

Professionalism. Inclusion. Pedagogy. Curriculum.

Be professional. Be inclusive. Be a learner. Be knowledgeable.

UNIT OVERVIEW: Component 1
ENQUIRY: Is BTEC Dance just for those who want a career in dance?

Unit intention:

Learners will develop their understanding of the performing arts Dance by examining the work of performing arts professionals and the processes used to create performance.

Success criteria

1. Investigate how professional performance or production work is created - Examine live and/or recorded performances in at least three different styles in order to develop their understanding of professional performing arts work
2. Examine the roles, responsibilities and skills used to create work, developing their knowledge and understanding of how they contribute to performance
3. Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work
4. Understand the application of processes used in development, rehearsal and performance
5. Understand the production processes such as technical rehearsal, dress rehearsal, performance and post performance evaluation

X

Unit summative and formative assessment details:

The assignment for this component consists of two tasks.

Task 1 learners will investigate an example of professional performing arts work, covering stylistic qualities, features, intentions and purpose of the work. Learners will also cover the skills and responsibilities required and the influences of other work.

Task 2 learners will actively explore the techniques, processes and approaches used in the creation of professional work from Task 1.

The assignment will take approximately 12 supervised hours to complete. The assignments will be marked by centres and moderated by Pearson.

Home Learning (What and how often):

Rehearse performance for October awards evening

Checklist of evidence required

Portfolio of work that may include:

- video
- written/audio commentary
- presentations
- scrapbooks (digital or paper based)
- research journals (digital or paper based)
- blog/vlog.

Approximate length of evidence

8–12 pages of A4 (or equivalent slides for electronic evidence) and/or 4–6 minutes of video/digital footage.

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Student Activities Log	✓	X
<ul style="list-style-type: none"> ● Watch performances and examine the creative intentions of the piece ● Practical workshops in different dance styles - contemporary, jazz and urban ● Learning repertoire from dance works ● List skills and roles and responsibilities of a dancer, choreographer, collaborator ● Explore RADS (relationships, actions, dynamics and space) within the dance works ● Creative tasks around the theme ● Examine the features of production of the works - aural setting, design, costume, lighting ● Produce evidence 		



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PRE-ASSESSMENT EVALUATION

Success criteria – Have you met them? Show your evidence in preparation for your assessment.

1.

2.

3.

4.

5.

How will you improve your work?