



Curriculum Map

Subject: BTEC Dance

Year group: 10/11

Time period	Component 1 (Year 10)	Component 2 (Year 10)	Component 3 (Year 11)
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>C1= Exploring the Performing Arts Knowledge and understanding of 3 professional works and the interrelationships between features, roles and responsibilities and relating to the creative stylistic qualities and purpose of the work.</p>	<p>C2 = Developing skills and techniques in the performing arts. Knowledge and understanding of skills, techniques and practices required for the performing arts industry focusing on physical, technical and stylistic skills in relation to current works or repertoire.</p>	<p>C3= Responding to a brief 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</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<ul style="list-style-type: none"> - Analytical skills of each feature of the work - Explanation and making connections to the creative stylistic qualities - Communication skills of their interpretations and sharing of ideas with their peers - Critically assess the impact of the creative team through the rehearsal process - Development of writing/verbal presentation to clearly demonstrate their knowledge and understanding. 	<ul style="list-style-type: none"> - Analytical skills of their own and others performance in relation to the set work or repertoire. - Develop the ability to work as a group. - Observe and discuss the theme and ideas of the set work or repertoire and replicate this through their own performance. - Develop physical, interpretative and stylistic dance skills, building to the performance of set phrases, sequences and/or repertoire. - Ability to reflect on own progress and set weekly targets. 	<ul style="list-style-type: none"> - Communicating ideas clearly and creatively in response to a set brief/stimulus. - Develop creative skills and apply choreographic and structuring devices. - Develop the ability to work as a group. - Communication skills of their interpretations and sharing of ideas with their peers. - Ability to reflect on own progress and set weekly targets for group rehearsals. - To develop their ability to communicate their ideas/research, development of skills and evaluative skills during the creative process.
<p>Key Questions</p>	<p>How has (practitioner) communicated effectively through the (feature e.g. costume) the creative stylistic qualities? Why is this important for the work?</p> <p>Was the rehearsal process and techniques effective and what role and responsibility did each person have? Why were they important?</p>	<ul style="list-style-type: none"> - How have your physical, interpretative or stylistic skills developed over time? - What is the stimulus of the piece? How are themes explored in the repertoire? How can we replicate this in our performance? - Where did you show expressive skills within the performance? Why was this effective? 	<ul style="list-style-type: none"> - How does your action/space/performance relate to the brief? - Why have you included (this costume, set etc)? - What ideas have you contributed and were these successful? - What could have been improved and why?
<p>Assessment</p>	<p>Legacy specification: Internally assessed: Coursework presenting the 3 works in a variety of ways (online log book, presentation, audio clips, posters, essay, blog etc)</p>	<p>Legacy specification: Internally assessed: Coursework presenting log books, evaluations, video and photo evidence. Teacher, peer and self assessment. Final performance of repertoire.</p>	<p>Externally assessed exam. Students will be provided with a brief and stimulus to create performance material in groups between three and seven, within a set assessment period timetabled by the exam board, Pearsons. Group performance</p>



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	New specification (Y10 onwards): Internally assessed and externally moderated, one professional work and completed in a formalised assessment window.	New specification (Y10 onwards): Internally assessed and externally moderated, rehearsals, final performance and reviews/logbook of the process.	and 3 written logs/exams. (For both legacy and new specifications).
Literacy/Numeracy/ SMSC/Character	<ul style="list-style-type: none"> - Development of writing style through homework tasks and short writing tasks to support the final presentation of coursework and clarity of their understanding. - Confidence in contributing their ideas/interpretations in lessons. Confidence in performing the dance styles and short phrases from the work. - Resilience to apply teacher and peer feedback for improvement in order to make further positive progress. - Independent learning and self-reflection of coursework. - Dance specific terminology used in analysis and presentation of coursework. 	<ul style="list-style-type: none"> - Development of writing style through homework tasks and short writing tasks to support final evaluations and log books based on progress throughout the process. - Confidence in contributing their ideas/interpretations in lessons as well as performance of repertoire material. - Resilience to apply teacher and peer feedback for improvement in order to make further positive progress. - Independent learning and self-reflection of coursework. - Dance specific terminology used in analysis and presentation of coursework. 	<ul style="list-style-type: none"> - Development of writing style through homework tasks and short writing tasks to support the final written exam. - Confidence in contributing their ideas/interpretations in relation to the brief. - Resilience to apply teacher and peer feedback for improvement in order to make further positive progress. - Independent learning and self-reflection of coursework. - Dance specific terminology used in analysis and presentation of coursework - Use of literacy to write evaluations in relation to the set brief in timed conditions.