

Performance

Responding to a brief	Identify the key features of the brief: Target audience Aim Theme Date Performance space Create your work in response to the brief: Consider what content is appropriate for your audience; have a clear aim (educate/inform); clearly explore the theme; consider practical considerations like stage configuration and time of year/day			
Skills: use a range of skills as individuals and as an ensemble to achieve your artistic aims for the piece				
The basics <ul style="list-style-type: none"> ▪ Be seen: don't mask or upstage other performers ▪ Be heard: project and speak clearly ▪ Connect with your audience: carefully block and make eye contact ▪ Clear narrative: the audience should follow the plot easily 	Vocal Pace: fast, slow, controlled, hesitant Pitch: high, low, deep Pause Tone: aggressive, proud, nervous Volume: loud, quiet Emphasis: highlight words/phrases Diction: clarity of speech/ enunciation Timing: when you deliver your lines Accent	Dance Focus: use of the eyes Motif: A movement phrase encapsulating an idea that is repeated and developed throughout the piece Dance actions: leap, turn, run etc. Relationships: unison/canon/accumulation/contact Dynamics: how the move is executed Space: Direction, pathways, levels Manipulation of number: number of dancers Posture/ alignment Control Flexibility /mobility Strength & stamina Extension Isolation	Practitioner <ul style="list-style-type: none"> ▪ Identify their style: naturalistic/ political/physical/ contemporary/ ballet ▪ Watch their work: identify specific ideas/scenes/techniques that inspire you ▪ Techniques: explore the techniques that make their work so unique e.g. monologues, puppets, chair duets, song & dance etc. ▪ Create your work using your chosen practitioner's techniques and style. 	Evaluate <ul style="list-style-type: none"> ▪ Do all sections link to the brief? ▪ If someone new watches the performance, do they know what it is about? ▪ Which sections need to be cut? ▪ Which sections need to be explored further? ▪ Is the distribution of lines/ performance time fair? ▪ Are you showing the full range of your skills?
Stage space <ul style="list-style-type: none"> ▪ Health & safety: no glass or liquids, rehearsed with props & set, warmed up ▪ Stage configuration: chosen for a reason ▪ Proxemics: meaningful use of space between performers ▪ Levels: used for meaning and to create dynamic stage pictures ▪ Focus: what/who do you want your audience to focus on? 	Physical Facial expression Eye contact Posture: positioning of the spine Movement Stillness Gesture Gait: walk Timing Pace	<ul style="list-style-type: none"> ▪ Structure: the sequence of scenes e.g. linear/ non-linear ▪ Structural conventions: cross-cutting, flashback, repetition 		

Creativity: using a range of inventive techniques to express actions & feelings
Originality: creating something new rather than imitating work that exists. You can be influenced by a practitioner but create an original piece