



This stage of students' curriculum has been designed to support Year 11 students on their way to the successful completion of their BTEC qualification. Valuable opportunities to study different dance groups and choreographers, as well as putting their own skills into practice, are enjoyed throughout the year. In their final year of Dance, students are guided to perform and evaluate with confidence, as well as take on leadership roles in group work. Importantly, students can also draw on the knowledge and skills acquired from core subjects where relevant. The three components focus on the assessment of knowledge, skills and practices. Each component will be finished with a final piece and performance.

TERM 1: Component 1 - Exploring the Performing Arts

Students will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance.

STUDENTS MUST KNOW:

- How to examine professional practitioners' performance work.
- The interrelationships between constituent features of existing performance material.

HOW THIS WILL BE ASSESSED:

Internal assessment.
Performance and theory.

TERM 2: Component 2 - Developing skills and techniques in the Performing Arts

Students will develop their performing arts skills and techniques through the reproduction of dance repertoire.

STUDENTS MUST KNOW:

- How to develop skills and techniques for performance.
- How to apply skills and techniques in rehearsal and performance.
- How to review their own development and contribution to the performance.

HOW THIS WILL BE ASSESSED:

Internal assessment.
Performance and theory.

TERM 3: Component 3 - Responding to a Brief

Students will be given the opportunity to work as part of a group to contribute to a workshop performance in response to a given brief and stimulus.

STUDENTS MUST KNOW:

- How to respond to a brief.
- How to select and develop skills and techniques in response to a brief.
- How to apply skills and techniques in a workshop performance in response to a brief.
- How to evaluate the development process and outcome in response to a brief.

HOW THIS WILL BE ASSESSED:

External assessment.
Recorded performance and exam conditions theory.

Embedding this knowledge can be supported at home by: encouraging sons and daughters to share and discuss their performance ideas with family and friends, watching performance attempts to help build confidence, helping them stay organised when preparing for assessment, encouraging additional practice time, continuing to promote enthusiastic discussion of the Arts and watching live performances outside of college.