



PLUME ACADEMY - LEARNING OVERVIEW

Year	12 and 13
Course	Dance
Specification Number/Exam Board	Edexcel BTEC Level 3 National Extended Certificate Performing Arts (Dance Focus)
Examination Papers and Weighting	<ul style="list-style-type: none">• Unit 1 – Investigating Performing Arts Practitioners (External Assessed Mandatory Unit) 90 Guided Learning Hours = 25%• Unit 2 – Developing Skills and Techniques for Live Performance (Internally Assessed Mandatory Unit) 90 Guided Learning Hours =25%• Unit 3 – Group Performance Workshop (Externally Assessed Mandatory Unit) 120 Guided Learning Hours = 33%• Unit 22 – Movement in Performance (Internally assessed Optional Unit) 60 Guided Learning Hours =17%

Prior Learning

The course builds on prior learning by further developing the students understanding and skills in the three main areas of Performance, Choreography and Appreciation.

In Performance students will complete dance technique in both Contemporary and Jazz Technique. They will also be required to learn longer extracts (up to 6 minutes) of professional repertoire to perform to audiences

In Choreography students will work to explore a range of stimulus for a variety of different audiences. They will work to produce extended dance responses up to 20 minutes in length to a set commission.

In Appreciation students will explore the context surrounding the creation of professional Dance Work producing in-depth critical analysis of the work of Matthew Bourne, Akram Khan and Christopher Bruce. They will consider how context impacts on creative choices and this can be evident in dance work.

Curriculum Intent – What are the curriculum aims?

Unit 1 Investigating Performing Arts Practitioners

AO1 Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners. AO2 Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners. AO3 Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire. AO4 Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements

Unit 2 Developing Skills and Techniques for Live Performance

A Understand the role and skills of a performer. B Develop performance skills and techniques for live performance. C Apply performance skills and techniques in selected styles. D Review and reflect on development of skills and techniques for live performance

Unit 3 Group Performance Workshop

AO1 Understand how to interpret and respond to stimulus for a group performance. AO2 Develop and realise creative ideas for a group performance in response to stimulus. AO3 Apply personal management and collaborative skills to a group performance workshop process



AO4 Apply performance skills to communicate creative intentions during performance workshop.
AO5 Review and reflect on the effectiveness of the working process and the workshop performance.

Unit 22 Movement in Performance

A Understand the four components of movement in performance. B Develop movement skills for performance. C Apply movement skills to a performance. D Review personal development and own performance.

Curriculum Implementation – What will my child will be learning?

Year A	Term 1	Half Term 1	Unit 1 – Matthew Bourne/Akram Khan/Christopher Bruce Critical Analysis Unit 2- Jazz Dance - Fosse – Mock Performance Style 1
		Half Term 2	Unit 1 – Matthew Bourne/Akram Khan Critical Analysis Unit 2- Fosse and the role of a Dancer Project
	Term 2	Half Term 3	Unit 2 – Contemporary Dance and professional Rep Style 2
		Half Term 4	Unit 2 – Final Performance preparations and Milestone Write-ups
	Term 3	Half Term 5	Unit 1 - Matthew Bourne/Akram Khan Critical Analysis
		Half Term 6	Unit 3 – Mock Creative Paper
Year B	Term 1	Half Term 1	Unit 22 – Movement in Performance. Exploring 3 x professional rep extracts and creating movement in response to stimulus
		Half Term 2	Unit 22 – Final Performance preparations and Written portfolio work
	Term 2	Half Term 3	Unit 3 – Initial Ideas Exploration
		Half Term 4	Unit 3 – Milestone 1/2
	Term 3	Half Term 5	Unit 3 – Milestone 3/4 and Final Performance
		Half Term 6	Unit 1 – Matthew Bourne/Akram Khan/Christopher Bruce Critical Analysis

Curriculum Impact – How will my child be assessed and receive feedback?

Unit 1 and Unit 3 will be assessed through external assessment by the exam board. For Unit 1 students will need to complete 3 essay style questions in exam conditions. For Unit 3 they will produce 4 X 1 hour written milestone reflections and a Dance piece of up to 20 minutes. For all written exams students can take in a specified number of notes to support them during the exam. For Unit 2 and 22 students will produce a portfolio of evidence for internal assessment. This will include videos of technique classes, rehearsals and performances. They will also produce written reports on movement components and their use in choreography and life of a dancer. For both units they will produce milestone reflective logs which analyse, evaluate and set targets for their own development.

Super-Curricular Opportunities – Supporting and Extending Learning

Useful study resources	If a student is really passionate about this subject they can...
https://new-adventures.net/ https://www.akramkhancompany.net/ Italia Conti Virtual You Tube Channel	<ul style="list-style-type: none"> Regularly watch dance performances live or online Regularly take part in technique class in a range of dance style

