

Performing Arts BTEC Tech

Year 10		Year 11	
September- December Component 1	January -May Component 1	September -December Component 2	January- May Component 3
<p>Exploring the Performing Arts Exploring 3 styles of dance to prepare for set assessment</p> <p>Learning Aim A1 – Investigate how professional performance work is created</p> <p>Creative stylistic qualities:</p> <ul style="list-style-type: none"> • Treatment of theme/issue • Production elements • Form/structure/narrative • Response to a stimulus • Style/genre • Contextual influence • Collaboration with other professionals • Influences by other professionals <p>Purpose and its influence</p> <ul style="list-style-type: none"> • To educate • To inform • To entertain • To provoke • To challenge viewpoint • To raise awareness • To celebrate <p>Learning Aim A2 – Roles, responsibilities and skills Exploring the roles, responsibilities and skills used to create work, developing</p>	<p>Exploring the Performing Arts GLH- 12 Hours Theory Assessed assignment focused on 1 practitioner/style of dance to respond to the stimulus.</p> <p>Set Task 1 – Learners will investigate an example of professional performing arts work covering the following:</p> <ul style="list-style-type: none"> • Stylistic qualities • Features • Intentions • Purpose of work • Skills and responsibilities required • Influence of work <p>Set task 2 – Learners will actively explore techniques, processes and approaches used in the creation of professional work.</p>	<p>Developing Skills and techniques in Performing Arts GLH Assessment 15 Hours Practical 3 Hours Theory</p> <p>Learning Aim A -Use of rehearsal or production. Developing skills and technique with reference to existing performance types and styles.</p> <ul style="list-style-type: none"> • Health and safety • Behaviour and attitude • Cooperation • Being supportive • Punctuality • Consistency • Commitment • Being prepared • Interpreting existing performance material • Reviewing and recording logs • Responding to feedback <p>Learning Aim B1 – Apply skills and techniques in performance or realisation</p> <p>Physical skills:</p> <ul style="list-style-type: none"> • Action • Alignment • Accuracy • Balance 	<p>Responding to a brief Learners will have to sit 3 x 1 hour theory assessments in exam conditions. 1 x Final performance</p> <p>AO1- Understanding how to respond to a brief</p> <ul style="list-style-type: none"> • Target audience • Performance space • Planning and managing resources • Running time • Style of work • Starting point for ideas • Theme • Props • Existing repertoire • Structure of work • Style and genre of work • Skills required • Creative intention • Working effectively as a group • Responding to others <p>AO2- Select and develop skills and technique in response to a brief</p> <ul style="list-style-type: none"> • Skills and techniques of performer • Skills and techniques of the group • Understanding performance skills

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<p>their knowledge and understanding of how they contribute to performance.</p> <p>Performance roles:</p> <ul style="list-style-type: none"> • Dancing • Singing • Acting <p>Non- performance roles:</p> <ul style="list-style-type: none"> • Choreographer • Director • Writer • Designer <p>Responsibilities:</p> <ul style="list-style-type: none"> • Rehearsing • Performing • Contribution to the creative intention • Refining performance <p>Learning Aim B-Demonstrate understanding of the skill, techniques and approaches used by professionals to create performance work.</p> <p>B1-Processes used in development, rehearsal, and performance</p> <ul style="list-style-type: none"> • Responding to a stimulus to generate ideas for performance • Exploring and developing ideas to develop material • Discussion with performers • Setting tasks for performers • Sharing ideas and intentions • Developing performance • Refining movement <p>B2-Production process</p> <ul style="list-style-type: none"> • Rehearsal 		<ul style="list-style-type: none"> • Body language • Coordination • Contraction • Characterisation • Communication • Dynamics • Energy • Expression • Posture <p>Learning Aim C – Review own development and application of performance</p> <p>C1- Review rehearsal process</p> <ul style="list-style-type: none"> • Developing skills • Responding to feedback • Identify strengths and areas for development • Actions and targets • Reference to professional working practices • Use of appropriate dance terminology <p>C2-Review performance outcomes</p> <ul style="list-style-type: none"> • Applying skills • Responding to audience feedback • Identify strengths and areas for improvement • Actions and targets for future development • Reference to professionals 	<ul style="list-style-type: none"> • The style and genre of the work being created • The influence of practitioners • Appropriate skills and technique • Taking part in skill development workshops • Rehearsal process <p>AO3- Apply skills and techniques in a workshop performance in response to a brief</p> <ul style="list-style-type: none"> • Physical skills • Energy • Focus • Concentration • Interpretive skills • Collaborative skills • Ability to communicate stimulus • Working effectively with others • Contribution to performance • Ideas of performance <p>AO4- Evaluate the development process and outcome in response to a brief</p> <ul style="list-style-type: none"> • Contribution to initial ideas • The brief • Contribution to development • Individual strengths and areas for improvement • Effectiveness of the response to the brief
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<ul style="list-style-type: none"> • Production • Technical rehearsal • Dress rehearsal • Performance <p>Post-performance evaluation/review</p>			<ul style="list-style-type: none"> • Overall impact of the work of the group
<p>Component 1 Core Skills Physical Skills: Learners will develop skills practically within dance /Drama giving them a greater understanding of the requirements needed to be a performer. Learners will have the opportunity to explore different styles of dance/drama techniques and focus on skills. Analytical Skills: Exploring professional practitioners work, researching case studies, and analysing professional repertoire. Students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance. Wider skills: Learners will develop their knowledge of other professional performers and understand what is required to create and be part of the Arts. Learners will enhance their communication and social skills when performing.</p>			
<p>Component 2 Core Skills: Physical Skills: Learners will develop their skills physically being able to replicate professional dance pieces/ Scripts. Demonstrate excellent movement skills, refine these skills so they can be applied across variety of dance/drama styles. Analytical Skills: Learners will be able to identify their own strengths and areas for development and create targets to ensure progress. Technique skills - Perform more complex technical skills under pressure with strong technique and success. Movement skills - students develop locomotor, non-locomotor skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan Leadership – Plan and lead dance activities to help improve yours and your peers' technique and skills.</p>			
<p>Component 3 Physical Skills: Learners will develop their skills physically being able to create their own choreography and learn how to work with other performers to create a dance piece. Drama students will be able to create their own play/Scripts and work with others to create a performance. Demonstrate excellent movement skills, refine these skills so they can be applied across variety of dance styles that respond to the brief. Technique skills - Perform more complex technical skills under pressure with strong technique and success. Being able to contribute to the performance sharing ideas and showcasing skills developed from component 1 & 2.</p>			



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Movement skills - students develop locomotor, non-locomotor skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan.

Leadership – Working in groups to create a performance piece that links with the stimulus of the brief. Learners will need to work together and share ideas to create 8–10-minute dance/Performance.