

Creative Movement

General Objectives

This Creative Movement Syllabus seeks to offer Learners the opportunity to:

- Combine the three disciplines Acting, Singing and Dancing into a performance that will result in a culmination of all three.
- Develop imagination and creativity
- Creative and interpretive skills
- Increase self-confidence
- Develop vocal and physical stage techniques
- Develop skills in musicality and style
- Work spontaneously

Guidelines for Creative Movement Learners

No costume should be worn for this dance.

However, small hand props/scarves/hats may be used.

Learners should:

- Demonstrate appropriate movement and fully participate in overall performance.
- Show a clear relationship between the music and the movements performed.
- Show clear gestures and appropriate movement along with suitable facial expressions.
- Show good, clear rhythm throughout.
- Demonstrate clear movements and gestures.
- Show clear understanding of characters.
- Use movements that reflect the characters.
- Perform clearly executed steps performed accordingly.
- If linked to a Nursery Rhyme or story, this should be clearly evident in the movement shown.
- Singing or narration is optional in all sections of all grades

Foundation Level

Grade 1 (10 Minutes)

Learners should:

1. Perform a simple dance based on a nursery rhyme or fairy tale with appropriate movement and gestures.
(Time limit 3 minutes)
2. Clap a short beat of 4/4/ or 3/4/ music.

Grade 2 (10 Minutes)

Learners should:

1. Perform a simple dance based on a well-known character.
(Time limit 3 minutes)
2. Learners should perform a short mime of no more than 1 minute relating to a different story. The mime should depict a character from a story which can be followed by the Examiner.

Grade 3 - Foundation Medal (15 Minutes)

Learners should:

1. Perform a movement piece that reflects movement of a specific character and shows a complete story with beginning middle and end.
(Time limit 3 minutes)
2. Perform a movement piece that reflects a mood or emotion. This should be clearly evident throughout.
(Time limit 3 minutes)
3. Perform a short sequence of dance steps - 16 bars set by the Teacher and performed individually.
(Time limit 3 minutes)

Marks
Awarded

90

10

60

40

40

40

20

Level 2 - Intermediate

Grade 4 (20 Minutes)

Learners should:

1. Perform a story through dance/movement. Heightened detail is required at this Level including eye line, gestures, bodylines, facial expression.
(Time limit 4 minutes)
2. Perform a movement piece in any style and involve a number of choreographic devices. This piece should be Teacher led.
(Time limit 4 minutes)
3. Perform an own choice piece which should clearly show the style and be of contrast to the first piece.
This piece should be student led.
(Time limit 4 minutes)
4. Discuss with the Examiner the creative process including movements in relationship to a song and the dynamics and phrasing that needs to be applied when creating an original piece of song and movement.

Grade 5 (20 Minutes)

Learners should:

1. Perform a dance/movement piece that reflects the emotional journey of an event of Learner's choice. Heightened detail is required at this Level including eye line, gestures, body lines, facial expression.
(Time limit 4 minutes)
2. Perform either
 - A combination of song and dance performed as one whole piece
 - A dance reflecting the mood and lyrics of the song
This piece should be student led.
(Time limit 4 minutes)
3. Perform an own choice piece which should clearly show the style and be of contrast to the first piece. This piece should be student led.
(Time limit 4 minutes)
4. Learners should discuss with the Examiner:
 - The process of creating a piece
 - Why did they choose their idea?
 - How did they begin the process?
 - Why they chose specific music?
 - Evidence of supporting material e.g. sketches/notes

Marks
Awarded

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Level 3 - Advanced

Grade 6 (25 Minutes)

Learners should:

1. Perform a movement piece in response to one of the following stimuli:
(Time limit 5 minutes)
 - Jealousy
 - Fear
 - Love
2. Perform a movement piece involving a number of choreographic devices including:
(Time limit 5 minutes)
 - Motif
 - Levels
 - Dynamics
3. Perform a movement piece showing clear structure and a range of choreographic devices.
(Time limit 5 minutes)
4. Learners should discuss with the Examiner:
 - Choreographic processes of the pieces
 - Health and safety and nutrition for performers

Marks
Awarded

25

25

25

25

Level 3 - Advanced

Grade 7 (25 Minutes)

Learners should:

1. Perform a student led movement piece in response to one of the following stimuli:
(Time limit 5 minutes)
 - Betrayal
 - The Sea
 - Remember Christina Rossetti (Poem)
 - Scream - (Picture)
2. Perform a Teacher led movement piece based on a musical style or era between:
(Time limit 5 minutes)
 - Music Hall to 1980's
3. Devise a student led movement piece on an original idea but in contrast to section 1 and 2.
4. Discuss with the Examiner:
 - General health and safety, including vocal and physical health
 - What does musicality mean
 - The differences between two eras of dance styles
 - The process of creating their movement pieces
 - How the music, lighting and costumes enhanced the movement in one of the following musicals: Wicked, Oliver, Cats

Marks
Awarded

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25

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Level 3 - Advanced

Grade 8 (25 Minutes)

Learners should:

1. Perform a movement piece in response to one of the following stimuli:
(Time limit 5 minutes)
 - Poem by W.H. Auden - Refugee Blues
 - Fire, Water, Air and Earth
 - Freedom
 - Salvador Dali - Persistence of Memory
 - Salvador Dali - The Painter
2. Perform a movement piece showing specific style of movement on one of the following:
(Time limit 5 minutes)
 - Ballet
 - Musical Theatre
 - -Contemporary
 - Rock n' Roll
 - National dancing/Dances of culture
3. Devise a student led movement piece on an original idea
(This may involve singing or narration if desired)
4. Discuss with Examiner:
 - The creative process of their movement pieces
 - The following three musicals including historical impact, social context, music, lighting, style of choreography and costume design:
 - West Side Story
 - Billy Elliot
 - Hairspray

See theory book for details.

Marks
Awarded

25

25

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25

Duologues

The criteria for Duologue examinations are as for Solo Examinations.

General Objectives

The Duologue section of this Syllabus provides Learners with the opportunity to:

- Work with a partner
- Explore different ideas
- Increase confidence
- Understand a sense of dependency
- Work cohesively

Guidelines for Creative Movement Learners

Duologues are marked as one performance. The criteria for marking Duologues are the same as that for the Solo Grades.