

**KS4 Curriculum - BTEC Level 2 Technical Award Performing Arts (dance pathway): Years 10**

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| Key info:  | Autumn 1    Autumn 2  | Spring 1    Spring 2   |
|--|---|--|
| <b>Lessons per week:</b><br><br>(2 hours per week) | <p align="center"><b><u>Component 2</u></b><br/><b><u>Developing Skills and Techniques in the Performing Arts</u></b></p> <p><i>Teacher will select the appropriate professional work in response to set Pearson Set Assignment with given theme by BTEC/Pearson</i></p> <p><i>A scheme that uses a professional work to get you used to the criteria associated with Component 2. Focus of the scheme is to develop technical ability through the learning of professional repertoire. Reviewing and documenting the process of improving one's technical ability.</i></p> <p><i>Previous years students have studied Chicago and A Chorus Line.</i></p> <p><i>A scheme of work that will encourage you to develop and apply skills and techniques for rehearsal and performance. In addition to review own development and contribution to the performance through written logbook entries for a workshop in contemporary and jazz techniques, two SMART targets and an evaluation.</i></p> | <p align="center"><b><u>Component 1</u></b><br/><b><u>Exploring the Performing Arts</u></b></p> <p><i>Teacher will select the appropriate professional work in response to set Pearson Set Assignment with given theme by BTEC/Pearson</i></p> <p><i>A scheme that investigates the approaches and processes of a given practitioner to get you used to the criteria associated with Component 1. Focus of the scheme is to develop knowledge of the practitioner's chosen style and performance works in a written modified research journal.</i></p> <p><i>Previous years students have studied the following practitioners and professional works; Rosie Kay (MK Ultra), ZooNation The Kate Prince Company (Some Like It Hip Hop) and Bob Fosse (Chicago).</i></p> <p><i>You will need to explore the interrelationships between constituent features of existing performance material.</i></p> |
| <b>Assessment</b>                                  | <p><b>Assessment points for research journal and report</b></p> <ul style="list-style-type: none"> <li>• SMART target setting</li> <li>• Three Milestone Logbook entries</li> <li>• 2 minute performance</li> </ul> <p><i>PSA released September of academic year and submitted December.</i></p>   | <p><b>Assessment points for written logbook entries and practical performance</b></p> <ul style="list-style-type: none"> <li>• Research journal and report</li> <li>• Workshops exploring three roles in theatre</li> <li>• Workshops in lesson</li> </ul> <p><i>PSA released December of academic year and submitted May.</i></p>   |
| <b>Independent Work</b>                            | <ul style="list-style-type: none"> <li>• Students will apply feedback to the research journal and report (Component 1) and milestone log entries (Component 2).</li> <li>• Students will use independent study to apply SMART targets to further support milestone log entry writing (Component 2).</li> </ul>  |  |
| <b>Key Knowledge covered in year 10</b>            | <ul style="list-style-type: none"> <li>• Creative and choreographic approaches and process by the choreographer, dancer and multiple designer roles.</li> <li>• Examining the relevance of constituent features (movement, dancers, physical setting and aural setting) and how these features support the choreographic intention and stimuli.</li> <li>• Analyse the demonstration of physical and expressive skills in own performance and peer performances.</li> </ul>   |  |

|  | Summer 1  | Summer 2 |
|--|---|----------|
|  | <p data-bbox="1128 236 1420 293" style="text-align: center;"><b><u>Component 3</u></b><br/><b><u>Responding to a Brief</u></b></p> <p data-bbox="786 331 1756 357" style="text-align: center;">Students will begin preparations for completing Component 3 (studied in Year 11).</p> <p data-bbox="344 395 2204 453" style="text-align: center;"><i>A scheme that explores the idea of responding to a brief. Focus of the scheme is to develop choreographic ability through the creating of material in response to a given stimulus. Written review of the creative process.</i></p> |          |