

## Key Stage 4 – Year 10 – BTEC Level 2 Tech Award in Performing Arts (Dance Approach)

### Curriculum Map

	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
Topic Overview	<p><b>Component 1</b></p> <p>Students develop a practical understanding of how performing arts works are created through the study of 3 professional dance works</p> <ul style="list-style-type: none"> <li>- Emancipation of Expressionism, choreographed by Kenrick Sandy.</li> <li>- West Side Story by Jerome Robbins</li> <li>- Swansong by Christopher Bruce</li> </ul>	<p><b>Component 1</b></p> <p>Students focus in finer detail on one of the three works from Autumn Term in response to the Authorised Assignment Brief released by the exam board in January. The professional work is chosen in accordance with the theme released by the exam board.</p>	<p><b>Component 2</b></p> <p>Students develop their contemporary dance technique and apply their skills by reproducing extracts of performance repertoire from two professional dance works</p> <ul style="list-style-type: none"> <li>- Cry Me a River by Andrew Winghart</li> <li>- Rosas (Chair and Floor Sections) by Anne Teresa De'Keersmaeker.</li> </ul>
Focus	<p><b>Knowledge acquisition and exploration.</b></p> <p>Students investigate each professional dance work - covering stylistic qualities, choreographic features, themes/intentions and purpose of the work. Students will also explore the skills and responsibilities required and the influences of others in the creation of the dance work. Finally, the component requires students to practically explore the techniques, processes and approaches used in the creation of the professional work. Through this students' focus on the skills and approaches required by each of the three choreographers to create a piece of dance by undertaking a series of practical creative workshops which enable them to reflect on and</p>	<p><b>Development and application of skills and knowledge, completion of assessment</b></p> <p>Students revisit and develop a deeper knowledge and understanding of stylistic qualities, choreographic features, themes/intentions and purpose of the work; skills and responsibilities required and the influences of others in the creation of the dance work; and the techniques, processes and approaches used in the creation of the professional work through both written tasks and practical exploration work with a focus on the brief set by the exam board. Students then apply this deepened knowledge as they complete a written assignment demonstrating their understanding of the choreographer and professional work.</p>	<p>Students take part in regular contemporary dance workshops and classes to develop technical, practical and interpretative skills through the rehearsal and performance process.</p> <p>Students will first learn <i>Rosas</i> repertoire, applying relevant skills and techniques developed in the initial contemporary classes to reproduce performance elements of the work. They then repeat the rehearsal process with <i>Cry Me a River</i> which provides contrast, and opportunity for further development and application of performance skills</p> <p>Reflective practice is a key part of the process to develop their skills and techniques. The reflective practice will take place regularly as students are required to respond to feedback and identify areas for improvement using logbooks. This will therefore support students in the</p>

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	compare the merits of each choreographer's approach.		development of appreciation skills.
<b>Assessment</b>	Students are assessed on a portfolio of explorative classwork created throughout the term, and practical work produced in workshops which demonstrates their understanding of the dance work and the choreographer's approaches.	Students are assessed on a final written report and portfolio of evidence which demonstrates their knowledge and understanding of the choreographer and professional work in response to the Pearson/Btec assignment.	Students are assessed on their ability to self-reflect through the journal diary entries completed throughout the term, and a final evaluation of rehearsal process and performance. Students are also assessed on their physical and interpretative skill development and in the application of these skills through rehearsal footage and a final performance of the professional repertoire from both <i>Rosas</i> and <i>Cry Me a River</i> .