

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

Curriculum Map

	Autumn 1	Autumn 2	Spring Term 1 and 2
Topic Overview	<p>Component 3</p> <p>Students take part in practical workshops to develop choreographic skills in preparation for a mock in Autumn 2. Students will revisit and build on choreographic skills developed in Year 10.</p>	<p>Component 3</p> <p>Students create a group choreography in response to a set brief. This is a practical mock in preparation for students' examination in the Spring Term.</p>	<p>Component 3</p> <p>Students are set a brief by the exam board which they must respond to by creating a group choreography, based on a set theme.</p>
Focus	<p>Students take part in a series of practical workshops and theory tasks to develop choreographic knowledge and skills. This process involves learning about additional professional works and choreographers such as <i>ZooNation</i> and <i>Jasmin Vardimon</i> from which they can draw influence of skills and approaches to use during the choreographic workshops, and later in application of skills for Component 3 mock and summative assessment. Workshops develop students knowledge and application of the key principles of Actions, Space, Dynamics and Relationships with particular focus on connecting these to a variety of themes; and also provide choreographic 'tools' for creating and developing their own work- these include approaches to contact work and motif/motif development.</p>	<p>Students work through the creative process to respond to the set brief. Using a past paper from Btec/Pearson, they must work as a group to research the stimulus, develop ideas for performance, and work collaboratively to choreograph a dance in response to the brief, applying choreographic skills developed in Autumn Term 1. Using the different approaches to choreography, students create and develop a group choreography lasting at least 7 minutes in length in preparation for a final performance. As they rehearse and prepare for performance, students are also required to revisit the performance skills (physical and interpretive) developed in Year 10 – Component 2 – deepening their understanding of application.</p> <p>Students</p>	<p>The brief will outline the performance requirements and asks students to consider a target audience and to start the creative process by using the stimulus included in the brief. Working as a group, students will develop ideas for a workshop performance in front of a live audience, applying performance skills (physical and interpretive) and choreographic techniques developed throughout the two-year course.</p> <p>As with their mock in Autumn 2, the process involves students undertaking discussion and exploration tasks in response to the brief; creation, development and rehearsal of own choreography in response to the brief/stimulus, final performance of the work produced; and reflection and review of the process and outcomes in written format.</p>

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

Curriculum Map

Assessment	Students are required to keep a portfolio of written diary entries outlining the different choreography processes. And rehearsals are videoed.	Students perform the final choreography in front of a live audience. Students are assessed and given feedback based on both their performance and choreographic skills.	Students must perform the final choreography in front of live audience. Students must also complete logbooks based on: Ideas Log, Skills Log and Evaluation Log entries. This component is sent to the exam board for marking.
-------------------	--	---	--