style="list-style-type: none"> <li>• Very detailed and comprehensive knowledge and understanding is demonstrated</li> <li>• Key features identified are provided with a very clear and convincing explanation of their relevance</li> <li>• Statements are valid and supported by detailed examples</li> <li>• A fluent use of specialist vocabulary where appropriate</li> </ul>
<b>7 – 8</b>	<ul style="list-style-type: none"> <li>• Detailed knowledge and understanding is demonstrated</li> <li>• Key features identified are provided with a clear explanation of their relevance</li> <li>• Statements are valid supported by examples but which at times lack detail</li> <li>• Use of specialist vocabulary where appropriate</li> </ul>
<b>5 - 6</b>	<ul style="list-style-type: none"> <li>• Competent knowledge and understanding is demonstrated</li> <li>• Key features identified are provided with a moderately clear explanation of their relevance</li> <li>• Statements are valid but not always supported by examples</li> <li>• Specialist vocabulary is used where appropriate, but may be inaccurate</li> </ul>
<b>3 - 4</b>	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding is demonstrated, though there are some inaccuracies</li> <li>• Key features identified are provided with limited and sometimes unclear explanation of their relevance</li> <li>• Statements are not always valid, and are typically general and are often unsupported</li> <li>• Limited specialist vocabulary is used, and may be inaccurate or misplaced</li> </ul>
<b>1 - 2</b>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding is demonstrated and is not always correct or relevant</li> <li>• Key features are identified with very little worthwhile explanation of their relevance</li> <li>• Statements are often invalid, and are typically unfocused, superficial and unsupported</li> <li>• There is little evidence of the use of specialist vocabulary</li> </ul>
<b>0</b>	No work submitted or nothing worthy of credit

**AO4: Critically appreciate and assess performance and choreography through making analytical, interpretative and evaluative judgements.**

<b>Grade boundaries</b>	
<b>13 - 15</b>	<ul style="list-style-type: none"> <li>• A very detailed and coherent response which fully answers the question</li> <li>• Very detailed and rational analysis and interpretation</li> <li>• Perceptive judgements are made based on the available evidence</li> <li>• Cogent, well-structured and logical argument</li> <li>• Specific, detailed and illuminating connections are made between content and context where appropriate</li> </ul>
<b>10 - 12</b>	<ul style="list-style-type: none"> <li>• A clear and relevant response to the question</li> <li>• Detailed analysis and interpretation are demonstrated</li> <li>• Judgements are made based on the available evidence</li> <li>• A clear and well-structured argument</li> <li>• Detailed connections between content and context where appropriate</li> </ul>
<b>7 - 9</b>	<ul style="list-style-type: none"> <li>• The content maintains focus on the question</li> <li>• Analysis and interpretation are demonstrated with some detail</li> <li>• Judgements are made but may be unsubstantiated</li> <li>• The line of argument has clarity</li> <li>• Connections are made between content and context where appropriate</li> </ul>
<b>4 - 6</b>	<ul style="list-style-type: none"> <li>• There is an attempt to answer the question. Some points are relevant</li> <li>• Analysis and interpretation are demonstrated to some extent. More description is evident</li> <li>• Limited evidence of making judgements. Statements are general or superficial</li> <li>• The line of argument is unclear</li> <li>• Limited reference to context</li> </ul>
<b>1 - 3</b>	<ul style="list-style-type: none"> <li>• The answer has limited relevance to the question</li> <li>• Very limited evidence of analysis. Interpretations are unsubstantiated</li> <li>• Little evidence of making judgements</li> <li>• No line of argument is evident</li> <li>• No reference to context</li> </ul>
<b>0</b>	No work submitted or nothing worthy of credit