

Long Term Plan



SUBJECT:

BTEC Tech Award in Performing Arts (Dance)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>Assessment Task: Component 1 Exploring the Performing Arts (Internal Assessment) This is me Repertoire</p> <p>Knowledge: Learners will develop their understanding of Jazz dance by examining practitioners' work and the processes used to create performance.</p> <p>Cultural capital</p> <ul style="list-style-type: none"> History of Jazz dance Creative intention Discrimination Social context Civil war Creativity through choreography Dance through film Performance opportunity for film <p>Current grade</p> <p>Target grade</p>	<p>Assessment Task: Component 1 Exploring the Performing Arts (Internal Assessment) Ghost Dance Repertoire</p> <p>Knowledge: Learners will develop their understanding of contemporary dance by examining practitioners' work and the processes used to create performance.</p> <p>Cultural capital</p> <ul style="list-style-type: none"> History of contemporary dance Creative intention Human rights values Political issues Dance in theatres Performance opportunity in a theatre <p>Current grade</p> <p>Target grade</p>	<p>Assessment Task: Component 1 Exploring the Performing Arts (Internal Assessment) Ghost Dance Repertoire</p> <p>Knowledge: Learners will develop their understanding of contemporary dance by examining practitioners' work and the processes used to create performance.</p> <p>Cultural capital</p> <ul style="list-style-type: none"> History of contemporary dance Creative intention Human rights values Political issues Dance in theatres Performance opportunity in a theatre <p>Current grade</p> <p>Target grade</p>	<p>Assessment Task: Component 1 Exploring the Performing Arts (Internal Assessment) Emancipation of Expressionism Repertoire</p> <p>Knowledge: Learners will develop their understanding of street dance by examining practitioners' work and the processes used to create performance.</p> <p>Cultural capital</p> <ul style="list-style-type: none"> History of street dance Creative intention Life cycle Life experiences Expressing emotions through dance <p>Current grade</p> <p>Target grade</p>	<p>Assessment Task: Component 1 Exploring the Performing Arts (Internal Assessment) Emancipation of Expressionism Repertoire</p> <p>Knowledge: Learners will develop their understanding of street dance by examining practitioners' work and the processes used to create performance.</p> <p>Cultural capital</p> <ul style="list-style-type: none"> History of street dance Creative intention Life cycle Life experiences Expressing emotions through dance <p>Current grade</p> <p>Target grade</p>	<p>Assessment Task: Component 1 Summative Assessment (Internal Assessment)</p> <p>Knowledge: Learning aim A: Examine professional practitioners' performance work Evidence for the assignment: learners will produce a written report, presentation, vlog or other similar evidence of understanding of the key features of a range of live and/or recorded dance performances.</p> <p>Skills: Learners will analyse performance work through assessing how roles, responsibilities and skills of practitioners contribute to the creative intentions and purpose of the piece. Learners will present and justify considered selected examples.</p> <p>Grade awarded:</p>

Year 10	<p>Assessment Task: Component 2 Developing Skills and Techniques in Dance (Internal Assessment)</p> <p>Learning aim A: Develop skills and techniques for performance</p> <p><i>Knowledge:</i> Learners will participate in workshops and classes, developing performance and interpretative skills, and techniques, focusing on one or more of the following discipline dance.</p> <p><i>Skills:</i> Learning aim A: Develop skills and techniques for performance. Learners will explore the styles practically; practising and refining skills and techniques, through rehearsal and development process. If performing phrases or extracts of repertoire may be practised and repeated to help develop movement memory and recall, using techniques such as blocking.</p> <p>Learners will develop teamwork skills such as cooperation and negotiation.</p>	<p>Assessment Task: Component 2 Developing Skills and Techniques in Dance (Internal Assessment) (Summative Assessment)</p> <p>Learning aim A: Develop skills and techniques for performance</p> <p><i>Knowledge:</i> Learners will participate in workshops and classes, developing performance and interpretative skills, and techniques, focusing on one or more of the following discipline dance.</p> <p><i>Skills:</i> Learning aim A: Develop skills and techniques for performance. Learners will explore the styles practically; practising and refining skills and techniques, through rehearsal and development process. If performing phrases or extracts of repertoire may be practised and repeated to help develop movement memory and recall, using techniques such as blocking.</p> <p>Learners will develop teamwork skills such as cooperation and negotiation.</p>	<p>Assessment Task: Component 2 Developing Skills and Techniques in Dance (Internal Assessment)</p> <p>Learning aim B: Apply skills and techniques in rehearsal and performance</p> <p><i>Knowledge:</i> Learners will apply performance skills and techniques in a workshop performance (individual or group). They will communicate existing material in a selected style within their chosen style, demonstrating their knowledge and understanding of performance, process and practices.</p> <p>Performances will be reproductions of repertoire rather than learner-devised work.</p> <p><i>Skills:</i> Learning aim A: Develop skills and techniques for performance. Learners will explore the style practically; practising and refining choreography and techniques, through rehearsal and the performance process.</p>	<p>Assessment Task: Component 2 Developing Skills and Techniques in Dance (Internal Assessment) (Summative Assessment)</p> <p>Learning aim B: Apply skills and techniques in rehearsal and performance</p> <p><i>Knowledge:</i> Learners will apply performance skills and techniques in a workshop performance (individual or group). They will communicate existing material in a selected style within their chosen style, demonstrating their knowledge and understanding of performance, process and practices.</p> <p>Performances will be reproductions of repertoire rather than learner-devised work.</p> <p><i>Skills:</i> Learning aim A: Develop skills and techniques for performance. Learners will explore the style practically; practising and refining choreography and techniques, through rehearsal and the performance process</p>	<p>Assessment Task: Component 2 Developing Skills and Techniques in Dance (Internal Assessment)</p> <p>Learning aim C: Review own development and contribution to the performance</p> <p><i>Knowledge:</i> Learners will reflect on their development and application of skills, techniques and working practices.</p> <p><i>Skills:</i> Learning aim C: Review own development and contribution to the performance (Identify, Describe, Explain and Analyse)</p> <p>Learners will provide a review that documents their progress from workshops through to rehearsals and performances. The review can consist of:</p> <ul style="list-style-type: none"> recordings (workshops, rehearsal, performance) annotations and/or written content. 	<p>Assessment Task: Component 2 Developing Skills and Techniques in Dance (Internal Assessment) (Summative Assessment)</p> <p>Learning aim C: Review own development and contribution to the performance</p> <p><i>Knowledge:</i> Learners will reflect on their development and application of skills, techniques and working practices.</p> <p>Evidence must fully meet the requirements of the assessment criteria and could include:</p> <ul style="list-style-type: none"> a logbook, to include: video recordings rehearsal/development/performance notes strengths and improvements target setting. <p><i>Skills:</i> Learning aim C: Review own development and contribution to the performance (Identify, Describe, Explain and Analyse)</p> <p>Learners will provide a review that documents their progress from workshops through to rehearsals and performances. The review can consist of:</p> <ul style="list-style-type: none"> recordings (workshops, rehearsal, performance) annotations and/or written content.
Year 11	<p>Assessment Task: Component 3 Responding to a Brief (External)</p> <p>A01</p> <p>Component Overview</p> <p>In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design</p>	<p>Assessment Task: Component 3 Responding to a Brief (External)</p> <p>A01</p> <p>Component Overview</p> <p>In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and that asks you to consider your</p>	<p>Assessment Task: Component 3 Responding to a Brief (External)</p> <p>A02</p> <p>Component Overview</p> <p>In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and that asks you</p>	<p>Assessment Task: Component 3 Responding to a Brief (External)</p> <p>A03</p> <p>Component Overview</p> <p>In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design</p>	<p>Assessment Task: Component 3 Responding to a Brief (External)</p> <p>A03</p> <p>Component Overview</p> <p>In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and that asks you to consider your</p>	<p>Assessment Task: Component 3 Responding to a Brief (External)</p> <p>A04</p> <p>Component Overview</p> <p>In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and that asks you to consider your target audience and to start the</p>

<p>requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief.</p> <p>Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.</p> <p>Knowledge: Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.</p> <p>Skills: Assessment objectives AO1 Understand how to respond to a brief</p>	<p>target audience and to start the creative process by using the given stimulus included in the brief.</p> <p>Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.</p> <p>Knowledge: Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.</p> <p>Skills: Assessment objectives AO1 Understand how to respond to a brief</p>	<p>to consider your target audience and to start the creative process by using the given stimulus included in the brief.</p> <p>Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.</p> <p>Knowledge: Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.</p> <p>Skills: Assessment objectives AO2 Select and develop skills and techniques in response to a brief</p>	<p>requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief.</p> <p>Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.</p> <p>Knowledge: Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.</p> <p>Skills: Assessment objectives AO3 Apply skills and techniques in a workshop performance in response to a brief</p>	<p>target audience and to start the creative process by using the given stimulus included in the brief.</p> <p>Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.</p> <p>Knowledge: Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.</p> <p>Skills: Assessment objectives AO3 Apply skills and techniques in a workshop performance in response to a brief</p>	<p>creative process by using the given stimulus included in the brief.</p> <p>Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.</p> <p>Knowledge: Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.</p> <p>Skills: Assessment objectives AO4 Evaluate the development process and outcome in response to a brief</p>
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