



## BTEC Level 1/Level 2 Tech Award in Performing Arts Dance Pathway

Course code: 603/7054/3

### Aims:

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills, such as creating performance or design content for a real vocational scenario. Everyone taking this qualification will study three components, covering the following content areas:

- Component 1: Exploring the Performing Arts. Dance students will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.
- Component 2: Developing Skills and Techniques in the Performing Arts. Dance students will develop their performing arts skills and techniques through the reproduction of dance repertoire as performers.
- Component 3: Responding to a Brief. Dance students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer in response to a brief and stimulus.

### Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	<b>Term 1: Sept - Oct : Component 2</b> Exploration of technique and styles of dance including, street, Ballet, Jazz, Musical Theatre, Contemporary and Lyrical. A written diary of the individual dancers development and progress must be kept. <b>Term 1 ( Oct - Dec) : Component 2</b> Exploration of three contrasting professional dance works in a variety of workshops. Research to be completed for each style and professional works studied. <b>Term 2: (Jan - Feb): Component 2</b> Development of the professional dance works to be performed. A written diary of the individual dancers development must be kept. <b>Term 2: (Feb - Apr): Component 2</b> Final performance and coursework submission.	<b>30%</b> Performance to camera and written portfolio
Year 10	<b>Term 3: (Apr -June): Component 1</b> Exploration of the role of a choreographer through workshops. Dancers will need to complete a written portfolio for each of these. <b>Term 3: (June - July): Component 1</b> Selection and development of the professional repertoire for performance to a live audience. Dancers will be required to complete a portfolio of their process.	<b>30%</b> Performance to a live audience and written portfolio
Year 11	<b>Term 1: Component 1</b> final performance and coursework submission December. <b>Term 2: Component 3: Live Performance</b> External Exam (Including re-submission)	<b>As above</b>  <b>40%</b> Performance to a live audience and 3 controlled written assessments

### Assessment

- Exploring the Performing Arts 30%



- Internal assessment 60 marks
- 2 tasks
- 12 hours of supervised sessions
- **Developing skills and techniques in the Performing Arts 30%**
- Internal assessment 60 marks
- 3 tasks
- 15 hours of supervised sessions
- **Responding to a Brief 40%:**
- External synoptic task 60 marks
- 8 hours of development work
- 3 hours supervised assessment

### Extended Learning:

Extended learning will provide a key component to the students' development as a Dancer. Students will be expected to keep a detailed account of their individual development, research into the history of dance, dance styles and technique as well as evaluating both their own and professional repertoire. Learning may also take the form of group rehearsal in which students will be expected to use the studio space outside of lesson time to refine and develop their practical work.

### Connection to the JTFS Approach

Whole School Theme	How does Acting support this?
STRIPE	All aspects of STRIPE run throughout both units of study within the Dance Pathway. Stripe is used in every aspect of this course.
STEAM	The use of technology such as recorded sound, space / venue and artificial lighting is essential to the staging of the live performances.
Literacy	Analysis and interpretation of performances are a key element of this course, students will be required to research and explain their understanding and development of choreography using tier three vocabulary.
Numeracy	Students will be expected to manage their own rehearsal time. Musicality and timing are an essential part of the pathway. Students will be responsible of ensuring their work meets the time restraints of the assessments.
SMSC, British Values and Citizenship	The exploration of the history and development of dance within society and across the world will help our students to appreciate a number of cultural aspects across a variety of dance styles