



**THE PENDLETON
SCHOOL OF THEATRE
AUDITION PACK**

DANCE



**THE
PENDLETON
SCHOOL OF
THEATRE**

Welcome to the Pendleton School of Theatre

Thank you for applying to study at the Pendleton School of Theatre.

The Pendleton School of Theatre has an undisputed reputation for outstanding teaching and training, and for ensuring that all students are given the support and encouragement they need to pursue their dreams. Support will be offered to enable all of our students to make a confident and informed decision about the next stage of their career – whether it is a place at a drama school, university or full-time employment.

On top of this, our enrichment programme is extensive. Students come to Pendleton because they know that we will give them the best chance to progress to drama schools, dance academies, technical theatre courses and top performing arts universities across the United Kingdom, United States of America and Europe. We simply have an outstanding track record for progression.

We are extremely proud of the achievements of our students and we look forward to welcoming you to Pendleton as a student in September.



Lucy Huntbach

Head of Performing Arts

Audition Information

Please follow the instructions below to complete your remote audition.

You are required to complete all the tasks outlined below before submitting your audition.

We ask that you record yourself completing the 'practical task' elements of this audition, upload your video(s) to a streaming service of your choice (e.g. YouTube, Vimeo, Dropbox or OneDrive) and send the links to these files when submitting your audition. **Please do not email us the video files of you completing your audition.**

Please submit your audition by emailing: pendletonauditions.aleveldance@salfordcc.ac.uk

The deadline for submitting your audition is 09:00am on 14/02/2022.

We aim to respond to all auditions as soon as possible.

Audition Requirements

Practical Task

- Task 1: Creative Solo

Select one practitioner from below:

- Christopher Bruce
- Matthew Bourne
- Akram Khan

Create and Perform a solo based on the movement style of your chosen practitioner. The dance must be a minimum of two minutes and must be no longer than 3 minutes. The dance must allow you to demonstrate understanding and awareness of the following technical principles and stylistic features associated with the chosen practitioner:

- Precision and control of physical/technical skills
- Spatial elements (personal and stage space)
- Dynamic elements
- Interpretative/performance skills in order to communicate the dance idea(s), including (timing, musicality, focus, projection, emphasis and expression).

Top Tips

- Watch as many different YouTube clips as possible from your chosen practitioner to get a feel for the choreographer's style.
- Music- What composer(s) has your chosen choreographer worked with? Could you be inspired by these compositions? Try to choose music that will complement the atmosphere of your piece. Avoid music with lyrics.
- You may use the choreographic devices included below to inspire your choreography.
- Have fun!

Please ensure that you record your solo in a safe space and that your music can be clearly heard on the recording.

- Task 2: Technique

Please learn and record the following plie exercise so that we can assess your technique.

[Click here to watch the plie exercise](#)

We are looking for the following skills:

- Precision and control of physical/technical skills
- Dynamic elements
- Timing and musicality, focus, projection, emphasis and expression.

Written Task

- Watch all the sections of 'Rooster' by Christopher Bruce on YouTube.

[Little Red Rooster - Christopher Bruce - YouTube](#)

Write a review on this piece and email this to us with your recording links.

Please include the following information:

1. Choreographer of the piece? Date it was first performed? Who by?

2. What is the genre of the dance?
3. What CONSTITUENT features (aural setting, light, scenery, costumes- physical setting) have impressed you the most?
4. What stylistic elements does it have?
5. What musical accompaniment does the performance have? Who is it by?
6. How did the dancers perform? What dancer was the best? Why?
7. What was the mood of the dance?
8. To what kind of audience can you recommend the dance performance?
9. Did the dance have any themes? Cultural/social/political/historical

A LEVEL DANCE - CHOREOGRAPHIC DEVICES

| | |
|------------------------|---|
| REPETITION | Performing the same material again |
| RETROGRADE | Perform the motif/movement backwards. |
| CANON | Performing the same thing at different times. Simple, Accumulative or Simultaneous formats. |
| UNISON | Performing the same thing at the same time. |
| INVERSION | Perform the motif/movement upside down. |
| SIZE | Changing how big or how small a movement is. |
| TEMPO | Change the Speed of the motif/movement- Fast/Slow/Stop. |
| INSTRUMENTATION | Changing the part of the body that performs a movement. |
| FRAGMENTATION | Use part(s) of the motif OR change the order of the moves. |
| EMBELLISHMENT | Movements can be added to-arm moves and wiggle fingers etc. |
| PLANE | Sagittal (Wheel), Lateral (Door) or Transverse (Table). |
| LEVEL | High, Middle or Low. |
| STAGING | Perform the motif/movement in a different place. |
| MIRRORING | Performing the same movement as a reflection. |
| CONTACT WORK | Incorporate lifts, leans and counterbalances into the motif/movements. |
| ACTION-REACTION | One movement/motif <u>causes</u> the next to happen |
| Q&A | One movement/motif is <u>answered</u> by another |

CONTACT US



PendSFCollege



/pendletonsixthformcollege



/pendletonsixthformcollege



salfordcc.ac.uk



0161 631 5050



admissions@salfordcc.ac.uk



Dronfield Rd,
Salford,
M6 7FR