

### Year 10- Subject BTEC Dance

**Curriculum intent** The BTEC Tech Award in Dance gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the development of key skills that prove your aptitude in dance such as reproducing repertoire or responding to stimuli. The process that underpins effective ways of working in the dance such as development of ideas, rehearsal and performance. The attitudes that are considered most important in dance, including personal management and communication. The knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

Students will complete both practical and written coursework linked to component 1 and component 2 during year 10 in the form of Pearson set controlled assignments.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge</b>	<p><b>Bob Fosse- Chicago/ All that Jazz/ Cell Block Tango. Billy Elliott – Musical theatre Christopher Bruce Swansong</b></p> <p>Students will actively engage with all rehearsals and workshops, making effort to improve their own performance</p> <p>PSA Component 1 – Exploring the Performing Arts</p>	<p><b>Bob Fosse- Chicago/ All that Jazz/ Cell Block Tango. Billy Elliott – Musical theatre Christopher Bruce Swansong</b></p> <p>Students will actively engage with all rehearsals and workshops, making effort to improve their own performance</p> <p>PSA Component 1 – Exploring the Performing Arts</p>	<p><b>Hairspray live- you can't stop the beat Urban- Rappers Delight</b></p> <p>Students are to actively engage with all rehearsals and workshops, making effort to improve their own performance</p> <p>PSA Component 2 - Developing Skills and Techniques in the Performing Art Mock Prep.</p>	<p>Dance Production preparation and performance skills Styles <b>Jazz/ Musical Theatre Hairspray live- you can't stop the beat Urban- Rappers Delight</b></p> <p>Dance production preparation. Students will actively engage with all rehearsals and workshops, making effort to improve their own performance by using skills</p>	<p>Students will actively engage with all rehearsals and workshops, making effort to improve their own performance by using skills appropriate to the style and discipline they are exploring. Log Book development to effectively develop their own strengths and weaknesses.</p> <p>Use their skills and techniques to successfully communicate the dance intentions.</p> <p>They will have the opportunity to specialise as a performer in dance and will take part in workshops and classes where they will develop technical, practical</p>	<p><b>Component 3: Responding to a Brief</b></p> <p>Mock: Preparation for Jan 25 release</p> <p>Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.</p> <p>Students will be given a brief that outlines the performance and design requirements and asks them to consider</p>

<p>Set assignment – release date Sept 23</p> <p>Students will: Examine professional practitioners' performance work and stylistic features - Bob Fosse, Jazz. Contemporary Christopher Bruce and Musical Theatre Billy Elliott and apply this to the Set assignment brief theme when released.</p> <p>They will investigate how professional performance or production work is created and demonstrate understanding of the skills, techniques and approaches used by</p>	<p>Set assignment – release date Sept 23</p> <p>Students will: Examine professional practitioners' performance work and stylistic features - Bob Fosse, Jazz. Contemporary Christopher Bruce and Musical Theatre Billy Elliott and apply this to the Set assignment brief theme when released.</p> <p>They will investigate how professional performance or production work is created and demonstrate understanding of the skills, techniques and approaches used by professionals to create</p>	<p>Jan 24 release for May 24 submission</p> <p>Students will develop their performing arts skills and techniques through the reproduction of dance repertoire as performers or designers.</p> <p>They will have the opportunity to specialise as a performer in dance and will take part in workshops and classes where they will develop technical, practical and interpretative skills through the rehearsal and performance process. they will work from existing performing arts</p>	<p>appropriate to the style and discipline you are exploring. Log Book development to effectively develop your own strengths and weaknesses.</p> <p>Use their skills and techniques to successfully communicate then dance intentions.</p> <p>They will have the opportunity to specialise as a performer in dance and will take part in workshops and classes where they will develop technical, practical and interpretative skills through the rehearsal and performance process. they will</p>	<p>and interpretative skills through the rehearsal and performance process. they will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work. Throughout their development, they will review their own progress and consider how to make improvements.</p>	<p>their target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, they will develop their ideas for a workshop performance and apply their skills and techniques to communicate their creative intentions to the audience.</p>
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	professionals to create performance/production work.	performance/production work.	repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work. Throughout their development, they will review their own progress and consider how to make improvements.	work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work. Throughout their development, they will review their own progress and consider how to make improvements.		
<b>Skills</b>	Students will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.	Students will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.	Using skills appropriate to the style and discipline they are exploring. Dance production preparation mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, and	Dance production preparation mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, and capacity to improve. Projection, musicality, facial expressions.	Skills appropriate to the style and discipline they are exploring. Apply feedback and respond to direction in a consistently positive manner.	Understand how to respond to a brief, select and develop choreography and performance skills and techniques in response to a brief. Apply dance skills and techniques in a workshop performance in response to a brief. Evaluate the development process and outcome in response to a brief.

			capacity to improve			
<b>Assessments</b>	Pearson Set assignment window – Component 1 Sept – Dec 23	Pearson Set assignment window – Component 1 Sept – Dec 23- submission	PSA Component 2 - Developing Skills and Techniques in the Performing Art Mock Prep.  Jan 24 release for May 24 submission- Mock	Dance production live performance assessment. PSA Component 2 - Developing Skills and Techniques in the Performing Art Mock Prep.  Jan 24 release for May 24 submission- Mock	PSA Component 2 - Developing Skills and Techniques in the Performing Art Mock Prep.  Jan 24 release for May 24 submission- Mock	Internal Mock Assessment Component 3
<b>Curiosity</b>	<a href="https://masterworksbroadway.com/artist/bob-fosse/">https://masterworksbroadway.com/artist/bob-fosse/</a> <a href="https://chicagothemusical.com/international-tour/">https://chicagothemusical.com/international-tour/</a>  Cell Block Tango <a href="https://www.youtube.com/watch?v=qrrz54UtKcC">https://www.youtube.com/watch?v=qrrz54UtKcC</a>  Wednesday KS3 Dance Club: Dance leadership opportunity	Black and Gold  <a href="https://www.youtube.com/watch?v=BApkyIMiSNU">https://www.youtube.com/watch?v=BApkyIMiSNU</a>  <a href="https://www.pineapple.uk.com/">https://www.pineapple.uk.com/</a>  Wednesday KS3 Dance Club: Dance leadership opportunity	<a href="https://www.hairspraythemusical.co.uk/">https://www.hairspraythemusical.co.uk/</a>  <a href="https://en.wikipedia.org/wiki/Hairspray_(musical)">https://en.wikipedia.org/wiki/Hairspray_(musical)</a>  Wednesday KS3 Dance Club: Dance leadership opportunity	<a href="http://www.manchesterdancecentre.co.uk/street-dance-classes-in-manchester.html">http://www.manchesterdancecentre.co.uk/street-dance-classes-in-manchester.html</a>  Wednesday KS3 Dance Club: Dance leadership opportunity  Dance Production	<a href="https://www.bbc.co.uk/programmes/profiles/19HDWVx8r4j18G0mGXPRR/oti-mabuse">https://www.bbc.co.uk/programmes/profiles/19HDWVx8r4j18G0mGXPRR/oti-mabuse</a>  <a href="http://sunshine-studios.co.uk/street-hip-hop/">http://sunshine-studios.co.uk/street-hip-hop/</a>  Wednesday KS3 Dance Club: Dance leadership opportunity	<a href="https://www.phoenixdanceandtheatre.co.uk/production/shadows/">https://www.phoenixdanceandtheatre.co.uk/production/shadows/</a>  Wednesday KS3 Dance Club: Dance leadership opportunity  Whole School Production

