

## Dance Department Start to End Overview- BTEC Performing Arts (Dance)

<u>Step One</u> What are we doing now?	By the end of Y6	By the end of Y7	By the end of Y8	By the end of Y9	By the end of Y10	By the end of Y11	By the end of Y12	By the end of Y13
<u>Unit/Component</u> As outlined in the 39 week plan	N/A	N/A	N/A	N/A	<p><b><u>Components 1 and 2</u></b> Studying all three styles and dance works practically and theoretically.</p> <p><b><u>Component 3</u></b> Opportunity to trial group work ready for year 11</p>	<p><b><u>Component 2</u></b> Developing &amp; applying practical dance skills by studying one piece of dance repertoire.</p> <p><b><u>Components 3</u></b> Ability to work as a group to respond to a stimulus and target audience.</p>	<p><b><u>Foundation Dip Unit 2</u></b> Developing Skills</p> <p><b><u>Unit 1</u></b> Investigating Practitioners</p> <p><b><u>Unit 3</u></b> Group Workshop</p> <p><b><u>Unit 12</u></b> Contemporary</p> <p><b><u>Extended Dip Unit 25</u></b> Site Specific</p> <p><b><u>Unit 9</u></b> Tap Dance</p> <p><b><u>Unit 8</u></b> Classical Ballet</p>	<p><b><u>Foundation Dip Unit 12</u></b> Contemporary</p> <p><b><u>Unit 10</u></b> Jazz Dance Tech</p> <p><b><u>Unit 1</u></b> Investigating Practitioners</p> <p><b><u>Unit 4</u></b> Community</p> <p><b><u>Extended Dip Unit 25</u></b> Site Specific</p> <p><b><u>Unit 6</u></b> Final Live Performance</p> <p><b><u>Unit 5</u></b> Individual Performance Commission</p> <p><b><u>Unit 7</u></b> Employment Opp in the PA</p>

<p><b>Learning Expectations</b>  Key retainable knowledge and vocabulary  (required for end of Y11/13)</p>					<p><b>What:</b>  Use of relationship, technical, and expressive skills, full range of choreographic devices, ability to describe dance works  <b>How:</b> Through practical exploration and coursework  <b>Why:</b> To start to develop more sophisticated movement in a large group and show a full understanding of the set dances</p>	<p><b>What:</b>  Use of relationship, technical, and expressive skills, full range of choreographic devices. Work to a target audience, stimulus, motif development, analytical of own and professional work  <b>How:</b> Through practical exploration &amp; carrying out component 3  <b>Why:</b> To confidently create dance work, which fits a given brief, begin able to confidently analyse it and improve it</p>	<p><b>What:</b> The ability to apply technique to performances and phrases. To be able to critically analyse dance works and practitioners  <b>How:</b> By completing assignment Briefs  <b>Why:</b> To have a much more well-rounded knowledge base of dance including styles and practitioners to inform your own work</p>	<p><b>What:</b> Be able to re produce full dance repertoire and conduct in-depth self-analysis. Make sophisticated analysis and comparisons of dance works using constituent features  <b>How:</b> By completing assignment Briefs  <b>Why:</b> To understand the workings of a professional productions and understand the concepts of creating dance and how it is done.</p>
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