

Subject: Dance

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
10 NEW SPEC	<u>Content</u> → Intro to the course BTEC TECH PREP → Component 1 Delivery Exploring the Performing Arts - Dance → Component 2 Delivery Developing Skills & Techniques in DANCE	<u>Content</u> BTEC TECH PREP → Component 1 Delivery Exploring the Performing Arts - Dance → Component 2 Delivery Developing Skills & Techniques in DANCE	<u>Content</u> *PSA (Pearson Set Assignment Brief) Released 1st December 2022* Component 2: Developing Skills and Techniques in Performing Arts (Dance) Summative Assessment and Internal Marking		<u>Content</u> BTEC TECH PREP → Component 1 Delivery Exploring the Performing Arts - Dance → Component 3 Delivery Responding to a Brief	<u>Content</u> BTEC TECH PREP → Component 1 Delivery Exploring the Performing Arts - Dance → Component 3 Delivery Responding to a Brief
	<u>Skill Development</u> * Dance Anatomy - linking to warm up, cool-down, stretching, strengthening & technical skills * Develop technical & interpretive skills in a variety of dance styles and technique exercises - main focus Jazz, Contemporary & Commercial * Jazz Terminology * Skills Audit & Progress Review - identifying strengths & areas to develop ★★★ * Exploring Practitioners & Professional works through practical exploration and written analysis	<u>Skill Development</u> * Continue to develop technical & interpretive skills in a variety of dance styles - main focus Jazz, Contemporary & Commercial * Progress Review - rehearsal & Performance ★★★ * Examine live & recorded performances to develop understanding of practitioner's work * Gain a practical appreciation of practitioners work & how they may respond to a particular theme or issue - * How they use / interpret / modify a pre-existing style * How they communicate ideas to the audience * Creative intentions - theme, issue, response to stimulus, style, contextual influences, collaboration with other practitioners & influences * Purpose - to educate, inform, entertain, provoke, challenge viewpoints, raise awareness, celebrate.	<u>Skill Development</u> (PSA 'theme' will determine the Professional Work selected for Assessment) * Develop physical & interpretive dance skills through the reproduction of a piece of professional practitioners existing repertoire. * Use recall & repetition to learn, rehearse and perform a piece of existing repertoire - Dance. * Set targets for development & create a personal plan. * Track, record & review progress through video evidence & personal plan. * DEVELOP physical & interpretive skills & techniques during the rehearsal process and APPLY these skills in performance (Dynamics, flexibility, extension, posture, balance, coordination, strength, focus, projection, facial expressions, stamina, spatial awareness, quality, stage presence, emphasis, musicality.) * Develop & apply stylistic qualities suitable for the style of dance studied * Personal Management - responding to direction & feedback, rehearsal discipline, safe practices. * Teamwork, energy & commitment within performance. * Learners must track their progress during this component, reflecting on their development of skills and working practices in workshops, through to rehearsals and performances – complete final written review.	<u>Skill Development</u> * Examine live & recorded performances to develop understanding of practitioner's work - practical exploration & written analysis ★★★ * Developing choreography and creativity skills * Responding to a Stimulus - develop ideas & skills to meet the brief requirements * Target Audience * Working as a group to choreograph performance material * Improvisation skills * Choreographic Devices - motifs, canon, unison, mirroring, call & response, formations, repetition, contrast, levels * Facial expressions - storytelling - quality - imagination - creativity	<u>Skill Development</u> * Examine the roles, responsibilities & skills of practitioners * Develop knowledge and understanding of how they contribute to performance ★★★ * Developing choreography and creativity skills * Using practitioners work as an influence * Developing performance skills * Evaluate own performance, detailing strengths and areas for development (response to the brief & skills used)	
	<u>Assessment</u> Anatomy Test (theory & practical) Skills audit / Logbook Technique exercises Dance performance - Jazz / commercial	<u>Assessment</u> Practical Workshop - exploration of repertoire Written Review – Rehearsal & Performance Dance performance – contemporary Analysing professional works	<u>Assessment</u> COMPONENT 2: Video Evidence, Personal Plan & Rehearsal & Performance Review LOA: Use rehearsal or production/design processes LOB: Apply skills and techniques in performance or realisation LOC: Review own development and application of performance or design skills 1st May 2023 marking & learner work submission deadline	<u>Assessment</u> Analysing professional works Choreograph a routine in groups to a given stimulus Ideas/skills Log	<u>Assessment</u> Roles & Responsibilities Performance skills Evaluation	
Contextual knowledge Anatomy & Physiology (PE/Science) History of Dance - Exploring	Contextual knowledge Supporting charities through the arts History / influences at the time <i>(depending on professional works explored) –</i>	Contextual knowledge Research into practitioner's history - influences & stylistic qualities Dance Terminology – specific to style Anatomy & Physiology – Target setting	Contextual knowledge Skills & Responsibilities of practitioners (careers) Target audience Responding to a brief / Stimulus			

	existing repertoire	E.G. minors strikes, politics, gangs & knife crime in the 1950's Skills & Responsibilities of practitioners (careers)	<i>(PSA 'theme' will determine the focus)</i>		Explore ideas, choreograph and rehearse within a time limit meeting specific deadlines and milestones
The BIG QUESTION?	C1 - What is the choreographic process? Do all professional choreographers work through the same choreographic process when creating new dance material? C2 - Is dance a natural talent? Or can anyone develop the skills required to become a professional?		C2 - Is dance a natural talent? Or can anyone develop the skills required to become a professional?		C3 - How can we effectively and accurately convey important messages to a specific target audience through dance? C1 - What is the choreographic process? Do all professional choreographers work through the same choreographic process when creating new dance material?
11 OLD SPEC	<u>Content</u> → Component 1: Exploring the Performing Arts - Dance (Practitioners' roles, responsibilities & Skills)	<u>Content</u> → Component 1: Exploring the Performing Arts - Dance (Explore the interrelationship between constituent features of existing performance material)	<u>Content</u> → Component 1: Exploring the Performing Arts - Dance (Explore the interrelationship between constituent features of existing performance material) → Component 3 RESITS if required (See comp 3 details)	→ Component 3 RESITS if required (See comp 3 details)	
	<u>Skill Development</u> * Examine the roles, responsibilities & skills of practitioners * Develop knowledge and understanding of how they contribute to performance * Roles - Dancer, choreographer, costume designer, lighting, sound, set design * Responsibilities - Rehearsing, performing, choreographing, refining material, managing * Skills - physical, interpretive, managing & directing, creative skills, communication, organisational skills	<u>Skill Development</u> * Develop knowledge & understanding of the interrelationships between processes, techniques & approaches that contribute to the performance repertoire * Processes - Responding to a stimulus, exploring & developing ideas to develop material, discussion with performers, setting tasks, sharing ideas, teaching material, organising & running rehearsals, refining & adjusting to make improvements, providing notes and feedback * Techniques - Rehearsal, production, technical rehearsal, dress rehearsal, performance, post-performance evaluation / review	<u>Skill Development</u> <i>Continue with skills from Half Term 2:</i> * Develop knowledge & understanding of the interrelationships between processes, techniques & approaches that contribute to the performance repertoire * Processes - Responding to a stimulus, exploring & developing ideas to develop material, discussion with performers, setting tasks, sharing ideas, teaching material, organising & running rehearsals, refining & adjusting to make improvements, providing notes and feedback * Techniques - Rehearsal, production, technical rehearsal, dress rehearsal, performance, post-performance evaluation / review		
	<u>Assessment</u> COMP 1 - CONTINUOUS LA: A2: Practical Workshops - Video Evidence & Research Journal. Practitioners' roles, responsibilities and skills	<u>Assessment</u> COMP 1 - CONTINUOUS LA: B1 & B2: Practical Workshops - Video Evidence & Written Report. Processes, techniques and approaches used in Performance	<u>Assessment</u> COMP 1 - CONTINUOUS LA: B1 & B2: Practical Workshops - Video Evidence & Written Report. Processes, techniques and approaches used in Performance		

	Contextual knowledge Responsibilities & skills of the following roles: Dancer & Choreographer Costume Designer Lighting Designer Sound Designer & Composer (Careers)	Contextual knowledge How different roles work together to create performance material. Using a stimulus and influences at the time to create dance - cancer research, current music, online bullying, Shakespeare's 'Romeo & Juliet', gangs and knife crime, fairy tales.	Contextual knowledge	Contextual knowledge	
The BIG QUESTION?	C1 - What is the choreographic process? Do all professional choreographers work through the same choreographic process when creating new dance material?				