

Dance

A Level

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Exam Board: AQA



What is the course about?

Students will study performance, choreography and dance appreciation. There will be the opportunity to devise, perform and interpret dance, demonstrating technical and expressive skills, as well as evaluate and critique professional works across a range of genres. Dance is assessed both practically and in written examinations.

For the AS level you will study:

During the AS year you will study solo and duo/trio choreography and perform to a visiting moderator. You will develop your knowledge and understanding of dance by looking at a range of dance works and choreographers from a variety of genres and styles, in order to inform your own work and appreciation of dance as an art form. You will answer questions on the health and safety of the dancer, training and technique. AS Dance assessment comprises of 60% practical examination assessment and 40% written examination .

For the A2 level you will study:

For the A2 year, you study an area of modern dance and analyse a set work, which reflects the repertoire within modern dance. This will be assessed through a written examination.

You will also choreograph a group dance based on a chosen question provided by the examining board AQA. You will perform a solo from the repertoire you studied for the written exam. Both performances will be externally assessed. The A2 assessment is equally weighted between the practical and written examinations.

How is the course assessed?

The course is assessed by a practical and a written examination at AS and A level.

What skills will I need and develop in this course?

You will need some experience in dance. This could be GCSE Dance or classes you attend in school or another dance school. You will have a passion for dance and wish to extend your knowledge and understanding of the subject in all areas. There will be an opportunity to develop your creativity and technical knowledge in both dance performance and analytical writing.

Subject combination advice:

As dance promotes a healthy lifestyle through an awareness of the importance of exercise and training, it combines very well with a Physical Education course. It also complements A Level Performance Studies, Music, Theatre Studies whilst contrasting with subjects such as Humanities, Science and Mathematics.

What can the course lead to in terms of higher education and future careers?

It can act as a springboard for dance enthusiasts who are considering a Dance degree at university, or for those aspiring to a career as a performer, choreographer, teacher, dance notator, dance critic or dance therapist.

What are the formal entry requirements for this course?

Aside from the general entry criteria that the College requires, you will also need a grade C or above in English GCSE and some experience of dance whether through GCSE or other lessons/grade exams out of school.

What extra support / enrichment activities are on offer?

The department offers a varied programme of theatre visits. Professional dance companies will come to college and do workshops with the students. For example, for the 2011 - 2012 academic year, Matthew Bourne's 'New Adventures' is visiting the college over a series of six Sundays and holding all day workshops which develop the students technical and choreographic skills as well as build up their knowledge of professional repertoire. Current students are being taught repertoire from Bourne's Nutcracker! Companies such as Frantic Assembly run half day workshops based at college during term time.

What is the difference between Dance and Performance Studies?

Dance focuses on precise physical technique (Ballet and Contemporary Dance) and provides more opportunity to develop choreographic knowledge both practically and through theory. Students will have to analyse dance repertoire in more detail and study one particular dance genre. Performance Studies embraces 3 disciplines: drama, dance and music. Whilst students study all three disciplines they need to be practically strong in two of the three areas.



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