3.1 Performance

Name: _____ Class: _____ Date: _____ **Total: 24 marks**

KEY WORDS interpretation • movement qualities

Performance

Objective

Supported preparation: Build a performance programme under the counting rules; Perform with clarity and communicative expression at an open showing. This is original rehearsal, not completion of the assessed task.

1 Key knowledge and worked examples

Performance toolkit. The programme rules: a counted set of dances in any style or styles, at least one a solo or duet, the total inside the task's time window, and at least half the time in solo and/or duet work (the count and window are set by the level's task). Proficiency as CLARITY: space (line and pathway finished), time (rhythm held, silences included), dynamics (weight, time, flow), movement qualities (sustained against percussive). Expression: to partners (conversation, not countdown) and to the audience (a real open showing). Interpretation: intention legible from the back row. Worked: a three-dance programme ending in "Counting House".

2 Practice

2.1 State the four programme rules (the rule structure, not the numbers). [4]

2.2 Proficiency is clarity: in which four things? [4]

2.3 In which two directions does communicative expression run? [2]

2.4 What makes an open showing a real performance rather than a taped rehearsal? [2]

2.5 When is a technical flourish a fault? [1]

3 Exam-style questions

3.1 *(Half-rule style.)* A student proposes three group works of 2 minutes each. Explain the failures, and rebuild the programme inside the rules. [4]

3.2 *(Clarity style.)* The shrinking repetitions of "Reach (one)" are coming out sloppy. Diagnose the fault and prescribe the fix. [4]

3.3 *(Interpretation style.)* “Doorframe for two” must read as negotiation from the back row. Draft three interpretation decisions that make it legible. [3]