

Kettlethorpe HIGH SCHOOL

Year 8

Knowledge Organiser Booklet

Name:

Tutor:



THINK PINK!

If you see **PINK** in your books,
make the corrections.

Capital letters

- sentence **starts**
- proper **nouns**
- the word 'I'

Commas

- to separate three or more items in **a list**
- use a **pair of commas** when you are **inserting extra information** in the middle of the sentence
 - use **after an adverbial**

Before sunrise, Zac ate his breakfast.

Apostrophes

- to show that a letter or **letters are missing**: *I'm - haven't - don't*
- to show **something belongs to something else**: *The parents' meeting lasted an hour.*

1. Have you carefully reread your work?
2. Have you checked to see if you accidentally made any mistakes?
3. Are you proud of your work?

Common mistakes

There refers to a place or idea.
Their shows belonging.
They're is short for 'they are'.

use **should have** - not 'should of'
use **could have** - not 'could of'
use **would have** - not 'would of'

Spelling

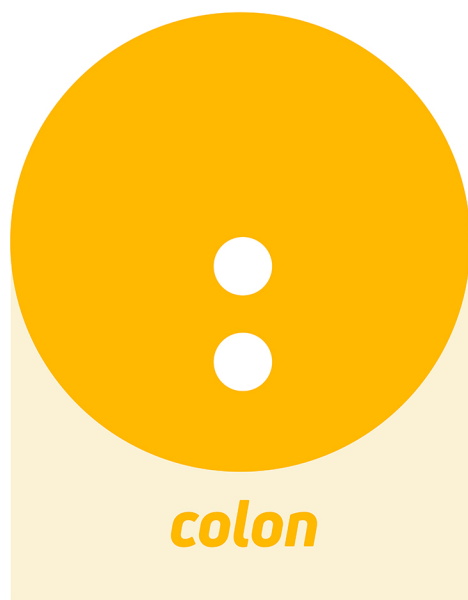
- use **the dictionary**
- make sure to use **subject specific vocabulary**

APPLY THE RULES. **B**E CONSISTENT. **C**HECK FOR ACCURACY.

WWW - Descriptive comment on what went well

EBI - Descriptive comment saying your work would be even better if

Punctuation



to introduce extra info



to link connected sentences



You only need one!



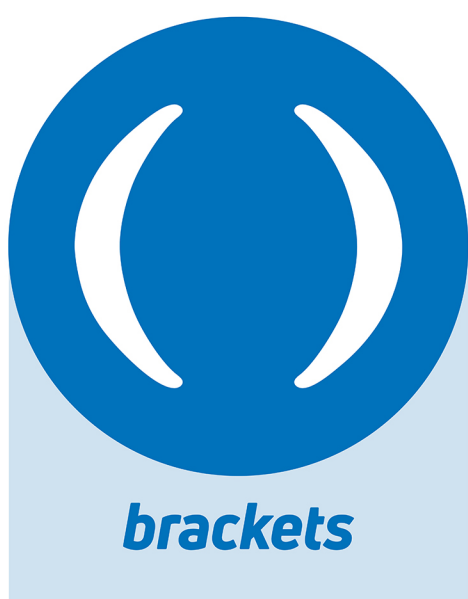
to leave a trailing thought...



to end a sentence



to add/separate information



to add extra information



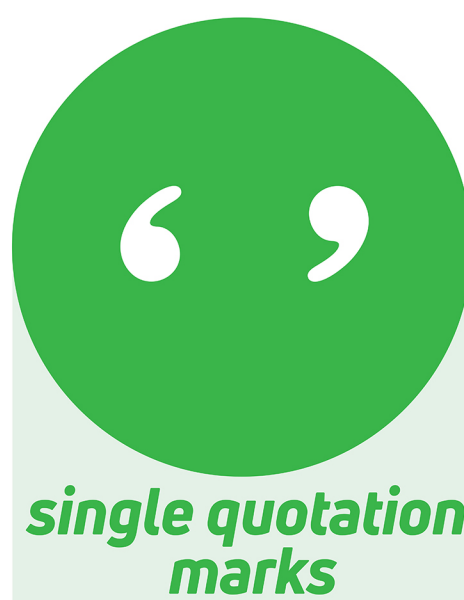
to add/separate information



for omission or possession



“Are you listening?”



to include quotes



at the end of a question

Do you know your roots?

Literacy

LASTS...

-scop-

root meaning **'to see'**

sub-

prefix meaning **'under'**

hypo-

prefix meaning **'below'**

ex-

prefix meaning **'out of'**

con-

prefix meaning **'with'**

-logy

suffix meaning **'study of'**

-graph-

root meaning **'writing'**

-bio-

root meaning **'life'**

-techn-

root meaning **'art / skill'**

micro-

prefix meaning **'small'**

-chron-

root meaning **'time'**

-phon-

root meaning **'sound'**

Stimulus:

Definition: The starting point of a dance / something that is used to inspire a dance piece.

Choreographic Intention:

Definition: The aim of the dance / what the choreographers want to communicate.

Motif:

Definition: A short sequence of movement which communicates the theme/intent of the dance
It is repeated and developed in the dance.

Motif Development:

Definition: Ways in which a motif a changed and varied
E.g. changing the order of the actions, reversing the order of the actions, adding in actions, changing the dynamics of the movement



Tableaux:

Definition: A still image/freeze frame formed by a group of dancers. It is usually an important moment frozen in time in which the audience can fully appreciate the narrative of the piece.

Formation:

Definition: The positioning of the dancer. The shapes/patterns created in the space.

Accumulation:

Definition: When a dancer performs a series of movements and others join in at different times until all perform in unison.



Levels:

Use of levels help to show the relationship between the characters on stage.

Tip: A higher level shows high authority and weak level shows vulnerable characters.

Eye Contact:

Use eye contact helps to show the relationships between the characters on stage.

Tip: Avoiding eye contact can show tension between characters.

Proxemics:

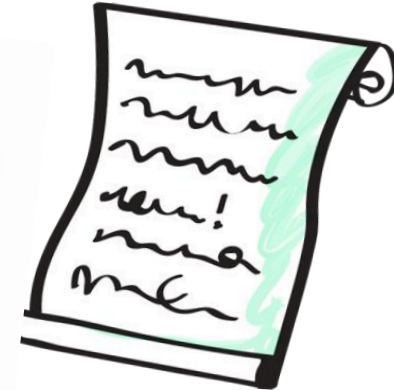
The distance between the characters on stage helps to show their relationship of the character on stage.

Tip: A large distance between characters could symbolise a fall out.

Tone of Voice:

Tone of voice is the way in which a person speaks to you. The tone suggests your mood and your intention towards the listener.

E.g. angry, frustrated, curious, scared



Dramatic Pause:

A dramatic pause is where a performer pauses for a moment in their speech. This is often used to create tension and suspense.

Pace:

The speed at which someone speaks. E.g. the speaking fast when arguing with someone.

Intonation:

The rise and fall of the voice. There is a clear movement up at the end of a sentence when we ask questions for example. Intonation also helps us to say what we mean.

**KEEP
CALM
CHECK YOUR
TONE OF
VOICE**

Key Features of Street Dance:

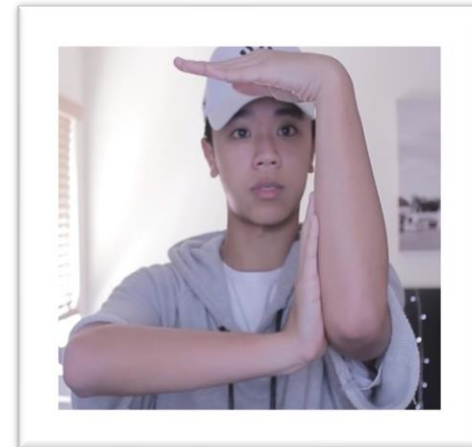
- Isolation of body parts
- Acrobatics
- Robotic dynamics
- Close relationship with the music

Examples of street dance:

- Hip-hop
- Popping
- Locking
- Whacking
- Tutting

Isolation:

Definition: A technique where you move one part of the body, while keeping other part still.



Key Features of Contemporary

Dance:

- Floor work
- Expression of emotion
- Tilting and twisting the spine
- Contact and lift work

Motif:

Definition: A short sequence of movement which communicates the theme/intention of the dance
It is repeated and develop in a dance

Motif Development:

Definition: Ways in which a motif a changed and varied
E.g. changing the order of the actions, reversing the order of the actions, adding in actions, changing the dynamics of the movement

Contrast:

Definition: Movements or shapes within the dance that are very different
E.g. a fast movement contrasting with a slow movement or a high-level movement contrasting with a low level movement

Documentary Drama



The study of real life events and experiences and how these can be dramatised for the stage.

Key terminology

Devising: Working collaboratively with a group to create/develop a performance.

Theatrical Skills: A range of vocal and physical skills that are used by a performer to clearly communicate a character to the audience.

Stimulus: A stimulus is a starting point or trigger to generate ideas. These could include photographs, poetry, props, music and historical/real life events

Initial Interpretation: Your initial response (thoughts, feelings and ideas) when you are presented with a stimulus.

Drama Conventions

Marking the moment: This is used to highlight a key moment in a scene and can be done in a number of different ways: E.g. through slow-motion, a still image, narration, thought-tracking or music.

Mime: The use of physical movement and facial expressions to communicate meaning.

Flashback/Flash-forward: Going backwards or forwards in time to communicate a clear narrative.

Cross-cutting: Cutting from one scene, to another, allowing the performers to communicate two scenes at the same time.

Thought Tracking: When an actor expresses their characters thoughts and feelings to the audience.

Contact Work:

Definition: A moment in the dance where you make physical contact with another dancer.

Contact is a type of dance relationship.

Examples of Contact Work:

- A moment of touch
- Counterbalance
- Leaning on a partner
- Lift

Safety principles:

- Firm grip
- Create wide stable base
- Slight bend in the knees
- Use strength to control movement
- Concentration

Skills Required:

- Strength
- Control
- Balance
- Posture



Counterbalance:

Definition: Two or more dancers using each other's weight to achieve a balance/maintain a shape.

Lift:

Definition: Where one dancer holds their dance partner above/off the floor.

Transition:

Definition: Actions which link together dance phrases or sections



Stage Configurations:

USR – Up Stage Right

USL – Up Stage Left

CS – Centre Stage

DSR – Down Stage Right

DSL – Down Stage Left

US – Up Stage / DS – Down Stage

Proscenium Arch /

End Stage

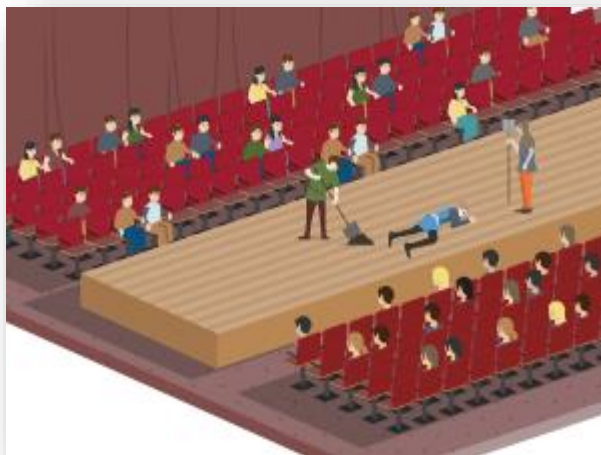
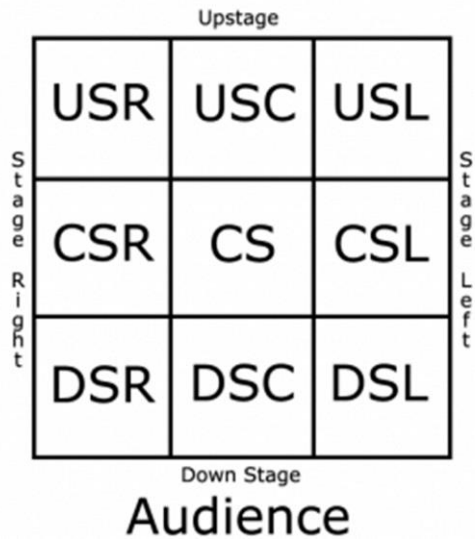
A stage where the audience sits on one side only is called a proscenium stage.

Traverse Stage:

A stage where the audience sits on two sides is called a traverse stage.

Theatre in the Round:

An in-the-round stage is positioned at the centre of the audience. This means that there is an audience around the whole stage.



Promenade Staging:

Promenade theatre is when the audience move from place to place during the performance. This is a popular device used by various modern practitioners.