

# Year 10 GCSE Dance- Shadows

Key Facts	
<b>Aural Setting</b>	<i>Violin and piano. No breaks in tempo. Broken cords, staccato sounds. Continuous fast paced section, contrasted by slower sections</i>
<b>Stimulus</b>	<i>Fratres for violin and piano. European history. Family relationships and dynamics. Unseen but present force outside.</i>
<b>Dance Style</b>	<i>Modern dance. Classical and contemporary dance. 'Neo-classical'</i>
<b>Choreographer</b>	<i>Christopher Bruce</i>
<b>Costume</b>	<i>Simple shirts, skirts, trousers and dresses. 1930s-40s in style. Shoes and coats added.</i>
<b>Themes</b>	<i>Family dynamic, fear and poverty.</i>
<b>Performance Environment</b>	<i>End Stage</i>

Key Facts	
<b>Lighting</b>	<i>White light only. Used to create sense of a room. Dark intensity.</i>
<b>Dancers</b>	<i>4- dancers 2 male and 2 female.</i>
<b>Choreographic Approach</b>	<i>Bruce worked collaboratively with the dancers. Ideas started from a family sitting at a table. Use of the furniture. Anxiety of the music. Each dancer had a voice in the family to tell their story.</i>
<b>Use of Camera</b>	<i>Mid shots to view the distressed facial expression of son – positioned DSR. Long shots to view travelling pathways to DSR corner from table. Mid shot to enhance the poignancy of dancers walking into light.</i>
<b>Set</b>	<i>Worn looking table, bench, two stools, coat stand and suitcase.</i>



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## Costume Contributions

**Stimulus** - design of the costumes highlight the European history as this was typical dress for the era

**Intention** –dull and dreary colours used highlights the intention of poverty.

**Mood** –dull colours in the costuming highlight a sad and dull mood.

**Complements other components** –worn out complement the worn of textures of the set design such as the table and stools.

**Historical context** –clothing typically worn in the 1930's

**Social context** –dull colours and use of oversized coats for the children suggest the family are of a low social status and poor.

**Gender** – females wear skirts or dresses and males wear trousers and shirts to highlight their gender

**Age** –daughter wears a child-like smock dress and the son does not wear a waistcoat to highlight their younger age

**Highlights character** – the different costuming for each character highlights which member of the family each of them are. For example the father wears a waistcoat to signify he is an elder.

**Sculpts body** –tight fitted to the tops of the body to allow contact work to be safe and the lines of the arms to be seen.



## Key Words

Contemporary

Political

Eastern Europe

Contact

Family

War

Poverty

Intention

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## Set Contributions

**Stimulus** - Table and chairs create a sense of a family home

**Intention** –all worn out and drab, highlighting the idea of poverty

**Mood** –black box type stage creates a dark, sinister atmosphere

**Complements other components** –worn out and drab table and chairs complement the dull and drab costumes of the dancers.

**Historical context** –table, stools, coat stand and suitcase all look old fashioned and worn, highlighting historical context of 1930's Europe.

**Context** – set depicts the context of a family home.

**Social context** – set suggests the family are living in poverty.

**Creates levels** – table is used to create levels when the daughter stands

**Narrative** – The table, chairs and coat stand highlight the narrative of a family home, the suitcase enhances the narrative idea of the family wanting to flee from the troubles outside the home.

**Incorporated into action** – The table is moved by the son towards the door and hidden behind, therefore incorporated into the action rather than just static set.



## Key Words

Stimulus

Context

Narrative

Intention

Motif

Proscenium Arch

Spotlight

Structure