

### Year 11- Subject BTEC Dance

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| <b>Curriculum intent</b> | <p>The BTEC Tech Award in Dance gives students 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 development of key skills that prove your aptitude in Dance such as reproducing repertoire or responding to stimuli. The process that underpins effective ways of working in the Dance, such as development of ideas, rehearsal and performance. The attitudes that are considered most important in the Dance, including personal management and communication. The knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.</p> <p>Students will complete both practical and written coursework linked to component 2 during year 11 and devise and evaluate a group choreography piece following the release of the brief from the exam board for component 3 in the form of controlled Pearson set assignment and externally marked briefs.</p> |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                         |                                                                                                         |                 |
| <b>Term</b>              | <b>Autumn 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Autumn 2</b>                                                                                                                                                                                                                                                                  | <b>Spring 1</b>                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Spring 2</b>                                                                                                                                                                                         | <b>Summer 1</b>                                                                                         | <b>Summer 2</b> |
| <b>Knowledge</b>         | <p><b>Hairspray Live: You Can't Stop the Beat</b><br/> <b>Urban: Rappers Delight</b></p> <p><b>PSA Component 2 - Developing Skills and Techniques in the Performing Art.</b></p> <p>Sept 23 release for Dec 23 submission</p> <p>Students will develop their performing arts skills and techniques through the reproduction of dance repertoire as performers or designers.</p> <p>They will have the opportunity to specialise as a performer in dance and will take part in workshops</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Hairspray Live: You Can't Stop the Beat</b><br/> <b>Urban: Rappers Delight</b></p> <p><b>PSA Component 2 - Developing Skills and Techniques in the Performing Art.</b></p> <p>Sept 23 release for Dec 23 submission</p> <p>Students will develop their performing arts</p> | <p><b>Component 3: Performing to a brief</b><br/> <b>Externally marked component- Exam Brief release.</b></p> <p>Students will split into groups of 3-7 and using the brief set by the exam board create a 10-minute dance performance exploring that theme. They will explore solos, duo, trio and whole group relationships and choreograph in dance styles that most reflect their strongest technical ability.</p> | <p><b>Year 11 Component 3 Production preparation and performance skills</b></p> <p>Students will perform the completed component 3 dance performance piece in the whole school dance production and</p> | <p>Component 3: Completion and submission.</p> <p>Evaluation log- controlled conditions – 800 words</p> |                 |

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|  | <p>and classes where they will develop technical, practical and interpretative skills through the rehearsal and performance process. They will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work.</p> <p>Throughout their development, they will review their own progress and consider how to make improvements.</p> <p>Using skills appropriate to the style and discipline they are exploring, dance production preparation mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, and capacity to improve</p> | <p>skills and techniques through the reproduction of dance repertoire as performers or designers.</p> <p>They will have the opportunity to specialise as a performer in dance and will take part in workshops and classes where they will develop technical, practical and interpretative skills through the rehearsal and performance process. They will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce</p> | <p>Ideas log- controlled conditions – 800 words</p> <p>The work may involve improvisation, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work or it may be an ensemble piece. Students will have the opportunity to inform the performance using existing or newly developed skills in performing or designing and adapting them to suit the performance.</p> | <p>complete a filmed performance of this piece under controlled conditions.</p> <p>Skills log- controlled conditions – 800 words</p> |  |  |
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|  |  | <p>performance or design elements of the work.</p> <p>Throughout their development, they will review their own progress and consider how to make improvements.</p> <p>Using skills appropriate to the style and discipline they are exploring, dance production preparation mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, and capacity to improve. Students will review their own development</p> |  |  |  |  |
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|               |                                                                                                                                                                                                                                                                | <p>and performance.</p> <p>Use their dance skills and techniques to successfully communicate their intentions</p> <p>Analyse and evaluate professional practitioners and how their works compare and contrast.</p> |                                                                                                                                                                                                               |                                                                                                                                                                           |                                                                                                                                                                      |  |
| <b>Skills</b> | <p>Students will review their own development and performance.</p> <p>Use their dance skills and techniques to successfully communicate their intentions.</p> <p>Analyse and evaluate professional practitioners and how their works compare and contrast.</p> | <p>Students will review their own development and performance.</p> <p>Use your dance skills and techniques to successfully communicate their intentions</p> <p>Analyse and evaluate professional practitioners</p> | <p>Students will keep an ongoing ideas log of progress and areas of development and rehearse, improve and perfect this dance in preparation for final filmed assessment and dance production performance.</p> | <p>Dance production preparation mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, and capacity to improve. Projection, musicality,</p> | <p>Technical skills appropriate to the style and discipline they are exploring</p> <p>Apply feedback and respond to direction in a consistently positive manner.</p> |  |

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|                    |                                                                                                                                                                                                                                                                                                                   | and how their works compare and contrast                                                                                                                                                                    |                                                                                                                                                                     | facial expressions. students will explain their choreography process and how the final performance meets the criteria of the brief. They will discuss strengths and weaknesses and areas for improvement. |                                                                                                                                                                                             |  |
| <b>Assessments</b> | PSA Component 2 - Developing Skills and Techniques in the<br><br>Sept release for Dec submission                                                                                                                                                                                                                  | PSA Component 2 - Developing Skills and Techniques in the<br><br>Sept release for Dec submission                                                                                                            | Final Practical Coursework Assessment for component 2                                                                                                               | Final theory                                                                                                                                                                                              | Final Practical Coursework Assessment for component 2<br><br>External submission of component 3                                                                                             |  |
| <b>Curiosity</b>   | <a href="https://www.bbc.co.uk/programmes/profiles/19HDWhxVx8r4j18G0mGXPRR/oti-mabuse">https://www.bbc.co.uk/programmes/profiles/19HDWhxVx8r4j18G0mGXPRR/oti-mabuse</a><br><br><a href="http://sunshine-studios.co.uk/street-hip-hop/">http://sunshine-studios.co.uk/street-hip-hop/</a><br>Rappers Delight Dance | <a href="https://www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs/job-profile/choreographer">https://www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs/job-profile/choreographer</a> | <a href="https://work.chron.com/qualifications-choreographer-8280.html">https://work.chron.com/qualifications-choreographer-8280.html</a><br><br>How to choreograph | <a href="https://thelowsry.com/whats-on/">https://thelowsry.com/whats-on/</a><br><br>Wednesday<br>KS3 Dance                                                                                               | <a href="https://www.manchestheatres.com/venue/palace-theatre_manchester">https://www.manchestheatres.com/venue/palace-theatre_manchester</a><br><br>Component 3-<br>afterschool rehearsals |  |

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|  | <a href="https://www.youtube.com/watch?v:SUKe-EKXUb0">https://www.youtube.com/watch?v:SUKe-EKXUb0</a><br><br>Wednesday KS3 Dance Club: Dance leadership opportunity<br><br>Component 3- afterschool rehearsals | Wednesday KS3 Dance Club:<br>Dance leadership opportunity<br><br>Component 3- afterschool rehearsals | <a href="https://www.youtube.com/watch?v:m0VcJ1HD0YI">https://www.youtube.com/watch?v:m0VcJ1HD0YI</a><br><br>Wednesday KS3 Dance Club: Dance leadership opportunity<br><br>Component 3- afterschool rehearsals<br><br>Dance Production | Club: Dance leadership opportunity<br><br>Component 3- afterschool rehearsals |  |  |
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