

Creative Movement

Regulated and Non Regulated Subject to Conditions

Level 1 – Foundation

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

Grade 1 (10 Minutes)

Learners should:

1. Be able to perform a dance based on a nursery rhyme or fairy tale with appropriate movement and gestures.
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 well known characters.
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.

Marks Awarded

90

10

50

50

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 and facial expression.
2. Perform a movement piece in any style and involve a number of choreographic devices. 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 have student choreographic input and leadership.
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 an emotional journey. Heightened detail is required at this Level including eye line, gestures, bodylines, facial expression.
2. Perform either
 - 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.
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 may be used

Marks
Awarded

25

25

25

25

25

25

25

25

Level 3 – Advanced

Grade 6 (20 Minutes)

The following three pieces can include singing.

Learners should:

- | | Marks Awarded |
|--|---------------|
| 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 |

Grade 7 (20 Minutes)

Learners should

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| 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 |

Grade 8 (25 Minutes)

Learners should:

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

Marks
Awarded

25

25

25

25