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| **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 the 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** |
| **Knowledge** | **Bob Fosse- Chicago/ All that Jazz/ Cell Block Tango.**  **Billy Elliott – Musical theatre**  **Christopher Bruce Swansong**  Students will actively engage with all rehearsals and workshops, making effort to improve your own performance  PSA Component 1 – Exploring the Performing Arts  Set assignment – release date Sept 23  Learners 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.  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 performance/production work. | **Bob Fosse- Chicago/ All that Jazz/ Cell Block Tango.**  **Billy Elliott – Musical theatre**  **Christopher Bruce Swansong**  Students will actively engage with all rehearsals and workshops, making effort to improve your own performance  PSA Component 1 – Exploring the Performing Arts  Set assignment – release date Sept 23  Learners 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.  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 performance/production work. | **Hairspray live- you can’t stop the beat**  **Urban- Rappers Delight**  They are to actively engage with all rehearsals and workshops, making effort to improve your own performance  PSA Component 2 - Developing Skills and Techniques in the  Performing Art Mock Prep.  Jan 24 release for May 24 submission  Learners will develop their performing arts skills and techniques through the  reproduction of dance repertoire as performers or  designers.  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  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. | Dance Production preparation and performance skills  Styles  **Jazz/ Musical Theatre**  **Hairspray live- you can’t stop the beat**  **Urban- Rappers Delight**  Dance production preparation. Learners will actively engage with all rehearsals and workshops, making effort to improve your own performance by using skills appropriate to the style and discipline you are exploring.  Log Book development to effectively develop your own strengths and weaknesses.  Use their skills and techniques to successfully communicate then dance intentions.  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  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. | Learners will actively engage with all rehearsals and workshops, making effort to improve your own performance by using skills appropriate to the style and discipline you are exploring.  Log Book development to effectively develop your own strengths and weaknesses.  Use their skills and techniques to successfully communicate then dance intentions.  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  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. | **Component 3: Responding to a Brief**  Mock- Preparation for Jan 25 release  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.  Students will be given  a brief that outlines the performance and design requirements and asks them to consider  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. |
| **Skills** | 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 you are exploring.  Dance production preparation  mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, and capacity to improve | 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 you 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 |
| **Assessments** | 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 |
| **Curiosity** | <https://masterworksbroadway.com/artist/bob-fosse/>  <https://chicagothemusical.com/international-tour/>  Cell Block Tango  <https://www.youtube.com/watch?v=qrrz54UtkCc>  Wednesday KS3 Dance Club= Dance leadership opportunity | Black and Gold  <https://www.youtube.com/watch?v=BApkyIMiSNU>  <https://www.pineapple.uk.com/>  Wednesday KS3 Dance Club= Dance leadership opportunity | <https://www.hairspraythemusical.co.uk/>  <https://en.wikipedia.org/wiki/Hairspray_(musical)>  Wednesday KS3 Dance Club= Dance leadership opportunity | <http://www.manchesterdancecentre.co.uk/street-dance-classes-in-manchester.html>  Wednesday KS3 Dance Club= Dance leadership opportunity  Dance Production | <https://www.bbc.co.uk/programmes/profiles/19HDWhxVx8r4j18G0mGXPRR/oti-mabuse>  <http://sunshine-studios.co.uk/street-hip-hop/>  Wednesday KS3 Dance Club= Dance leadership opportunity | <https://www.phoenixdancetheatre.co.uk/production/shadows/>  Wednesday KS3 Dance Club= Dance leadership opportunity  Whole School Production |