



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	603/0406/6 Pearson BTEC
End of course assessment and weightings	<ul style="list-style-type: none">• Component 1 (30%) - Exploring the Performing Arts (36 Guided Learning Hours)• Component 2 (30%) - Developing Skills and Technique (36 Guided Learning Hours)• Component 3 (40%) – Responding to a brief (48 Guided Learning Hours)

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 3 as this is a challenging process that they need to build an understanding and experience of. Students develop the skills required for Component 2 during Year 10 through their work for Component 1 as well as attending Dance Company.

Component 1

The Learning Aims of component 1 are to

- Examine professional practitioners' performance work
- Explore the interrelationships between constituent features of existing performance material

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

- Kate Prince – Street Dance
- Matthew Bourne – Contemporary 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 write-up their findings into a written report showing their understanding of how different choreographers work to meet their creative aims and intentions.

Component 3

The Learning Aims of component 3 are to

- Understand how to respond to a brief
- Select and develop skills and techniques in response to a brief
- Apply skills and techniques in a workshop performance in response to a brief

Students will work in groups 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 Dance – Exploration of performance, choreography and appreciation
		Half Term 2	Component 1 Exploring the Performing Arts – Study on Kate Prince
	Term 2	Half Term 3	Component 1 Exploring the Performing Arts Study on Matthew Bourne
		Half Term 4	Component 1 Exploring the Performing Arts – Study on Christopher Wheeldon
	Term 3	Half Term 5	Component 1 Final Write ups – Submission of Assignment for Component 1
		Half Term 6	Mock Component 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 their assignment brief usually in April or May. The Assessment Portfolio evidence includes: Research project, video footage of dance, workshops and a written report.

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:
<p>https://new-adventures.net/</p> <p>https://zoonation.co.uk/explore/kate-prince/</p> <p>https://www.roh.org.uk/productions/alicess-adventures-in-wonderland-by-christopher-wheeldon</p>	<ul style="list-style-type: none">• Attend Step into Dance programme run by Jack 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	<ul style="list-style-type: none">• Asking them about their dance lessons• 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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Year	11
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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 Aims of component 2 are to

- Develop skills and techniques for performance
- Apply skills and techniques in rehearsal and performance
- Review own development and contribution to the performance

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
- Evaluate your dance technique
- Analyse the requirements of their performance piece
- Create and run a training plan for the development of their technical skills
- Complete four detailed Milestone evaluations of their progress in the development of their dance skills for their performance piece

Component 3

The Learning Aims of component 3 are to

- Understand how to respond to a brief
- Select and develop skills and techniques in response to a brief



- Apply skills and techniques in a workshop performance in response to a brief

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, training plan, Milestone 1 and 2
		Half Term 2	Component 2 Dance technique classes, rehearsals, training plan, Milestone 3 and 4, Final performance
	Term 2	Half Term 3	Component 3 Initial ideas and Milestone 1 Weekend rehearsal 1
		Half Term 4	Component 3 Milestone 2 and 3/Performance Weekend rehearsal 2
	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 set/Internal 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, Milestone 1-4 write ups.

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>https://www.youtube.com/channel/UCwjIRZ6-iOFy7cEr_ur4ryQ There is a range of technique classes available on the Italia Conti Virtual.</p>	<ul style="list-style-type: none"> • Attend Step into Dance programme run by Jack 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 	<ul style="list-style-type: none"> • Asking them about their dance lessons • Asking them to show you movement material they are working on • Encouraging them to keeping up to



	<ul style="list-style-type: none">• 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	<p>date with deadlines and performance dates</p> <ul style="list-style-type: none">• Encouraging them to attend their after school sessions• Encouraging them to complete super curricular tasks
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