



## Intent

*Btec Dance allows students to explore Dance as a practical art form and offers the opportunity to develop their knowledge and understanding of a variety of dance styles and professional practitioners. Learning will be in a vocational context giving students a wide experience of the Arts Industry. Students will create, perform and respond to professional dance works informed by their theoretical knowledge of Dance. The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.*

*The core aim of the curriculum is to develop independent, creative thinkers who can work collaboratively.*

### BTEC Dance

**In year 10 students have both practical and theory lesson within their 2 week timetable**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<p><b>C1 and C2 Practical workshops</b> Focus – Performance Strong emphasis on developing technical, practical and interpretative skills through the rehearsal and performance process in workshops and classes. Key Concepts – Be able to identify a range of T/P/I skills,</p>	<p><b>C2 and C3 – Performance and Choreography</b> Focus – Professional work ‘Swansong’ by Christopher Bruce. Reproduce 2 repertoire motifs and developing choreographic skills to structure group choreography. Key Concepts – Be able to identify a range of</p>	<p><b>C1 - Exploring the Performing Arts</b> Focus - Workshops to broaden students understanding of various dance styles and features, Develop understating of the role of a performer. Key Concepts –</p>	<p><b>C1 - Exploring the Performing Arts</b> Focus – Workshops developing knowledge of a variety of styles and the interrelationships between choreographer and performer. Key Concepts –</p>	<p><b>C1 and C2 - Exploring the Performing Arts</b> Focus – Completion of Assignment Brief 1 – C1. Technique focus in Contemporary style. Key Concepts –</p>	<p><b>C2 - Developing Skills and Techniques in the Performing Arts</b> Focus: Continue to develop technique Contemporary style, reproducing Professional repertoire in Contemporary Style. Key Concepts – Reproduce 2mins professional</p>

	<p>Suggest ways of demonstrating and improving these skills as a performer. Analyse their own performance skills, setting targets for improvement and responding to feedback.</p>	<p>choreographic devices, using them appropriately to a given intent. Contribute effectively to structuring a group choreography collaboration.</p>	<p>Participate in Ballet, Jazz and Contemporary workshops, Be able to identify key features of various dance styles, Discuss various Roles of practitioners and explain their responsibilities and skills.</p>	<p>Be able to make comparisons of studied dance styles, Identify a range of choreographic processes and describe how these work.</p>	<p>Participate effectively in Contemporary workshops, Identify Contemporary specific stylistic qualities, Suggest ways to develop and improve technique.</p>	<p>performance repertoire focusing on accuracy of style and movement material. Annotate workshop skills and feedback, setting appropriate targets for improvement.</p>
	<p><b>Theory –</b> Focus: Knowledge and understanding of technical, practical and interpretive skills and reviewing own progress and how to make improvements,</p>	<p><b>Theory –</b> Focus: Knowledge and understating of choreographic devices, skills and processes. Analysing a professional work and constituent features and how they contribute to the piece.</p>	<p><b>Theory –</b> Focus: Broaden knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material.</p>	<p><b>Theory –</b> Focus: Interrelationships between processes, skills and approaches used by practitioners, linked to professional works and repertoire.</p>	<p><b>Theory –</b> Focus: Completion of Assessment Brief 1, combining all aspects of C1.</p>	<p><b>Theory –</b> Focus: Skills auditing and log with reviewing progress and setting targets for improvement.</p>

**In year 11 students have both practical and theory lessons in their 2 week timetable**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 11</b>	<p><b>C2 - Developing Skills and Techniques in the Performing Arts</b> Focus: Workshops to develop technique in Jazz style, reproducing Professional repertoire in Jazz Style. Completing Assessment Brief 2 – C2.</p> <p>Key Concepts – Reproduce 2mins professional performance repertoire focusing on accuracy of style and movement material. Annotate workshop skills and feedback, setting appropriate targets for improvement.</p>	<p><b>C3 – Responding to a Brief</b> Focus: Choreography workshops in preparation for External Assessment. Use a variety of stimuli as a starting point for choreography Ability to use skills and devises to portray an intention from a given stimuli and for an intended audience.</p> <p>Key Concepts – Develop understanding of responding to a brief, Be able to plan from a given stimulus, develop understanding of choreographic processes in chosen dance styles, engage and participate fully in workshops.</p>	<p><b>C3 – Responding to a Brief</b> Focus: External Assessment Brief Released by the Exam Board. Workshops as a class to respond to set task.</p> <p>Key Concepts – Respond to a brief considering your target audience, start the creative process using the given stimulus, Work effectively as part of a group, develop your ideas during class workshops, apply your skills and techniques to communicate your creative intentions, select new or existing skills and adapt them</p>	<p><b>C3 - Responding to a Brief</b> Focus: External Assessment Brief Released by the Exam Board. Focus on group composition and individual role and responsibility.</p> <p>Key Concepts – Respond to a brief considering your target audience, start the creative process using the given stimulus, Work effectively as part of a group, develop your ideas during class workshops, apply your skills and techniques to communicate your creative intentions,</p>	<p><b>C3 - Responding to a Brief</b> Focus: External Assessment Brief Released by the Exam Board. Focus on group composition and individual role and responsibility. Completion of C3.</p> <p>Key Concepts – Be able to evaluate the effectiveness of your role and process in responding to the brief, Discuss the success of your completed piece for your target audience, Be able to make reference to specific examples of skills and qualities.</p>	<p><b>C3 - Responding to a Brief</b> Focus: External Assessment Brief Released by the Exam Board. Completion of Btec Course.</p> <p>Key Concepts – Be able to evaluate the effectiveness of your role and process in responding to the brief, Discuss the success of your completed piece for your target audience, Be able to make reference to specific examples of skills and qualities.</p>

			to suit the performance requirements.	select new or existing skills and adapt them to suit the performance requirements.		
	<b>Theory –</b> Focus: Skills auditing and log with reviewing progress and setting targets for improvement. Completing Assessment Brief 2 – C2.	<b>Theory –</b> Focus: Interpretation of stimuli and knowledge of interrelationships in roles and skills.	<b>Theory –</b> Focus: Creative process ideas log.	<b>Theory –</b> Focus: Creative process skills log.	<b>Theory –</b> Focus: Creative process feedback and development.	<b>Theory –</b> Focus: Evaluation of completed C3 response.