



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	● 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 will complete Component 2 in Year 10, as this allows them to develop their skills as a dancer before moving on to developing their choreographic and appreciation skills in Components 1 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 selected dance style (this is usually Jazz, Contemporary and Street)
- 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

In Term 1 students will develop their practical Dance skills in all three styles through technique classes and rehearsals of a short performance extract from a professional work 1-1.5 mins. They will perform their work at the Autumn Showcase. The assessment of this work will be used to select the Dance style they will use for their Pearson Set Assignment (PSA) in Term 2. In Term 2 students will learn, rehearse and perform a 2.5-3.5 minute extract of a professional work that connects to the theme of the PSA. They will also create a written portfolio which charts their skill development and evaluates their final performance.

Preparation for Component 1

At the end of Year 10 students work focuses on their preparations for Component 1. They will study the work of three professional choreographers through practical exploration and analysis to gain a greater understanding of the processes involved in making professional Dance. They will look at the roles and responsibilities of those involved in the creative process and consider how their process has affected the finished dance.

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.

The three contrasting professional choreographers we chose to study are:

- Matthew Bourne – Contemporary Dance Theatre
- Akram Khan – Contemporary Ballet
- Kate Prince – Street Dance Theatre

The works selected will vary depending on the theme released on the PSA.

Students will complete the PSA for Component 1 in Term 1 of Year 11.

Curriculum Implementation – What will my child will be learning?

Year 10	Term 1	Half Term 1	Introduction to BTEC Dance
		Half Term 2	
			• Jazz Dance Technique • Contemporary Dance Technique • Street Dance Technique • 3 x Performance Extracts • Role of a Dancer • Stylistic features of Dance styles • Training methods of a Dancer



	Term 2	Half Term 3	Completing PSA for Component 2
		Half Term 4	Completing PSA for Component 2
	Term 3	Half Term 5	Component 1 Preparations • Study of three Choreographers • Roles and responsibilities in creating Dance • Analysis of an extract from each work
		Half Term 6	• Selection of work for PSA • Research project into selected work

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. 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 1 - 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.

Component 3 –In Year 11 this unit is externally assessed and set by the exam board. Assessment evidence includes: A Choreographed group performance of between 7-15 minutes and three log book entries that are written under exam conditions.

Recall, Vocabulary for Dance and Online Platforms

Students develop their ability to remember and recall through a recall rehearsal. This usually take place after warm-up at the start of lesson.

Dance Terminology for Year 10

Technical Skills	Interpretative Skills
Posture	Facial Expression
Strength	Use of Focus
Balance	Emphasis
Alignment	Musicality
Flexibility	Projection
Extension	Dynamics Quality
Co-ordination	Characterisation
Control	Use of Space/Spatial Awareness
Mobility	Relationship to other Dancers
Isolation	Movement memory
Stamina	Stylistic features

Access to Online Contemporary Dance Classes

<https://www.youtube.com/@moodmovement/playlists>

Access to Online Jazz Dance Classes



https://youtube.com/playlist?list=PLXSToRkLrp7Lkc6US-PMwwMgK-IJNQ-kv&si=DD_bpml0Bnbqc-ru

Access to Online Street Dance Classes

<https://youtube.com/playlist?list=PLcqIshZIRxNnDg0kQ2zLfGMiv6z2rppDd&si=txeo3LbS4ttm35Qc>

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:
https://new-adventures.net/ 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.	● Attend Dance Company ● Attend open rehearsal club ● Complete additional home learning tasks ● Perform at public showcases across the academic year ● 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 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 home learning tasks