

ARTSPOOL
10 year anniversary



GCSE Dance

Component 2

INFRA

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Name _____

Tutor Group _____

This workbook is designed to help you learn and answer examination-style questions in relation to the GCSE Anthology work, Infra

A - General Facts: Learning

The choreographer for Infra is

The dance company performing on the video is

The dance style is

The costume designer is

The set designer is

The composer is.....

The lighting designer is

The number of dancers is.....

B - What it's about: Learning

The 2 main starting points are [stimuli]

1.....

2.....

The 2 main choreographic intentions are [what it's about]

1.....

2.....

C - How it was created: Learning

2 ways the choreographer created the work are [choreographic approach]

- 1.....
- 2.....

D - Structure : Learning

Draw the structure below

The 2 climaxes are in sections

.....

A highlight is in section

.....

E - INFRA: Learning

In Latin, INFRA means “.....”

We can see this physically in the relationship between the set design and the dancers: The dancers are B..... the L.....

We can also see this in the different narratives performed by the dancers: the RP..... below the public exterior.

F- T S Eliot’s The Waste Land: Learning

The Waste Land is a P.....

It is about a depressed city, left destroyed after war, The people trying to get on with their lives. It is very long [don’t read it all!] and ends in hope of a better future.

* We can’t reproduce The Waste Land here, but look it up and read the verse that starts with ‘Unreal City’ and ends with ‘staring at their feet’. Write this verse down here.

.....
.....
.....
.....
.....
.....
.....
.....

The city in The Waste Land is L.....

We can see The Waste Land in the relationship between the set design and the dancers. What could the LED figures represent?

.....
.....

G - The London Bombings 2005 : Learning

Research the London Bombings in 2005. How many bombs were there?

.....

Where were they detonated?

.....

We can see the London Bombings in the relationship between the set design and the dancers. How?

.....
.....

H- Different kinds of human relationships: Learning

List as many different kinds of human relationships as you can think of

.....
.....
.....
.....
.....

I: SECTION 1- Learning

At the very beginning, there isdancer/s on stage

The dancers in this section perform in C.....

At one point, two dancers perform in U.....

5 action words to describe the movement are
.....
.....

5 dynamics from this section are

The accompaniment in this section can be described under these headings

Instrument/s

Dynamics

Speed

Other sounds

The lighting in this section is..... in colour at a
intensity. There are overhead
which areat the edges.

J - Opening: C2

Explain how the features of production in Section 1 support the poem The Waste Land (6 marks)

K: SECTION 2- Learning

This is a duet . In ballet we call this a p..... de d.....

The dancers in this section perform using C.....

5 action words to describe the movement are

.....
.....

5 dynamics from this section are

.....

This is the first time we see a human relationship in the movement. What kind of human relationship could this be?

.....
.....

Give a reason for your interpretation above.

.....
.....

The lighting in this section is:

T - ype of light is.....

W - here does it shine from/to

I - ntensity is

C - olour is

L - SECTION 3 - Learning

The lighting in Section 3 is an intense

This duet has dynamics

Name two ballet movements that are used in this section

.....
.....

This is a different human relationship to the one in Section 2. What might this one be saying?

.....
.....
.....

Give a reason for your interpretation above.

.....
.....

Describe the use of space in this section

.....
.....
.....
.....

M: SECTION 4 - CLIMAX : Learning

This section forms the climax because

.....

The dancers perform in D

3 dance relationships used in this section are:

.....

The dynamics of this section are

.....

The lighting is [draw below]



In sentences, a description of this lighting is

.....

.....

.....

The lighting creates B..... for the dancers. It
T..... them and restricts their S

What human relationships could be being played out in this section?

.....
.....

Give reasons to support your interpretation.....

.....
.....
.....

How might the lighting relate to The London Bombings?.....

.....
.....
.....
.....

What do you notice about the LED figures in this section?

.....
.....
.....
.....
.....

N: C2

Explain how we see the idea of human relationships within Infra (6 marks).

O: SECTION 5 - Learning

This is a S..... for a

Identify four appropriate dynamics for this section

.....
.....

Name two physical skills that are used in this section

.....
.....

What is happening behind this solo?

.....
.....
.....
.....

The solo dancer wears

.....
.....

The accompaniment in this section can be described under these headings

Instrument/s

Dynamics

Speed

Other sounds

P: SECTION 6 CLIMAX 2- Learning

This section begins with a c..... d.....

What might be happening at this point?

.....

The man leaves. What happens next?

.....

.....

.....

The ensemble dance their phrases in C.....

Give four dynamics that would describe the action content at this point

.....

.....

Why is this a climax?

.....

.....

.....

How might this section relate to the London Bombings?

.....

.....

.....

Q: SECTION 7 - Mirroring Duet: Learning

In Section 7, two women perform a duet.

The duet takes place [use correct stage directions]

.....

4 dance relationships and devices they use are:

1

2

3.....

4.....

3 dynamics to describe the movement are

1

2.....

3.....

The lighting for this section is [draw below]



In sentences, a description of the lighting in this section is:

.....
.....
.....
.....

R: SECTION 7 - Gesture Solo: Learning

The gesture solo happens..... [use stage directions]

It works in c..... to the mirroring duet

One gesture is tying shoelaces. Find two more.

.....
.....

Describe the dynamics of this solo.....

.....
.....

What might the dancer/character be experiencing or expressing in this solo?

.....
.....

Give a reason for your interpretation above

.....
.....

How does the dancer work with the accompaniment?

.....
.....

S - SECTION 7 - Collapse - Learning

A crowd walks across the stage. From where to where? Use stage directions.

.....
.....

How would you describe the mood at this point?

.....
.....

What happens to one dancer in the centre?

.....
.....

What might she be experiencing at this point?

.....
.....

Give a reason for your interpretation

.....
.....

How might this link to the idea of 'Below' or 'Seeing below the surface'?

.....
.....
.....

T: C2:

Explain how the idea of The London Bombings is shown in Infra (6 marks)

U - SECTION 8- Learning

This pas de deux has a very different mood/feeling to the previous duets. What is different about it?

.....

.....

.....

.....

Why do you think this might be? What message might it be suggesting?

.....

.....

.....

.....

What happens to the LED figures in this section?

.....

.....

How does the accompaniment fit the movement?

.....

.....

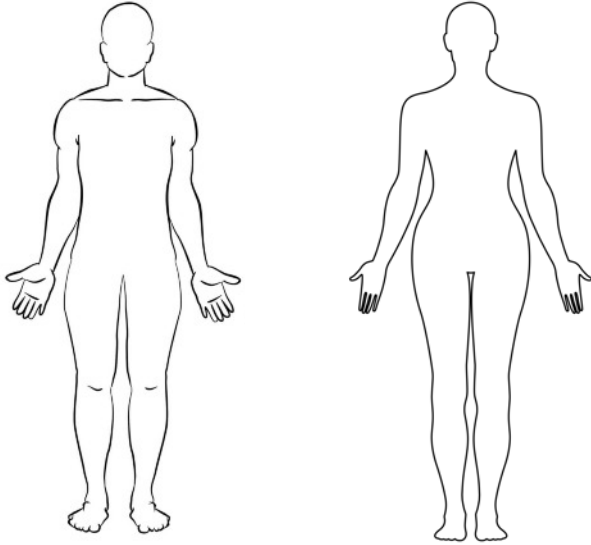
.....

.....

V: C2

*Explain how the ideas of 'Below' or 'Seeing Below the Surface' can be seen throughout *Infra* (6 marks)*

W: Costume: Learning



Draw one male and one female costume from Infra

The colours of the costumes are

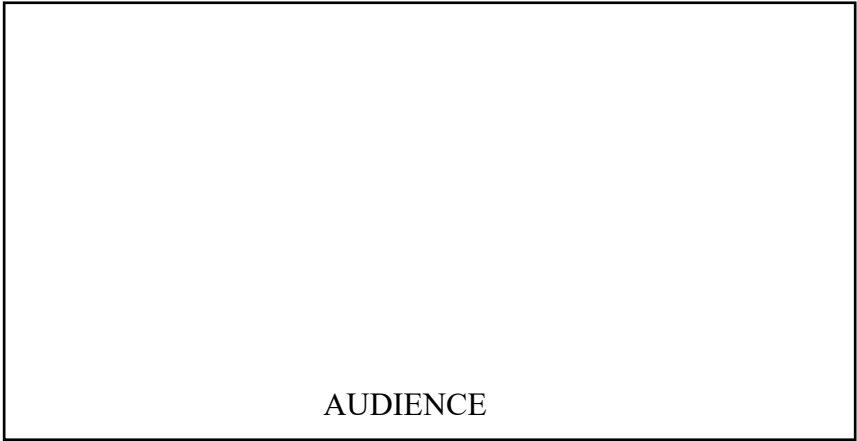
This matches the colour of the

Most dancers wear tight shorts, but one man wears
and one woman wears.....

The costumes reflect e.....clothing

X : Set : Learning

Draw the set design for Infra



In sentences, describe the set design

.....
.....
.....
.....
.....

The set is designed this way for these reasons:

1.....
.....
2.....
.....

Y: Lighting: Learning

Draw 3 lighting states from Infra, stating the sections



SECTION



SECTION



SECTION

The lighting often r..... The dancers' s.....

An example is when

.....
.....
.....

The lighting can also set mood. An example is:

.....
.....
.....
.....
.....

Z: Production: C2

Explain how the set, costume, aural setting and lighting support the mood of Infra [6 marks] use an extra sheet of paper if necessary.
