

BTEC Dance Year 10 Curriculum

Year 10 Curriculum Intent:

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Students will complete their Component 1 assessment during year 10. Through this, students will understand the requirements of being a performer across different performances and performance styles. Students will gain practical understanding of how performing arts work is created. They will look at elements such as roles, responsibilities and the application of relevant skills and techniques. Students will have the chance to explore practically the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work. They will broaden their knowledge through observing existing repertoire and by learning about professionals' approaches and how they create and influence performance material.

Students will complete their Component 2 assessment during year 10. Through this, students will develop their performing arts skills and techniques through the reproduction of dance repertoire as performers. Students 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 repertoire, applying relevant skills and techniques to reproduce performance elements of the work. Throughout their development, they will review their own progress and consider how to make improvements.

Completion of both these units will prepare students for their external Component 3 assessment in Year 11. They will gain an understanding of choreographic process, performance skills and reflective evaluation required for their final component.

	Autumn Term		Spring Term		Summer Term	
Main Topic	Teaching and Learning Phase (combination of Component 1&2)	Component 2 Developing Skills and Techniques in the Performing Arts	Component 2 Developing Skills and Techniques in the Performing Arts	Component 1 Exploring the Performing Arts	Component 1 Exploring the Performing Arts	Component 3 Responding to a Brief
Secondary Topics	Physical and Expressive Skills Rehearsal Processes Research and Analysis Constituent Production Features Stylistic Features	Physical and Expressive Skills Rehearsal Processes	Physical and Expressive Skills Rehearsal Processes	Research and Analysis Constituent Production Features Stylistic Features	Research and Analysis Constituent Production Features Stylistic Features	Choreography Collaborative Skills
Cross-curricular links	Life Curriculum – Relationships Music – Musical scores, phrasing and motif, composition	Life Curriculum – Relationships Music – Musical scores, phrasing and motif	Life Curriculum – Relationships Music – Musical scores, phrasing and motif	Life Curriculum – Relationships Music – Musical scores, phrasing and motif, composition	Life Curriculum – Relationships Music – Musical scores, phrasing and motif, composition	Life Curriculum – Relationships Music – Musical scores, phrasing and motif, composition

	History – Social, political and cultural context of Professional Repertoire D&T/Construction – set building, costume, lighting Drama – expressive skills, theatre design Art – Theatre/Costume design Maths – lighting angles and effects PE – Physical Skills and training methods	History – Social, political and cultural context of Professional Repertoire PE – Physical Skills and training methods Drama – expressive skills	History – Social, political and cultural context of Professional Repertoire PE – Physical Skills and training methods Drama – expressive skills	History – Social, political and cultural context of Professional Repertoire D&T/Construction – set building, costume, lighting Art – Theatre/Costume design Maths – lighting angles and effects Drama – expressive skills, theatre design	History – Social, political and cultural context of Professional Repertoire D&T/Construction – set building, costume, lighting Art – Theatre/Costume design Maths – lighting angles and effects Drama – expressive skills, theatre design	History – Social, political and cultural context of Professional Repertoire PE – Physical Skills and training methods
Interleaving concepts	C1 Demonstrate knowledge and understanding of how professionals create and influence performance material. (Prep for C3) C2 Analyse own work, develop and apply appropriate physical and expressive skills (prep for C3)	C2 Analyse own work, develop and apply appropriate physical and expressive skills (prep for C3)	C2 Analyse own work, develop and apply appropriate physical and expressive skills (prep for C3)	C1 Demonstrate knowledge and understanding of how professionals create and influence performance material. (Prep for C3)	C1 Demonstrate knowledge and understanding of how professionals create and influence performance material. (Prep for C3)	C3 Choreograph and develop ideas in response to a stimulus. Apply and develop appropriate performance and expressive skills in rehearsal and performance.
Literacy	Research, analysis and reflective writing in response to a theme. Documenting progress and reflective writing explaining rehearsal	Documenting progress and reflective writing explaining rehearsal processes and personal development	Documenting progress and reflective writing explaining rehearsal processes and personal development	Research, analysis and reflective writing in response to a theme.	Research, analysis and reflective writing in response to a theme.	Reflective writing in response to a stimulus

	processes and personal development					
Numeracy	Music counting in bars (3/4 and 4/4 musical rhythms)	Working in time and unison. Spatial patterns and formation, spatial awareness.	Working in time and unison. Spatial patterns and formation, spatial awareness.	Angles of lighting and effect, use of space and direction (proxemics) for dramatic impact.	Angles of lighting and effect, use of space and direction (proxemics) for dramatic impact.	Timing technique in exam. Time management in rehearsal and development processes of choreography. Writing to a word count.
Cultural capital	Professional Choreographers and Repertoire (Jerome Robbins 'West Side Story' and James Cousins 'Within Her Eyes') Contemporary and Musical Theatre (composers and dance style)	Professional Choreographers and Repertoire (A Linha Curva – Itzik Galili) Different Cultures (Brazil) Music Composers (Samba)		Professional Choreographers and Repertoire (Shadows – Christopher Bruce)) Different Cultures (Brazil)		Theatre Form, Dance style and Genre.
Assessment	C1 - Research log exploring one practitioner and professional work linked to theme given in PSA - Additional supporting video evidence C2 - Video of rehearsal footage - Video of final practical performance of professional repertoire	C2 - Video of rehearsal footage - Logbook recording practical participation/skills/target setting	C2 - Video of rehearsal footage - Video of final practical performance of professional repertoire linked to theme as set in PSA - Logbook recording practical participation/skills/target setting/evaluation	C1 - Research log exploring one practitioner and professional work linked to theme given in PSA - Additional supporting video evidence	C1 - Research log exploring one practitioner and professional work linked to theme given in PSA - Additional supporting video evidence	C3 Activity 1, 2 and 4 approx. 800 words each, typed PDF <i>Students are permitted to take 2 sides of A4 notes when completing logs.</i> Video recording of group choreography 7-15mins

	linked to theme as set in PSA - Logbook recording practical participation/skills/target setting/evaluation					
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BTEC Dance Year 11 Curriculum

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Students will complete their Component 3 external assessment during year 11. Through this, students will have the opportunity to respond to a brief. Students be given a brief that outlines the performance and design requirements and asks them to consider target audiences and to start the creative process by using the stimulus included in the brief. Working as part of a group, students will develop ideas for a workshop performance and apply skills and techniques to communicate their creative intentions to an audience. The performance skills used will vary depending on features such as selected dance styles and the content of the work, venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work or it may be an ensemble piece. Students will have the opportunity to inform the performance using existing (developed throughout Component 1 and 2 in year 10) or newly developed skills in performing and adapting them to suit the performance.

This component will help Students with progression to Level 2 or 3 vocational or academic qualifications. It will also enable them to develop transferable skills, such as communication and teamwork, which will help you to progress to further study

	Autumn Term		Spring Term		Summer Term	
Main Topic	Component 3 Responding to a Brief	Component 3 Responding to a Brief	Component 3 Responding to a Brief	Component 3 Responding to a Brief		
Secondary Topics	Choreography Collaborative Skills	Choreography Collaborative Skills	Choreography Collaborative Skills	Choreography Collaborative Skills		
Cross-curricular links	Life Curriculum – Relationships Music – Musical scores, phrasing	Life Curriculum – Relationships Music – Musical scores, phrasing and motif, composition	Life Curriculum – Relationships Music – Musical scores, phrasing and motif, composition	Life Curriculum – Relationships Music – Musical scores, phrasing and motif, composition		

	and motif, composition History – Social, political and cultural context of Professional Repertoire PE – Physical Skills and training methods	History – Social, political and cultural context of Professional Repertoire PE – Physical Skills and training methods	History – Social, political and cultural context of Professional Repertoire PE – Physical Skills and training methods	History – Social, political and cultural context of Professional Repertoire PE – Physical Skills and training methods		
Interleaving concepts	C3 Choreograph and develop ideas in response to a stimulus. Apply and develop appropriate performance and expressive skills in rehearsal and performance.	C3 Choreograph and develop ideas in response to a stimulus. Apply and develop appropriate performance and expressive skills in rehearsal and performance.	C3 Choreograph and develop ideas in response to a stimulus. Apply and develop appropriate performance and expressive skills in rehearsal and performance.	C3 Choreograph and develop ideas in response to a stimulus. Apply and develop appropriate performance and expressive skills in rehearsal and performance.		
Literacy	Reflective writing in response to a stimulus	Reflective writing in response to a stimulus	Reflective writing in response to a stimulus	Reflective writing in response to a stimulus		
Numeracy	Timing technique in exam. Time management in rehearsal and development processes of choreography. Writing to a word count.	Timing technique in exam. Time management in rehearsal and development processes of choreography. Writing to a word count.	Timing technique in exam. Time management in rehearsal and development processes of choreography. Writing to a word count.	Timing technique in exam. Time management in rehearsal and development processes of choreography. Writing to a word count.		

Cultural capital	Theatre Form, Dance style and Genre.	Theatre Form, Dance style and Genre.	Theatre Form, Dance style and Genre.	Theatre Form, Dance style and Genre.		
Assessment	C3 Activity 1, 2 and 4 approx. 800 words each, typed PDF <i>Students are permitted to take 2 sides of A4 notes when completing logs.</i> Video recording of group choreography 7-15mins	C3 Activity 1, 2 and 4 approx. 800 words each, typed PDF <i>Students are permitted to take 2 sides of A4 notes when completing logs.</i> Video recording of group choreography 7-15mins	C3 Activity 1, 2 and 4 approx. 800 words each, typed PDF <i>Students are permitted to take 2 sides of A4 notes when completing logs.</i> Video recording of group choreography 7-15mins	C3 Activity 1, 2 and 4 approx. 800 words each, typed PDF <i>Students are permitted to take 2 sides of A4 notes when completing logs.</i> Video recording of group choreography 7-15mins		