



## PLUME ACADEMY - LEARNING OVERVIEW

Year	10
Course	BTEC Level 1/Level 2 Tech Award in Performing Arts(with a dance approach)
Specification Number/Exam Board	603/7054/3 Pearson BTEC
End of course assessment and weightings	<ul style="list-style-type: none"><li>● Component 1 (30%) - Exploring the Performing Arts (36 Guided Learning Hours)</li><li>● Component 2 (30%) - Developing Skills and Technique (36 Guided Learning Hours)</li><li>● Component 3 (40%) – Responding to a brief (48 Guided Learning Hours)</li></ul>

### Prior Learning

The subject builds on your child's key stage 3 experience in Dance by continuing to study under the umbrella terms – Performance, Choreography, Appreciation. These areas are not assessed separately but cross over into the three components that students study for KS4

### Curriculum Intent – What are the curriculum aims?

The course is split into three components. Students complete Component 1 in Year 10 as this allows them to develop the foundation of skill level required to complete Component 2 and 3. Component 1 looks at their understanding of Dance through the study of three professional choreographers.

Component 2 and 3 are about applying these skills to their own work. Students complete a mock of Component 2 and 3 as this is a challenging process that they need to build an understanding and experience of the work they will be completing in Year 11.

#### **Component 1**

The Learning Outcomes of component 1 are:

- A - Investigate how professional performance or production work is created
- B - Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.

To do this students will study the work of three contrasting professional choreographers. At Plume we choose to study:

- Matthew Bourne – Contemporary Dance Theatre
- Kate Prince – Street Dance Theatre
- Christopher Wheeldon - Ballet



Students will study the choreographers through practical exploration and analysis to gain a greater understanding of the processes involved in making professional Dance. They will learn a short section of performance repertoire from each of the professional works, they will use the choreographer's ideas to re-create their own section of each of the works, they will look at the roles and responsibilities of those involved in the creative process and consider how their process has effected the finished dance.

They will then select one work to present their findings on in a report showing their understanding of the work in response to the theme set on the Pearson Set Assignment Brief (PSA), the roles and responsibilities of those involved in creation and the creative process itself. Students may choose to produce their work in a wide variety of formats including:

- video
- written/audio commentary
- presentations such as PowerPoint slides
- scrapbooks (digital or paper based)
- research journals (digital or paper based)
- blog/vlog.

### **Mock Component 2 and Component 3**

The Learning Outcomes of component 2 are:

- A Use rehearsal or production/design processes
- B Apply skills and techniques in performance or realisation
- C Review own development and application of performance.

The Assessment Objectives of component 3 are:

- AO1 Understand how to respond to a brief
- AO2 Select and develop skills and techniques in response to a brief
- AO3 Apply skills and techniques in a workshop performance in response to a brief
- AO4 Evaluate the development process and outcome in response to a brief

Students will work in groups to learn and perform a short extract of a professional work and to create a dance for a specific purpose (in response to a brief/commission). They will be to create a dance performance for a specific reason for a specific audience for a specific purpose on a specific theme. They will also be required to explain their ideas, choices and working styles and consider the effectiveness of their response in relation to the brief set. In Year 10 students complete a shortened mock so they can experience the process they will go through in Year 11.



### Curriculum Implementation – What will my child will be learning?

Year 10	Term 1	Half Term 1	Introduction to BTEC Dance Study of Matthew Bourne – Cinderella Study of Kate Prince – Message in a Bottle
		Half Term 2	Study of Christopher Wheeldon – Alice in Wonderland Mock PSA Component 1
	Term 2	Half Term 3	Component 1 Exploring the Performing Arts Completing PSA
		Half Term 4	Completing PSA
	Term 3	Half Term 5	Mock Component 2/3
		Half Term 6	Mock Component 2/3

### Curriculum Impact – How will progress be assessed as I learn?

**Component 1** - Internally assessed/Externally moderated. Students will submit a portfolio of evidence by a date specified on the PSA assignment brief. First submission is likely to be in End Feb/Early March with 15 days Re-submission time to be completed before April (if required)

**Component 2** - In Year 11 this work will be Internally assessed/Externally moderated. Students will submit a portfolio of evidence by a date specified on the PSA assignment brief. In Year 10 we create a short mock of this work, a mock PSA will be set and assessed by Plume.

**Component 3** –In Year 11 this unit is externally assessed and set by the exam board. However, in Year 10 we complete a mock which is internally set and assessed - the work produced in Year 10 does not count towards the final grade for the qualification Assessment evidence includes: Video footage of technique class, rehearsals and final performance. Three log book entries that are written under exam conditions.

### Super-Curricular Opportunities – Support and Extending Learning

Useful study resources	If a student is really passionate about this subject...	As a parent/carer, I can assist my child in this subject by:
<a href="https://new-adventures.net/">https://new-adventures.net/</a>	<ul style="list-style-type: none"> <li>Attend Dance Company and/or Step into Dance programme run by Jack</li> </ul>	<ul style="list-style-type: none"> <li>Asking them about their dance lessons</li> </ul>



<https://zoonation.co.uk/explore/kate-prince/>

<https://www.ballet.org.uk/blog-detail/dust-akram-khan/#:~:text=THE%20MOVEMENT%20AND%20CHOREOGRAPHY,worked%20with%20a%20ballet%20company.>

Petchey/RAD and taught by external Dance artist once a week for Dance Company

- Attend open rehearsal club
- Complete the Dance Super Curriculum tasks and arts ambassador scheme
- Perform at three public showcases across the academic year, one per term.
- Attend at least one public performance at a professional theatre
- Attend 'Move It' Dance Exhibition to extend their understanding of professional Dance Training and the professional world of Dance

- Asking them to show you movement material they are working on
- Encouraging them to keeping up to date with deadlines and performance dates
- Encouraging them to attend their after school sessions
- Encouraging them to complete super curricular tasks



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### Prior Learning

Students should have a good foundation in their understanding of professional world of Dance through their study and completion of Component 1. They will have also developed their technical Dance skills during Year 10 through regular technique classes and extra-curricular activity. They should have an understanding of the creative process and working in a group through mock work for Component 3 completed at the end of Year 10.

### Curriculum Intent – What are the curriculum aims?

The course is split into three components. Students completed Component 1 in Year 10 and will complete Component 2 and 3 in Year 11.

#### **Component 2**

The Learning Outcomes of component 2 are:

- A Use rehearsal processes
- B Apply skills and techniques in performance
- C Review own development and application of performance skills.

To do this students will:

- Regularly take part in technique class in a selected dance style (this is usually Jazz or Contemporary)
- Learn, rehearse and perform an extract of a professional Dance lasting between 2.5-3.5 minutes which connects to the theme set in the PSA
- Evaluate their dance technique
- Analyse the requirements of their performance piece
- Create and run a training plan for the development of their technical skills



- Complete Task 1 and 3 using evaluations and analysis of their progress in the development of their dance skills and their performance piece

**Component 3**

The Assessment Objectives of component 3 are:

- AO1 Understand how to respond to a brief
- AO2 Select and develop skills and techniques in response to a brief
- AO3 Apply skills and techniques in a workshop performance in response to a brief
- AO4 Evaluate the development process and outcome in response to a brief
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The brief will be set by the exam board in the January of Year 11. Students will work in groups in lessons and afterschool rehearsals to create their response to the brief. We also run two 1-day weekend rehearsals usually in February and March to allow students to have an extended block of time to develop their ideas. Students will need to create a 7-15 minute dance in response to the brief and write 3 x 1 hour log reports on their ideas, skills selected and creative process. These are completed in exam conditions but students are allowed to take a page of notes into the exam to help them write their log.

**Curriculum Implementation – What will my child will be learning?**

Year 11	Term 1	Half Term 1	Component 2 Dance technique classes, rehearsals, Task 1 of PSA
		Half Term 2	Component 2 Dance technique classes, rehearsals, Final performance, Task 3 of PSA
	Term 2	Half Term 3	Component 3 Initial ideas and Milestone 1
		Half Term 4	Component 3 Milestone 2 and 3/Performance
	Term 3	Half Term 5	Reserve Time/Catch up (We aim to finish the course by Easter when possible to allow catch up time to any student who maybe injured or ill during the course of the programme)
		Half Term 6	

**Curriculum Impact – How will progress be assessed as I learn?**

**Component 2** –Internally assessed – Moderated by the exam board. Students will submit a portfolio of evidence this will include – Video of technique classes, video of rehearsals, videos of personal training plan exercises, task 1 and 3 written or equivalent evidence. Their portfolio of evidence will be submitted by Late November with re-submission completed by Mid December.



**Component 3** –In Year 11 this unit is externally assessed and set by the exam board. Assessment evidence includes: 3 X Milestone Logs, Video of Final Performance

**Super-Curricular Opportunities – Support and Extending Learning**

Useful study resources	If a student is really passionate about this subject...	As a parent/carer, I can assist my child in this subject by:
<p><a href="https://www.youtube.com/channel/UCwjIRZ6-iOFy7cEr_ur4ryQ">https://www.youtube.com/channel/UCwjIRZ6-iOFy7cEr_ur4ryQ</a></p> <p>There is a range of technique classes available on the Italia Conti Virtual.</p>	<ul style="list-style-type: none"> <li>● Attend Dance Company and/or Step into Dance programme run by Jack Petchey/RAD and taught by external Dance artist once a week for Dance Company</li> <li>● Attend open rehearsal club</li> <li>● Complete the Dance Super Curriculum tasks and arts ambassador scheme</li> <li>● Perform at three public showcases across the academic year, one per term.</li> <li>● Attend at least one public performance at a professional theatre</li> <li>● Attend 'Move It' Dance Exhibition to extend their understanding of professional Dance Training and the professional world of Dance</li> </ul>	<ul style="list-style-type: none"> <li>● Asking them about their dance lessons</li> <li>● Asking them to show you movement material they are working on</li> <li>● Encouraging them to keeping up to date with deadlines and performance dates</li> <li>● Encouraging them to attend their after school sessions</li> <li>● Encouraging them to complete super curricular tasks</li> </ul>