

	Year 10	Year 11
TERM 1 SEPT - DEC	<ul style="list-style-type: none"> Introduction to BTEC Tech Award ACTION – What Gesture, Jump, turn, travel, stillness DYNAMICS – How Time + Force = Dynamics Slow, fast, sharp, smooth, soft, staccato. SPACE – Where Personal space, general space, level, direction, stage direction, floor pathway, air pathway, positive space, negative space, regular shape, freeform shape. RELATIONSHIPS – With Whom Dancer to Self - Solo, body part to body part, body part to whole body. Dancer to Dancer - Unison, Canon, Mirror, question and answer, meeting and parting, leading and following. Dancer to Group - formation Dancer to Space - Over, Under, Through, Around Dancer to Object - Set, Prop, Costume, Floor Dancer to Accompaniment - Music, Sound, Lighting <p>COMPONENT 1 – Exploring the Performing Arts Learning Aim B</p> <ul style="list-style-type: none"> Choreography – How to create a dance piece using a variety of choreographic techniques. PROCESSES – Understanding the process of how to create a dance piece from start to finish. Starting with an idea, (Page to Stage) rehearsal process, tech rehearsal, dress rehearsal etc Dance Knowledge testing x 2 <i>Theatre visit to see live dance</i> 	<p>COMPONENT 2 – Developing Skills and techniques in the performing arts.</p> <ul style="list-style-type: none"> Study and learn a set piece of repertoire Bole Chudiyani Complete 3 workshops in 3 different styles which support the set work and log experiences Complete a set of skills audits Self-assessment Peer-assessment SMART targets Develop an understanding of the rehearsal process in a professional setting. Record own progress Evaluate own progress Set regular interim targets Analyse own progress Work co-operatively in a group as if you were part of a professional dance company. <p>Fully know and understand what physical skills, interpretive skills and personal management skills are:</p> <ul style="list-style-type: none"> Component 2 – final assessment preparation <p>Rehearsal – practice not until you get it right but until you never get it wrong. Perform the set repertoire for assessment in the theatre. Complete component 2 development diary SMART target 3 to be completed and evaluated. Complete extended writing – a review of the whole component in a media of your choice.</p> <p>COMPONENT 3 – Performing to a Brief Mini Mock exam – Time allowing</p>
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TERM 2 JAN - APRIL	<p>COMPONENT 1 – Exploring the Performing Arts APPRECIATION – Learning Aim A</p> <ul style="list-style-type: none"> STUDY 3 SET WORKS in 3 different styles and ANALYSE 1 IN DETAIL Still I Rise by Victoria Fox TRIBE// <p>Students to complete research for each set work and present findings in a power point/ blog/ essay/ word document.</p> <p>Students to explore the set works practically in workshops during lessons and will learn repertoire from the set work.</p>	<p>COMPONENT 3 – Performing to a Brief</p> <p>External exam set by the exam board, students to do a mock and the final exam in this term.</p> <ul style="list-style-type: none"> Students will all work together as a dance company to create a dance piece together based upon a selected stimulus Students have 12 hours in controlled conditions, 9 hours to choreograph a dance piece.

	<p>Students will look at what each dance piece is about, explore the constituent features, physical setting, aural setting, dancers and movement components.</p> <ul style="list-style-type: none"> Explore choreography and choreographic techniques. <p>Work effectively as a group, developing leadership and co-operation skills</p>	<ul style="list-style-type: none"> 3 written papers which will log, analyse and evaluate the process. Each paper is 1 hour. <p>FINAL EXTERNAL EXAM 9 HOURS PRACTICAL 3 HOURS 3 WRITTEN PAPERS</p> <p><i>Preparation for the Dance Showcase – pulling all skills together that have been developed over the course.</i></p>
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TERM 3 MAY - JULY	<p>COMPONENT 1 – Exploring the Performing Arts APPRECIATION – Learning Aim A</p> <ul style="list-style-type: none"> Roles and Responsibilities Choreographer Dancer Costume Designer <p>The importance of working together to create a successful dance piece. Collaborative working, each element effects another.</p> <p>COMPONENT 1 – Exploring the Performing Arts FINAL ASSESSMENT</p> <p>COMPONENT 2 – Developing Skills and techniques in the performing arts.</p> <ul style="list-style-type: none"> Study and learn a set piece of repertoire Aaja Nachle. Complete 3 workshops in 3 different styles which support the set work and log experiences Complete a set of skills audits 	

BTEC Tech Award in Performing Arts Level 1/ Level 2 specialising in Dance is designed to develop a broad range of skills, techniques, personal qualities and attitudes essential for a successful working life in the Dance industry. Students will be required to learn professional dance repertoire, study 3 set professional works and create their own choreography. There are 3 components within the course, where students will build up a portfolio of evidence:

Component 1: Exploring the Performing Arts

This is externally assessed and worth 30% of the final grade. Component 1 is very theoretically and written based.

Throughout the Component learners will develop their understanding of the Performing Arts by examining and analysing practitioner's' work and the processes used to create performances. The set works will cover a variety of styles and genres and learners will be required to compare and contrast the constituent features.

Component 2: Developing Skills and Techniques in the Performing Arts

This is also externally assessed and worth 30% of the final grade. This component is practically based, and learners will develop their performing arts skills and techniques through the accurate replication of professional set work.

Component 3: Performing to a Brief

This is externally assessed and is worth 40% of the final grade.

This external component builds on knowledge, understanding and skills acquired and developed in *Components 1* and *2*. Learners will apply their skills and techniques creatively to a workshop performance for a selected audience. Learners will capture their ideas on planning, development and effectiveness of the performance process in a written log and an evaluation report.

A task worth 60 marks will be completed under supervised conditions. The supervised assessment period is a maximum of three hours and should be arranged in the period timetabled by Pearson.

For assessment, learners will be given a brief and stimulus to create performance material. In groups consisting of a minimum of three and a maximum of seven members, learners will respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of their choice.