

Exercise walk-through

1.1

Motif and controlled development: supported rehearsal

International Baccalaureate · IB Diploma · Dance · SL

Motif and controlled development: method

Motif and controlled development: method

A motif is a recurring movement idea. Develop it through time, space, scale, repetition and contrast, choosing a variable that serves an intention.

Safe teacher supervision governs any physical trial; a written plan is preparation rather than performance evidence.

Motif and controlled development: reasoning

Motif and controlled development: reasoning

Keep movement order, space and performer comparable while changing the pause. A longer stillness may foreground hesitation; immediate transition may suggest urgency.

These are hypotheses about communication, not guaranteed audience responses.
Record actual trials and feedback only after approval.

Motif and controlled development: transfer review

Motif and controlled development: transfer review

Retain reach-pause-turn order but direct the reach away from the eventual turn, then compare with aligned directions in safe approved trials.

Explain the intended opposition and test actual communication. Larger amplitude alone would change scale rather than clearly isolate direction.

Exercises 2.1·3.1

2.1 For the worked case, identify the evidence and a conclusion it can support. Explain one material limit. [3]

3.1 Propose a direction change that tests conflict while keeping the motif recognizable. Give a reasoned answer, evidence or method, and a relevant qualification. [3]

Exercises 2.1·3.1

2.1 For the worked case, identify the evidence and a conclusion it can support. Explain one material limit. [3]

2.1 Keep movement order, space and performer comparable while changing the pause. A longer stillness may foreground hesitation; immediate transition may suggest urgency. These are hypotheses about communication, not guaranteed audience responses. Record actual trials and feedback only after approval. Authored points for identifying relevant evidence, explaining a supported inference and a material limit.

3.1 Propose a direction change that tests conflict while keeping the motif recognizable. Give a reasoned answer, evidence or method, and a relevant qualification. [3]

3.1 Retain reach-pause-turn order but direct the reach away from the eventual turn, then compare with aligned directions in safe approved trials. Explain the intended opposition and test actual communication. Larger amplitude alone would change scale rather than clearly isolate direction. Authored points for a relevant judgement, reason tied to the case and justified qualification or method. Accept a supported alternative.