

Subject: BTEC Dance Level ½ Tech Award

Aim and Objectives

The BTEC Dance tech Award gives students the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Students will have the opportunity to develop knowledge and technical skills in the following areas:

- development of key skills that prove their aptitude in performing arts, such a reproducing repertoire and responding to a stimuli
- processes that underpin effective ways of working in the performing arts, such as development of ideas, rehearsal, and performance
- attitudes that are considered most important in the performing arts, including personal management and communication.
- knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles

Prior Learning and Progression

This specification builds on subject content which is taught in KS3 PE and dance club and provides a suitable foundation for the study of dance post-16.

Year 10

Why?

Dance is an art form that encourages creativity and develops physical, expressive, and thinking skills. The course focuses on performance, choreography and appreciation which involves reviewing and interpreting professional pieces. It develops self-discipline to be able to critique and refine your own work. Skills learnt in Dance are transferable such as resilience, communication, problem solving and creativity. Those who study dance may progress on to various pathways in the future such as performance, choreography, fitness and movement therapy. BTEC Dance is a vocational course with lot of practical experience so it has a natural progression to a BTEC Level 3 or A Level in Dance or performing Arts. It is a strong foundation for those wishing to study dance or performing arts at university or even at a national dance school.

	Term 1	Term 2	Term 3
5 x lessons a fortnight	Basic dance tool box and Component 1 teaching and preparation	Component 1 coursework (PSA)	Component 2 and 3 teaching and preparation
Learning Question	'What are the four components of dance?' 'How are different professional works created?'	'What skills, techniques and approaches are used by professionals' 'What roles and responsibilities are required to create professional work?'	'How do you prepare for a performance?' 'How can a stimulus be used to create dance?'

<p>Overview of Key knowledge</p>	<p>Key Knowledge and Skills: Students will participate in practical and theory lessons to develop their knowledge of the 4 components of dance (action, space, dynamics, and relationships) and the dance improvisation and choreographic toolkit.</p> <p>Professional works will be studied across a range of dance styles. The following knowledge will be covered across the professional works: - Creative stylistic qualities to include;</p> <ul style="list-style-type: none"> • treatment of theme/issue • form/structure/narrative • response to stimulus • contextual influences • collaboration with other professionals • influences by other creatives <p>- Purpose of dance work e.g. To educate, to inform, to entertain, to challenge viewpoint, to raise awareness, to celebrate. - Roles, responsibilities, and skills required by a dancer and other non-performance roles involved in the professional works. - Physical/technical and performance skills</p> <p>Practical exploration of processes, techniques and approaches used to create the chosen professional works to include;</p> <ul style="list-style-type: none"> • responding to a stimulus, exploring, and developing ideas to create material. • discussion with performers and setting tasks. • sharing ideas and intentions • developing performance material • organising and running rehearsals • refining and adjusting material to make improvements 	<p>Key knowledge and skills: Students will participate in practical and theory lessons to investigate a chosen performing arts work and produce evidence for the PSA, covering the following:</p> <ul style="list-style-type: none"> • stylistic qualities of the chosen work • features, creative intentions and purpose of the work in relation to the theme • influence of other professional performing arts work and/or styles • skills required to create professional performing arts work • roles and responsibilities required to create professional performing arts work. • The techniques, processes and approaches used in the creation of the work to cover; <ul style="list-style-type: none"> - How ideas are generated - How rehearsal processes are used - The approaches used to create and realise the chosen piece 	<p>Key knowledge and skills: Students will participate in practical and theory lessons to develop their knowledge and skills in both the performance and choreography of dance. The following knowledge and skills will be covered in preparation for Component 2 and 3.</p> <p>Component 2 preparation:</p> <ul style="list-style-type: none"> • Health and safety consideration of the dancer • Behaviours and attitudes when preparing for a performance • Responding to feedback, applying corrections and reviewing the development of physical/technical and performance skills • Exploring a variety professional repertoire, identifying stylistic qualities and applying physical and performance skills to performance work <p>Component 3 preparation:</p> <ul style="list-style-type: none"> • Exploration of target audience and performance space • Exploring different stimuli – visual, auditory, kinesthetic, tactile and ideational • Developing movement ideas using different starting points • Application of choreographic techniques and form and structure • Exploration of professional repertoire for inspiration to influence own work • Develop physical and performance skills to communicate a dance idea.
---	---	---	--

Building and revisiting	<p>Component of dance – Action, space, dynamics and relationships</p> <p>Features of different dance styles</p> <p>Safe dance practice – warm up/cool down, dance space and safety of the dancer</p>	<p>Stylistic qualities of particular style, processes, techniques and approaches used to create the work, purpose of the dance work and skill, roles and responsibilities of a dancer, choreographer, costume designer and set designer</p>	<p>Physical/technical and performance skills. Stylistic features of different dance styles eg. Contemporary, jazz, street dance.</p> <p>Rehearsal processes and techniques</p> <p>Choreographic devices, motif development and application of RADS</p> <p>Different types of stimuli and their application to creating dance material</p>
Assessment	<p>Recall 5 Lesson feedback Mock component 1 written and practical assessment tasks/homework</p>	<p>Teacher assessed, and externally moderated.</p> <p>12 hours supervised study to complete coursework</p>	<p>Recall 5 Lesson feedback Mock component 2 and 3 written and practical assessment tasks</p>

Year 11

Why?

Dance is an art form that encourages creativity and develops physical, expressive, and thinking skills. The course focuses on performance, choreography and appreciation which involves reviewing and interpreting professional pieces. It develops self-discipline to be able to critique and refine your own work. Skills learnt in Dance are transferable such as resilience, communication, problem solving and creativity. Those who study dance may progress on to various pathways in the future such as performance, choreography, fitness and movement therapy. BTEC Dance is a vocational course with lot of practical experience, so it has a natural progression to a BTEC Level 3 or A Level in Dance or performing Arts. It is a strong foundation for those wishing to study dance or performing arts at university or even at a national dance school.

5 x lessons a fortnight	Term 1 Component 2 coursework (PSA) (30%)	Term 2 Component 3 external assessment (40%)	Term 3 Component 3 submission
Learning Question	How do you develop technical and performance skills?	How can a brief be used to create a dance piece?	How can a brief be used to create a dance piece?

<p>Overview of Key knowledge</p>	<p>Key knowledge and skills: Students will participate in practical and theory lessons to prepare for performance of existing professional repertoire and produce evidence for the PSA, covering the following:</p> <p><u>TASK 1</u> -Health and safety (warm up, cool down, clothing, dance space) - Behaviours and attitudes - Interpreting existing performance material- analysis of stylistic features and RADS - Reviewing and recording development of skills, techniques and progress in a log book - Responding to feedback and applying corrections - Exploring themes, ideas and styles -Rehearsal techniques (movement memory, repetition, recall) - Responding to direction Prepare for performance, during g rehearsals develop:</p> <ul style="list-style-type: none"> • Performance/interpretative skills • Characteristics of the style • Communication of meaning, intentions, and link to theme • Personal review and reflection on skills and progress • Written reviews at milestone points of rehearsals <p><u>TASK 2</u> - Application of physical skills such as posture, strength, extension, balance, control etc - Application of performance/interpretative skills such as musicality, facial expression, focus, projection, emphasis, timing etc - Demonstrate stylistic qualities - Communicating the meaning of the repertoire</p> <p><u>Task 3</u></p>	<p>Key knowledge and skills: Students will participate in practical and theory lessons to understand how to respond to a brief through discussion and practical exploration activities. The following will be covered for each assessment activity;</p> <p><u>Activity 1 – Understand how to respond to a brief</u></p> <ul style="list-style-type: none"> - Key requirements of performance – e.g. target audience, performance space, resources, style - Exploring starting points and response to a stimulus - Developing ideas and use of motif development and RADS - Working effectively as a group <p>1 hour written assessment to cover the following points:</p> <ul style="list-style-type: none"> • The concept and style of performance • Your choice of target audience • The resources needed during the development and performance for the exploration and development of ideas • How the ideas meet the requirement of the v=brief • Hoe the work of practitioners has influence your ideas • How you have contributed • How you explored ideas <p><u>Activity 2 – Select and develop skills and techniques in response to a brief</u></p> <ul style="list-style-type: none"> - Select and develop skills and techniques as an individual performer and within a group through workshops and rehearsals Explore the influence of selected practitioners - Selection of style/s of work 	<p>Key knowledge and skills: Students will participate in practical and theory lessons to understand how to respond to a brief through discussion and practical exploration activities. The following will be covered for each assessment activity;</p> <p><u>Activity 4 – Evaluate the development process and outcome in response to a brief</u></p> <ul style="list-style-type: none"> - Reflecting on rehearsal process and outcome - Contribution of ideas to the development process - Strengths and areas for improvement - Overall impact of the work of the group <p>1 hour written assessment to cover the following points:</p> <ul style="list-style-type: none"> • How the outcome met the requirements of the brief • The development process as an individual and s a group • The performance outcome • The key strengths of your work • Areas for further development
---	---	--	--

	<p>Review rehearsal process:</p> <ul style="list-style-type: none"> • Developing physical and performance dance skills • Responding to feedback • Identifying strengths and areas for development • Actions and targets to improve. <p>Review performance:</p> <ul style="list-style-type: none"> • Application of dance skills • Responding to audience feedback • Identifying strengths and areas for future development • Actions and targets for future performances 	<p>1 hour written assessment to cover the following points:</p> <ul style="list-style-type: none"> • Your role within the group • The skills and techniques selected. • How your skills meet the requirements of the brief • How you developed your skills and techniques • You own contribution to the rehearsal/development process. • How the work pf practitioners have influenced your development of skills and techniques <p><u>Activity 3 – Apply skills and techniques in a workshop performance in response to a brief</u> -demonstrate effective use of physical and performance skills and techniques -Work effectively with others in preparation for a performance -Communicate ideas to an audience through performance</p> <p>Group workshop performance to an audience.</p>	
<p>Building and revisiting</p>	<ul style="list-style-type: none"> • Health and safety consideration of the dancer • Behaviours and attitudes when preparing for a performance. • Responding to feedback, applying corrections, and reviewing the development of physical/technical and performance skills • Exploring a variety professional repertoire, identifying stylistic qualities, and applying physical and performance skills to performance work 	<ul style="list-style-type: none"> • Exploration of target audience and performance space • Exploring different stimuli – visual, auditory, kinaesthetic, tactile and ideational • Developing movement ideas using different tarting points • Application of choreographic techniques and form and structure • Exploration of professional repertoire for inspiration to influence own work. • Develop physical and performance skills to communicate a dance idea. 	<ul style="list-style-type: none"> • Exploration of target audience and performance space • Exploring different stimuli – visual, auditory, kinaesthetic, tactile and ideational • Developing movement ideas using different tarting points • Application of choreographic techniques and form and structure • Exploration of professional repertoire for inspiration to influence own work. <p>Develop physical and performance skills to communicate a dance idea</p>

Assessment	15 hours controlled assessment. Written evidence of performance preparation, videoed milestones of rehearsal, final videoed performance, written evaluation of process and performance.	3 x 1 hour-controlled assessment written tasks Practical group workshop performance 7-15 mins in length	3 x 1 hour-controlled assessment written tasks <ul style="list-style-type: none">Practical group workshop performance 7-15 mins in length
-------------------	--	--	---