

## Information for website

### *Dance*

#### Introduction and Vision

This award gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The focus over the course is on four equal areas which cover:

- Development of key skills that prove a student's ability in Performing Arts such as reproducing repertoire or responding to a stimulus.
- Processes that underpin effective ways of working in the Performing Arts, such as developing ideas, rehearsals and performance.
- Attitudes that are considered most important in the Performing Arts, including personal management, organisation and communication.
- Knowledge that underpins effective use of skills, processes and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

#### Key Stage 4 – Edexcel BTEC

Year 10	Topics covered
Autumn	<p><b>Module 1 - Exploring the Performing Arts</b></p> <p>Students examine live and recorded performances to develop their understanding of practitioners' work. They will gain a practical appreciation of different pieces of dance looking at how they may respond to or treat a particular theme or issue, how they use a pre-existing style and how they communicate ideas to an audience. Students examine the roles and responsibilities and skills of practitioners including choreographers, costume designers and performers, understanding how they contribute to a performance.</p> <p>Practically, students will explore and participate in workshops and classes to develop their knowledge and understanding of the interrelationships between process, techniques and approaches that contribute to professional repertoire.</p>
Spring	<p><b>Module 2 - Developing Skills and Techniques in the Performing Arts</b></p> <p>Students will work as professional dancers and participate in workshops and classes to develop their performance and interpretive skills and techniques. They will have the opportunity to work from existing repertoire, applying relevant skills and techniques to reproduce performance elements of the work. They will perform to a range of audiences during the process.</p> <p>Developing these performance skills and techniques will enable students to consider their enjoyment of</p>

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	performing art, helping them to make informed decisions about what they study in the future
Summer	<p><b>Module 3 - Responding to a brief</b></p> <p>This externally assessed module builds on knowledge, understanding and skills acquired and developed in modules 1 and 2. Students work as a group to apply their skills creatively to devise a workshop performance for a selected audience. Students are given a brief, set by the exam board and are required to capture their ideas on planning, development and effectiveness of the production process in a written log and evaluation report.</p> <p>The group performance may involve some solo or small group work, or it may be an ensemble piece.</p>

<b>Year 11</b>	<b>Topics covered</b>
Autumn	<p><b>Module 1 - Exploring the Performing Arts – Final piece</b></p> <p>Students examine live and recorded performances to develop their understanding of practitioners' work. They will gain a practical appreciation of different pieces of dance looking at how they may respond to or treat a particular theme or issue, how they use a pre-existing style and how they communicate ideas to an audience. Students examine the roles and responsibilities and skills of practitioners including choreographers, costume designers and performers, understanding how they contribute to a performance.</p> <p>Practically, students will explore and participate in workshops and classes to develop their knowledge and understanding of the interrelationships between process, techniques and approaches that contribute to professional repertoire.</p>
Spring	<p><b>Module 2 - Developing Skills and Techniques in the Performing Arts – Final piece</b></p> <p>Students will work as professional dancers and participate in workshops and classes to develop their performance and interpretive skills and techniques. They will have the opportunity to work from existing repertoire, applying relevant skills and techniques to reproduce performance elements of the work. They will perform to a range of audiences during the process.</p>

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	<p>Developing these performance skills and techniques will enable students to consider their enjoyment of performing art, helping them to make informed decisions about what they study in the future</p>
Summer	<p><b>Module 3 - Responding to a brief – Final Piece</b></p> <p>This externally assessed module builds on knowledge, understanding and skills acquired and developed in modules 1 and 2. Students work as a group to apply their skills creatively to devise a workshop performance for a selected audience. Students are given a brief, set by the exam board and are required to capture their ideas on planning, development and effectiveness of the production process in a written log and evaluation report.</p> <p>The group performance may involve some solo or small group work, or it may be an ensemble piece.</p>