



New Era Academy

Syllabus

2023- 2026

Group Performance

Creative Movement

NEW ERA ACADEMY

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Group Performance

CREATIVE MOVEMENT

Regulated and Non-Regulated Subject to Conditions.

Creative Movement: Level 1 - Foundation

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

Grade 1 – (10 minutes)	Marks Awarded
Learners should:	
1. Be able to perform a dance based on a nursery rhyme or fairy tale with appropriate movement and gestures.	90
2. Clap a short beat of 4/4 or 3/4 music.	10
Total Marks Awarded	100

Grade 2 – (10 minutes)	Marks Awarded
Learners should:	
1. Perform a simple dance based on well known characters.	50
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.	50
Total Marks Awarded	100

Grade 3 – (15 minutes)	Marks Awarded
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.	40
2. Perform a movement piece that reflects a mood or emotion. This should be clearly evident throughout.	40
3. Perform a short sequence of dance steps - 16 bars set by the Teacher and performed individually.	20
Total Marks Awarded	100

Creative Movement: Level 2 - Intermediate

Grade 4 – (20 minutes)

Marks Awarded

Learners should:

- | | |
|--|----|
| 1. Perform a story through dance/movement. Heightened detail is required at this level including eye line, gestures, bodylines and facial expression. | 25 |
| 2. Perform a movement piece in any style and involve a number of choreographic devices. This piece should be Teacher led. | 25 |
| 3. Perform an own choice piece which should clearly show the style and be of contrast to the first piece. This piece should have student choreographic input and leadership. | 25 |
| 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. | 25 |

Total Marks Awarded	100
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Grade 5 – (20 minutes)

Marks Awarded

Learners should:

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| 1. Perform the story of an emotional journey. Heightened detail is required at this Level including eye line, gestures, bodylines, facial expression. | 25 |
| 2. Perform either <ul style="list-style-type: none"> • A combination of a song and dance performed as one whole piece • A dance reflecting the mood and lyrics of the song • This piece should be student led. | 25 |
| 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. | 25 |
| 4. Learners should discuss with the Examiner: <ul style="list-style-type: none"> • 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 may be used | 25 |

Total Marks Awarded	100
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Creative Movement: Level 3 - Advanced

The following three pieces can include singing.

Grade 6 – (20 minutes)	Marks Awarded
Learners should:	
1. Perform a student led movement piece in response to one of the following stimuli: <ul style="list-style-type: none"> • Jealousy • Fear • Love 	25
2. Perform a Teacher led piece involving a number of choreographic devices including: <ul style="list-style-type: none"> • Motif • Levels • Dynamics 	25
3. Perform a movement piece showing clear structure and a range of choreographic devices. Singing is optional.	25
4. Learners should discuss with the Examiner: <ul style="list-style-type: none"> • Choreographic processes of the pieces • Health and safety and nutrition for performers 	25
Total Marks Awarded	100

Grade 7 – (20 minutes)	Marks Awarded
Learners should:	
1. Perform a student led movement piece in response to one of the following stimuli: <ul style="list-style-type: none"> • Betrayal • The Sea • Remember by Christina Rossetti (Poem) • Scream - (Picture) 	25
2. Perform a Teacher led movement piece based on a musical style or era including: <ul style="list-style-type: none"> • Music Hall to 1980's. Singing is optional. 	25
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.	25
4. Discuss with the Examiner: <ul style="list-style-type: none"> • General health and safety, e.g. the importance of warming up and cooling down of vocal and physical health • What does musicality mean? • The difference 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: Wicked, Oliver, Cats 	25
Total Marks Awarded	100

Grade 8 – (25 minutes)

Marks Awarded

Learners should:

- | | |
|--|----|
| 1. Perform a movement piece in response to one of the following stimuli: | 25 |
| <ul style="list-style-type: none"> • Poem W.H. Auden – Refugee Blues • Fire, Water, Air, Earth • Freedom • Persistence of Memory – Salvador Dali | |
| 2. Perform a movement piece showing a specific style of movement on one of the following: | 25 |
| <ul style="list-style-type: none"> • 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) | 25 |
| 4. Discuss with the Examiner: | 25 |
| <ul style="list-style-type: none"> • 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 | |

Total Marks Awarded	100
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