

Year 10	Autumn Term	Spring Term	Summer Term
Topic	BTEC Tech Award: Performing Arts. Year 1.	BTEC Tech Award: Performing Arts. Year 1.	BTEC Tech Award: Performing Arts. Year 1.
Key Learning & Skills	<p>Component 2 - Developing Skills and Techniques in the Performing Arts</p> <p>EXTERNAL PSA RELEASED SEPTEMBER BY EXAM BOARD</p> <p>Task 1: Workshops and rehearsals Task 3: Log Book</p> <ul style="list-style-type: none"> Students will participate in a series of workshops and rehearsals that will develop their skills and techniques as a dancer. They will develop your practical skills in one style. Rehearsals will explore professional repertoire. Keep a Log Book to help effectively develop your skills and techniques. Use structured target setting, develop technical and interpretative skills with confidence and to a high standard 	<p>Component 1 -Exploring the Performing Arts</p> <p>A: Examine professional practitioners' performance work</p> <p>EXTERNAL PSA RELEASED JANUARY BY EXAM BOARD</p> <p>Set work: <i>Emancipation of Expressionism</i> (Street dance) Set work: <i>Within Her Eyes</i> (Contemporary) Set Work: <i>Infra or Swan Lake</i> (Ballet)</p> <ul style="list-style-type: none"> Students must first explore existing performance repertoire to develop their own understanding of what it is, who it is for, who made it and how it was made. This work will be studied through practical workshops and recorded evidence in the form of a research journal. 	<p>BTEC Tech Award: Performing Arts. Year 2. Component 3- Responding to a brief</p> <p>(Shorter, condensed version that will be covered in the first term of year 11)</p> <ul style="list-style-type: none"> Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus. Students will be given a brief that outlines the performance and design requirements and that asks to consider a target audience and to start the creative process by using the given stimulus included in the brief. Students must include ASDR in their choreography showing motif development whilst incorporating the stimulus they have been given.

Component 2 - Developing Skills and Techniques in the Performing Arts

Task 2: Rehearsal and Performance

Task 3: Log Book

Task 4: evaluation

- Students are to replicate the taught/learnt repertoire as closely as possible in groups/as solo for performance piece (recorded and moderated).

Skills: posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension and isolation.

- Throughout Task 3 students will maintain a Log Book evaluate own development and document progress. To demonstrate practical improvements.
- Task 4: thorough review and evaluation of performance

Skills for journal: ASDR, Performance environments
Different settings for dance such as in-the-round, proscenium and site-sensitive.
Accompaniment,
Constituent features
Characteristics of choreography such as style, stimulus, subject matter, number/gender of dancers, action content, choreographic principles, form and structure, physical and aural settings.
Dance film, Lighting.

Component 1 -Exploring the Performing Arts

B: explore the interrelationship between constituent features of existing performance material

- Students must present their findings in either a presentation to the festival audience or in promotional material such as programme notes or a blog.

Skills for presentation: ASDR, Performance environments
Different settings for dance such as in-the-round, proscenium and site-sensitive.
Accompaniment,

		<p>Constituent features</p> <p>Characteristics of choreography such as style, stimulus, subject matter, number/gender of dancers, action content, choreographic principles, form and structure, physical and aural settings. Dance film, Lighting. Self-assessment.</p>	
End points	<ul style="list-style-type: none"> Students to have learnt a whole piece of repertoire based on a theme from PSA. Students to work to a set deadline for completion and submission by Pearson set dates. (Dates to be published by September 2023). Explore their technical, physical and expressive skills, video evidence of in class workshops to be used as supporting evidence for grading. Students to be able to effectively evaluate their work at the end of the component by logging their process in the form of a logbook to help develop written skills for evaluation. 	<ul style="list-style-type: none"> Students to develop the creative knowledge of approximately 3 set works in preparation for PSA released by exam board in January. Students must be able to demonstrate the knowledge of how a piece develops from rehearsal to stage through the production process. Students must document their knowledge in the form of a computer document for submission for grading to the exam board. 	<ul style="list-style-type: none"> For students to be able to work as a group developing a piece of group choreography incorporating a stimulus that has been given to them. Students must develop good relationships with peers, decide on suitable music, props, costume. Skills in choreographic development must be clear.
Informal (formative) Assessment	P/M/D	P/M/D	P/M/D
Formal (summative) Assessment	P/M/D	P/M/D	P/M/D

Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects

Curriculum Assessment Map: Dance



Year 11	Autumn Term	Spring Term	Summer Term
Topic	BTEC Tech Award: Performing Arts. Year 2.	BTEC Tech Award: Performing Arts. Year 2.	BTEC Tech Award: Performing Arts. Year 2.
Key Learning & Skills	<p>Component 3- Responding to a brief</p> <ul style="list-style-type: none"> Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus. Students will be given a brief that outlines the performance and design requirements and that asks to consider a target audience and to start the creative process by using the given stimulus included in the brief. Students must include ASDR in their choreography showing motif development whilst incorporating the stimulus they have been given. <ul style="list-style-type: none"> Practise versions of all written activities: <ul style="list-style-type: none"> Activity 1: ideas log Activity 2: skills log Activity 3: performance Activity 4: evaluation 	<p>Component 3- Responding to a brief</p> <ul style="list-style-type: none"> Final production/performance to be organised and put on for recording and assessment purposes. The below activities need to be completed under controlled conditions, with preparation time <ul style="list-style-type: none"> Activity 1: ideas log Activity 2: skills log Activity 3: performance Activity 4: evaluation 	N/A

Curriculum Assessment Map: Dance



End points	<ul style="list-style-type: none"> For students to be able to work as a group developing a piece of group choreography incorporating a stimulus that has been given to them. Students must develop good relationships with peers, decide on suitable music, props, costume. Skills in choreographic development must be clear. Students will be given the opportunity to do the 3 written tasks in support of practical. All will be marked and feedback given to ensure pupils know how to improve before the final brief is released. 	<ul style="list-style-type: none"> Students to have completed the course with good knowledge of professional works, repertoire, how to choreograph a group dance and how to explain their process from start to finish. 	
Informal (formative) Assessment	P/M/D	P/M/D	P/M/D
Formal (summative) Assessment	P/M/D	P/M/D	P/M/D

Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects