



## DANCE

### **BTEC Level 2 Technical Award Performing Arts (Dance):**

#### **Why is the study of BTEC Level 2 Technical Award Performing Arts (Dance ) important?**

The Performing Arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. There are 5,480 businesses and 101,593 people working in the Performing Arts sector.

Performing Arts means practically exploring performance methods and techniques, as well as developing analytical skills through the evaluation of live and recorded performance work. Performing Arts also means the use of dance techniques to explore issue based work relating to personal development and moral/ethical dilemmas. Its study will require you to question the purpose of performance and the intention of a range of choreographers/practitioners/ dance companies in their creation of performance work.

You will also explore your own creative intention and develop your personal performance skills in expressing your thoughts and ideas through the medium of dance. Performance studies will encourage you to express your personal views within group work and through the creative choices you make in your choreography.

#### **What skills will the study of BTEC Level 2 Technical Award Performing Arts (Dance) teach you?**

You will have the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the following:

- Development of key skills that prove learners' aptitude in performing arts, such as reproducing repertoire or responding to stimulus.
- Process that underpins 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.

As a citizen in this world, you need to know how to work collaboratively with other people, express your personal views, understand the view of others, and communicate clearly. Performing Arts provides a framework for understanding people and topics through the analysis of characters, and live performance work; as well as the opportunity to work collaboratively to create work that will express your own ideas.



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### **What will you know and understand from your study of BTEC Level 2 Technical Award Performing Arts (Dance)?**

The components focus on:

The development of core knowledge and understanding of a range of performance styles and disciplines, and the key features that contribute to them, such as practitioners' roles, responsibilities, skills and techniques.

The development and application of skills, such as practical and interpretative, rehearsal and performance in dance, through workshops and classes.

Reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques, for example a logbook.

### **How can you deepen your understanding of BTEC Level 2 Technical Award Performing Arts (Dance)?**

Professional workshops delivered by dance companies studied.

Trips to the Theatre to watch LIVE performances.

BTEC Dance Enrichment to catch up on coursework or for additional rehearsals.

Performing to audiences.

Dance Conventions.

### **How are you assessed in BTEC Level 2 Technical Award Performing Arts (Dance)?**

*There are 6 assessment points each year that we term Praising Stars®. We assess how students at their current stage of study are on track to reach their end of stage targets which are formulated on aspirational expectation from their KS2 starting points. We make an informed prediction from our holistic assessments based on our subject mapping of expectation across the **BTEC Level 2 Technical Award Performing Arts (Dance)** curriculum.*



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### Key Assessment Objectives

#### Component 1- Exploring the Performing Arts (Internally assessed 30%)

**C1 LAA** Examine professional practitioners' performance work.

**C1 LAB** Explore the interrelationships between constituent features of existing performance material.

#### Component 2- Developing Skills and Techniques in the Performing Arts (Internally assessed 30%)

**C2 LAA** Develop skills and techniques for performance.

**C2 LAB** Apply skills and techniques in rehearsal and performance.

**C2 LAC** Review own development and performance.

#### Component 3- Responding to a Brief (Externally assessed 40%)

**AO1** Understand how to respond to a brief.

**AO2** Select and develop skills and techniques in response to a brief.

**AO3** Apply skills and techniques in a workshop performance in response to a brief.

**AO4** Evaluate the development process and outcome in response to a brief.

#### Study of BTEC Level 2 Technical Award Performing Arts (Dance) can lead to a wide range of careers:

- Dancer
- Teacher
- Choreographer
- Community Artist
- Dance Development Officer



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- Artistic Director
- Dance Captain
- Critic
- Dance Writer
- Rehearsal Director



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### Curriculum and Assessment Overview

#### Department: Dance

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
How are the key areas of the National Curriculum Covered?	Dance is currently delivered through the PE curriculum although there are enrichment opportunities on offer from a specialist dance teacher in addition to this. Only Year 7 boys and Girls Year 8 girls do dance looking at building confidence at performing in front of others. Skills looked at include motif, cannon and mirroring.				
What is the rationale for the curriculum content?	N/A	N/A	N/A	The curriculum is driven by the criteria for the BTEC Tech Award in Performing Arts (Dance)	The curriculum is driven by the criteria for the BTEC Tech Award in Performing Arts (Dance)
What is the rationale for the sequence of the curriculum within the year and key Stage?	N/A	N/A	N/A	Learners begin with an exploration of a range of styles, including study of professional works, choreographic approaches and	The underlying knowledge from year 10 prepares students to master one of the styles through a performance of a



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				techniques. This gives them an underlying understanding of at least 3 different genres of dance.	piece of dance repertoire. This then leads on to a final project where students apply their learning in choreographing and performing their own piece.
How does this support the retention of knowledge and the cumulative building of knowledge over time?	N/A	N/A	N/A	Students continually revisit practical skills from the KS3 PE (Dance) curriculum whilst building new dance skills and techniques through practical lessons in a range of styles. Learners continually apply their analytical skills to a range of professional pieces, helping them master	Learners apply their learning to the rehearsal and performance of a piece of professional repertoire as well as applying their skills in a choreographic task.



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				their use of terminology and building their dance knowledge.	
How is reading promoted within the curriculum for this year?	N/A	N/A	N/A	Independent learning/reading in lesson, problem solving and researching choreographers and styles. Understanding key words and definitions within dance terminology.	Independent learning/reading in lesson, problem solving and researching choreography and styles. Understanding key words and definitions within dance terminology.
What are the key end points within the curriculum?	N/A	N/A	N/A	Understanding of a range of styles and professional pieces including the intentions, characteristics of the style, skill requirements of the dancer, other professional roles that are involved,	Understanding of the process of learning, rehearsing and performing a piece of professional repertoire, including ongoing self evaluation to ensure the development of necessary skills.





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				techniques that are included and the rehearsal process.	Application of all of their understanding and practical skills in creating an original piece of choreography in response to a brief.
Outline key pedagogical approaches in the department for :  Engagement  To support the learning of SEND students  The use of oracy  How students practice in the department	<p><u>Engagement:</u> Group work, leader-based learning, problem solving, making topics relevant to them.</p> <p><u>SEND:</u> Notes page to structure work, accommodations made (e.g. change style, audience changes), 1-to-1 intervention.</p> <p><u>Oracy:</u> Peer feedback, writing/feedback frames, discussions as a class and within peer groups.</p> <p><u>Practice:</u> Rehearsal, workshops, dress rehearsals, tech rehearsals and showcases.</p>				
<b>How does the curriculum promote diversity ?</b>	<p>Embedding different choreographers and styles that showcase diverse cultures and lifestyles.</p> <p>Class divide, antisemitism, Autism/SEND. Origins of dance.</p> <p>During any part of the devising process (which is a part of the Y11 curriculum), students have a choice to incorporate elements that make them passionate or makes them think.</p>				





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Here, students can apply their own knowledge of diversity to choreography, such as homophobia, sexism, classism, racism, ableism. This is encouraged as well as monitored to make sure that it is appropriate, backed with facts and safe.

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Autumn 1 -</b> Title of unit(s) of learning	N/A	N/A	N/A	<p>BTEC Tech Award in Performing Arts (Dance)</p> <p>Teaching and Learning in preparation for:</p> <p>Component 1 - Exploring the performing arts.</p> <p>Learners will explore a minimum of 3 Dance styles including the review of professional work and practical technique classes.</p>	<p>BTEC Tech Award in Performing Arts (Dance)</p> <p>Component 2 - Developing Skills in the Performing Arts.</p> <p>Learners will learn and rehearse a piece of professional repertoire in response to a Pearson Set Assignment (PSA)</p>



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<b>Assessment information</b>  What key assessments will be evident in student books by the end of this unit of learning (this should be to secure knowledge and the independent application of knowledge over time) ?	N/A	N/A	N/A	Learners will keep an ongoing log of their learning with notes on style characteristics, professional roles, choreographic techniques. No formal assessment.	<b><u>Component 2 - Developing Skills in the Performing Arts.</u></b>  Log book detailing progress in skill development during workshops and rehearsals, which will form evidence for internal assessment.  Video evidence of workshops and rehearsals demonstrating professionalism and understanding of the process for internal assessment evidence.
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