

CREATIVE MOVEMENT

GENERAL OBJECTIVES

The 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.
- Show clear movements including strong gestures should be included.
- Show clear characterisations.
- Show movements that reflect the characters.
- Show clearly executed steps performed accordingly.
- If linked to a Nursery Rhyme or story, this should be clearly evident in the movement shown.

LEVEL 1 - FOUNDATION

At this Level no piece should exceed 3 minutes.

Marks awarded at this Level taking into consideration presentation, musicality and interpretation throughout each section:

Foundation Level 1	Presentation, Musicality and Interpretation		
Grade 1	90		10
Grade 2	60		40
Grade 3	40	40	20

GRADE 1 (10 Minutes)

Learners should:

1. Be able to perform a folk song with appropriate movement and gestures. Voice could also be used simultaneously but is not compulsory.
2. Clap a short beat of 4/4/ or 3/4/ music.

GRADE 2 (10 Minutes)

Learners should:

1. Perform a story or song through movement.
2. Learners should perform a short mime of no more than 1 minute relating to a well-known story or song. The mime should depict a character from the story, which can be followed by the Examiner.

GRADE 3 (15 Minutes)

Learners should:

1. Perform a movement piece that shows different characters (costumes may be worn) and tells a story. Every student should be involved if in group.
1. Perform a movement piece that reflects a mood or emotion. This should be clearly evident throughout.
2. Perform a short sequence of dance steps - 16 bars set by the Teacher and performed individually.

LEVEL 2 – INTERMEDIATE

At this Level no piece should exceed 4 minutes.

Marks at this Level taking into consideration presentation, musicality and interpretation throughout each section:

Foundation Level 2	Presentation, Musicality and Interpretation			Discussion
Grade 4	30	30	20	20
Grade 5	30	30	20	20

GRADE 4 (20 Minutes)

Learners should:

1. Perform a movement piece that relates to a story or song. The style of movement should be clear and maintained throughout.
2. Perform a movement piece in any style and involve a number of choreographic devices. If in a group every student should participate. This piece should be Teacher led.
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.
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 the story of a fable/myth/fairytale. Heightened detail is required at this Level including eye line, gestures, bodylines, facial expression.
2. Perform a combination of a song with movements performed as one whole piece simultaneously or consecutively. This piece should be student led.
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.
4. Learners should discuss with the Examiner:
 - The process of creating a group piece
 - Why did they choose their idea
 - How did they begin the process
 - Why the music chosen?
 - Evidence of supporting material

LEVEL 3

At this Level no piece should exceed 5 minutes.

Marks at this Level taking into consideration presentation, musicality and interpretation throughout each section:

Foundation Level 3	Presentation, Musicality and Interpretation			Discussion
Grade 6	25	25	25	25
Grade 7	25	25	25	25
Grade 8	25	25	25	25

GRADE 6 (20 Minutes)

The following three pieces can include singing

Learners should:

1. Perform a student led movement piece in response to one of the following stimuli:
 - Jealousy
 - Fear
 - Sloth
2. Perform a Teacher led piece involving a number of choreographic devices including:
 - Motif
 - Unison
 - Canon
3. Perform a movement piece showing clear structure and a range of choreographic devices. Singing is optional.
4. Learners should discuss with the Examiner:
 - Choreographic processes of the pieces
 - Health and safety and nutrition for performers

GRADE 7 (20 Minutes)

Learners should

1. Perform a student led movement piece in response to one of the following stimuli:

- Betrayal
- Celebration
- The Road not Taken- (Poem)
- Scream - (Picture)

2. Perform a Teacher led movement piece based on a musical style or era including:

- Music Hall
- 1920's
- 1950's
- 1960's
- 1970's

Singing is optional.

3. Devise a student led movement piece on an original idea but in contrast to section 1 and 2. This piece can include song which must blend seamlessly if used.

4. Discuss with the Examiner:

- General health and safety, e.g. the importance of warming up and cooling down of vocal and physical health
- Musicality
- Dance styles
- The process of creating their movement pieces
- Discuss one of the following: Wicked, Oliver , Cats

Including:

- The style of movement and its effect
- The music
- The lighting
- The costumes
- The impact of the musical

GRADE 8 (25 Minutes)

Learners should:

1. Perform a student led movement piece in response to one of the following stimuli:
 - Poem W.H. Auden – Refugee Blues
 - Seasons
 - Freedom
 - Picture - Girl with a Pearl Earring

2. Perform a Teacher led piece showing specific style of movement on one of the following:
 - Baroque
 - Musical Theatre
 - Country Dancing
 - Rock n' Roll
 - National dancing/Dances of culture

3. Devise a student led movement piece on an original idea this could involve song and dance or a voiceover narration linking to the overall performance.

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

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.

Learners should put the word **Duologue** on their entry form together with the name of the Learner with whom they are entering.

GROUP EXAMINATIONS

The criteria for Group examinations are as for Solo Examinations with 5 minutes added to each exam.

GENERAL OBJECTIVES

The Group Creative Movement section of this Syllabus provides Learner with the opportunity to:

- Experience the exciting challenge of working together as a team
- Demonstrate an awareness of each other and a sense of sharing
- Develop imagination and creativity
- Increase self-confidence
- Develop a range of stage techniques
- Instill enthusiasm and enjoyment
- Develop an understanding of dramatic structure and narrative, clearly demonstrating movement
- Work spontaneously and employ language, movement, role and situation appropriate to the context being created
- Give each member a chance to participate

Guidelines for Creative Movement Group Learners

A group must contain a minimum of six persons and up to a maximum of twelve persons and will be marked as one performance. If it is intended to enter a larger group, please contact the NEA Office first.

All members of the group should participate in each section.

LEVEL 1 - FOUNDATION

At this Level no piece should exceed 3 minutes.

Marks awarded at this Level taking into consideration presentation, musicality and interpretation throughout each section:

Foundation Level 1	Presentation, Musicality and Interpretation		
Grade 1	90	10	
Grade 2	60	40	
Grade 3	40	40	20

GRADE 1 (10 Minutes)

Learners should:

1. Be able to perform a folk song with appropriate movement and gestures. Voice could also be used simultaneously but is not compulsory.
2. Clap a short beat of 4/4/ or 3/4/ music.

GRADE 2 (10 Minutes)

Learners should:

1. Perform a story or song through movement.
2. Learners should perform a short mime of no more than 1 minute relating to a well-known story or song. The mime should depict a character from the story, which can be followed by the Examiner.

GRADE 3 (15 Minutes)

Learners should:

1. Perform a movement piece that shows different characters and tells a story (costumes may be worn). Every student should be involved if in group.
2. Perform a movement piece that reflects a mood or emotion. This should be clearly evident throughout.
3. Perform a short sequence of dance steps - 16 bars set by the Teacher and performed individually.

LEVEL 2 – INTERMEDIATE

At this Level no piece should exceed 4 minutes.

Marks awarded at this Level taking into consideration presentation, musicality and interpretation throughout each section:

Foundation Level 2	Presentation, Musicality and Interpretation			Discussion
Grade 4	30	30	20	20
Grade 5	30	30	20	20

GRADE 4 (20 Minutes)

Learners should:

1. Perform a movement piece that relates to a story or song. The style of movement should be clear and maintained throughout.
2. Perform a movement piece in any style and involve a number of choreographic devices. If in a group every student should participate. This piece should be Teacher led.
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.
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 the story of a fable/myth/fairytale. Heightened detail is required at this Level including eye line, gestures, bodylines, facial expression.
2. Perform a combination of a song with movements performed as one whole piece simultaneously or consecutively. This piece should be student led.
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.
4. Learners should discuss with the Examiner:
 - The process of creating a group piece
 - Why did they choose their idea
 - How did they begin the process
 - Why the music chosen?
 - Evidence of supporting material

LEVEL 3 - ADVANCED

At this Level no piece should exceed 5 minutes.

Marks awarded at this Level taking into consideration presentation, musicality and interpretation throughout each section:

Foundation Level 3	Presentation, Musicality and Interpretation			Discussion
Grade 6	25	25	25	25
Grade 7	25	25	25	25
Grade 8	25	25	25	25

GRADE 6 (20 Minutes)

The following three pieces can include singing.

Learners should:

1. Perform a student led movement piece in response to one of the following stimuli:
 - Jealousy
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2. Perform a Teacher led piece involving a number of choreographic devices including:
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3. Perform a movement piece showing clear structure and a range of choreographic devices. Singing is optional.
4. Learners should discuss with the Examiner:
 - Choreographic processes of the pieces
 - Health and safety and nutrition for performers

GRADE 7 (20 Minutes)

Learners should:

1. Perform a student led movement piece in response to one of the following stimuli:

- Betrayal
- Celebration
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- Scream - (Picture)

2. Perform a Teacher led movement piece based on a musical style or era including :

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- 1970's

Singing is optional.

3. Devise a student led movement piece on an original idea but in contrast to section 1 and 2. This piece can include song which must blend seamlessly if used.

4. Discuss with the Examiner:

- General health and safety, e.g. the importance of warming up and cooling down of vocal and physical health
- Musicality
- Dance styles
- The process of creating their movement pieces
- Discuss one of the following: Wicked, Oliver, Cats

Including:

- The style of movement and its effect
- The music
- The lighting
- The costumes
- The impact of the musical

GRADE 8 (25 Minutes)

Learners should:

1. Perform a student led movement piece in response to one of the following stimuli:

- Poem W.H. Auden – Refugee Blues
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