

STANDARD OPERATING PROCEDURES

Guidelines & Job Description – What I need to do after I get some experience?

These procedures were designed to give the person responsible in this area some indication to what needs to be achieved after a lengthy exposure and work experience. The person(s) selected for this particular position will be allowed time to adjust and train him/herself while working with the producer. Not in-depth experience or qualification is required at this stage. Please come along and share your experience with the rest of us. Thank you.

Choreographers

Create and teach dance. May direct and stage presentations.

Work Activities

The following list of occupational tasks is specific to this career.

- Create dance routines for ballets, musicals, or other productions.
- Research story line to guide the creation of dance movements.
- Choose dance moves that suggest story or convey emotion.
- Audition performers for one or more dance parts.
- Coach dancers at rehearsals.

People in this career perform the following list of tasks, but the tasks are common to many occupations.

- Think creatively.
- Teach others.
- Coordinate the work and activities of others.
- Get information needed to do the job.
- Judge the value of objects, services, or people.
- Carry out ideas, programs, systems, or products.
- Perform activities that use the whole body.
- Communicate with supervisors, peers, or subordinates.
- Establish and maintain relationships.
- Coach others.
- Explain the meaning of information to others.
- Make decisions and solve problems.
- Identify objects, actions, and events.
- Communicate with people from outside the organization.
- Monitor events, materials, and surroundings.
- Update and use job-related knowledge.
- Guide, direct, and motivate subordinates.

Working Conditions

In a typical work setting, people in this career:

Interpersonal Relationships

- Supervise, coach, and train dancers.
- Have a high level of social interaction. They spend much of their work day working with dancers.
- Are responsible for the performance of the dancers.
- Must persuade dancers to follow their directions.

Physical Work Conditions

- Usually work indoors, but may work outdoors for special events.

Work Performance

- Must fully complete and be exact in their work to create professional performances.
- Must be aware of changes in dancers' performance as rehearsals proceed.

Hours/Travel

- May have periods without employment.
- May work nights and weekends, when most performances are held.
- May travel with dance groups.

Physical Demands

People in this career frequently:

- Stand or sit while supervising rehearsals.
- Bend or twist the body.
- Walk or run while teaching dance moves.
- Repeat the same motions.
- Keep or regain balance.
- Kneel, stoop, crouch, or crawl.

It is important for people in this career to be able to:

- Coordinate movement of several parts of the body, such as arms and legs, while the body is moving.
- Keep or regain the body's balance or stay upright when in an unstable position.
- Quickly and repeatedly bend, stretch, twist, or reach out with the body, arms, and/or legs.
- Move arms and legs quickly.
- Move two or more limbs together (for example, two arms, two legs, or one leg and one arm) while remaining in one place.
- Bend, stretch, twist, or reach out with the body, arms, and/or legs.
- Use muscles for extended periods without getting tired.
- Be physically active for long periods without getting out of breath.
- Use muscles to jump, sprint, or throw objects.
- Use stomach and lower back muscles to support the body for long periods without getting tired.
- Speak clearly so listeners can understand.

It is not as important, but still necessary, for people in this career to be able to:

- Determine the distance between objects.
- See details of objects whether they are nearby or far away.
- While looking forward, see objects or movements that are off to the side.
- Recognize and understand the speech of another person.
- Use muscles to lift, push, pull, or carry heavy objects.
- React quickly using hands, fingers, or feet.
- Choose quickly and correctly among various movements when responding to different signals.
- Hold the arm and hand in one position or hold the hand steady while moving the arm.

Skills and Abilities

People in this career need to:

Communicate

- Express ideas clearly when speaking or writing.
- Read and understand work-related materials.
- Listen to others, understand, and ask questions.

Reason and Problem Solve

- Think of new ideas or creative ways to solve problems.
- Remember information such as words, numbers, pictures, and procedures.
- Identify problems and review information. Think of original options and apply solutions.
- Follow guidelines to arrange objects or actions in a certain order.
- Develop a vision of how a system should work.
- Notice when something is wrong or is likely to go wrong.

Manage Oneself, People, Time and Things

- Go back and forth between two or more activities or sources of information without becoming confused.
- Check how well one is learning or doing something.

Work with People

- Teach others how to do something.
- Change behavior in relation to others' actions.
- Use several methods to learn or teach new things.

Perceive and Visualize

- Know one's location in a physical setting and recognize where other objects are located in relation to oneself.
- Imagine how something will look if it is moved around or its parts are rearranged.

Knowledge

People in this career need knowledge in the following areas:

- Fine Arts: Knowledge of the methods and concepts needed to create or perform works of art. Areas of knowledge may include music, dance, visual arts, drama, and sculpture.
- Education and Training: Knowledge of teaching and the methods involved in learning and instruction.
- Personnel and Human Resources: Knowledge of the department that is in charge of the relationship between a company and its employees. In particular, includes knowledge of the activities performed by the department.

Interests

People in this career are people who tend to:

- Consider independence important. They like to make decisions and try out ideas on their own. They prefer jobs where they can plan their work with little supervision.
- Consider achievement important. They like to see the results of their work and to use their strongest abilities. They like to get a feeling of accomplishment from their work.
- Consider recognition important. They like to work in jobs which have opportunities for them to advance, be recognized for their work, and direct and instruct others. They usually prefer jobs in which they are looked up to by others.
- Consider relationships important. They like to work in a friendly, non-competitive environment. They like to do things for other people. They prefer jobs where they are not pressured to do things that go against their sense of right and wrong.
- Consider good working conditions important. They like jobs offering steady employment and good pay. They want employment that fits their individual work style. They may prefer doing a variety of tasks, working alone, or being busy all the time.
- Have artistic interests. They like work activities that deal with artistic forms, designs, and patterns. They prefer work which allows for self expression.
- Have social interests. They like work activities that assist others and promote learning and personal development. They like to communicate with others: to teach, give advice, help, or otherwise be of service to others.
- Have enterprising interests. They like work activities that involve starting up and carrying out projects, especially in business. They like to lead and persuade others, make decisions, and take risks for profit.

Preparation

To work as a choreographer, you must:

have experience as a dancer;
 be able to motivate people;
 be creative; and
 have talent.

Formal Education

You can learn to dance in school or, if you have proven talent, by working with a professional dance

teacher. You can take dance courses at colleges and universities and private dance schools. Choreography classes are a part of most college dance programs.

Work Experience

Choreographers must have experience as a dancer. Years of success as a dancer lead to chances to choreograph productions or parts of productions.

Job Tasks for: Choreographers

- Determines dance movements designed to suggest story, interpret emotion, or enliven show.
- Studies story line and music to envision and devise dance movements.
- Directs and stages dance presentations for various forms of entertainment.
- Auditions performers for one or more dance parts.
- Instructs cast in dance movements at rehearsals to achieve desired effect.
- Creates original dance routines for ballets, musicals, or other forms of entertainment

Required Knowledge for: *Choreographers*

Fine Arts -- Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.

Education and Training -- Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

Skills Required for: *Choreographers*

Instructing -- Teaching others how to do something.

Coordination -- Adjusting actions in relation to others' actions.

Speaking -- Talking to others to convey information effectively.

Reading Comprehension -- Understanding written sentences and paragraphs in work related documents.

Monitoring -- Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Abilities Required for: *Choreographers*

Originality -- The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.

Oral Expression -- The ability to communicate information and ideas in speaking so others will understand.

Fluency of Ideas -- The ability to come up with a number of ideas about a topic (the number of ideas is

important, not their quality, correctness, or creativity).

Gross Body Coordination -- The ability to coordinate the movement of your arms, legs, and torso together when the whole body is in motion.

Spatial Orientation -- The ability to know your location in relation to the environment or to know where other objects are in relation to you.

Visualization -- The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.

Dynamic Flexibility -- The ability to quickly and repeatedly bend, stretch, twist, or reach out with your body, arms, and/or legs.

Dynamic Strength -- The ability to exert muscle force repeatedly or continuously over time. This involves muscular endurance and resistance to muscle fatigue.

Memorization -- The ability to remember information such as words, numbers, pictures, and procedures.

Multilimb Coordination -- The ability to coordinate two or more limbs (for example, two arms, two legs, or one leg and one arm) while sitting, standing, or lying down. It does not involve performing the activities while the whole body is in motion.

Thinking Creatively -- Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

Training and Teaching Others -- Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

Coordinating the Work and Activities of Others -- Getting members of a group to work together to accomplish tasks.

Getting Information -- Observing, receiving, and otherwise obtaining information from all relevant sources.

Judging the Qualities of Things, Services, or People -- Assessing the value, importance, or quality of things or people.

Performing General Physical Activities -- Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.

Coaching and Developing Others -- Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.

Establishing and Maintaining Interpersonal Relationships -- Developing constructive and cooperative working relationships with others, and maintaining them over time.

Communicating with Supervisors, Peers, or Subordinates -- Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.

Interpreting the Meaning of Information for Others -- Translating or explaining what information means and how it can be used

Health and Safety Education

Health and Fitness

Life and Physical Sciences

Biology

Anatomy and Physiology

Multi and Interdisciplinary Studies

Humanities Survey

Humanities

Issues of Western Humanities

Multi and Interdisciplinary Studies

Issues of American Culture

Travel Program

Physical Education

Fitness and Conditioning Activities

Corps Movement

Lifetime Fitness Education

Since many choreographers are self-employed, you may find it useful to take business, accounting, and computer courses.

Hiring Practices

Most producers require choreographers to have years of dance experience. Producers often hire choreographers based on their reputation or dance skills. Producers also look for choreographers who are able to motivate dancers.

These Standard Operating Procedures [SOP] were designed only to be a guide and help to you.



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