

KS5 Curriculum Map

BTEC National Award Extended Certificate Level 3; Performing Arts; Dance

Unit 1; Investigating Practitioners *90 Guided Learning Hours*

Unit 2; Developing skill and techniques for Live Performance *90 Guided Learning Hours*

Unit 3; Group Performance Workshop *120 Guided Learning Hours*

Unit 12; Contemporary Dance Technique *60 Guided Learning Hours*

*NB Units are delivered on a two year rolling programme.
Units 1&2 Yr A, Units 3&13 Yr B. 2020-21 (yr 12 will study 3&12)

DANCE CURRICULUM OVERVIEW

Year A	Core Knowledge	Key Skills
<p><u>Autumn Term</u></p> <p>Unit 2; Developing Skills and Techniques for Live Performance (Internal assessment)</p>	<p>A1 Explore the roles and skills of a performer (as appropriate to discipline/programme pathway)</p> <ul style="list-style-type: none"> • Performance roles: • Performance skills: • technical skills • physical skills • vocal skills • interpretative skills. • employment opportunities and trends • working conditions • lifestyle factors. • interrelationship with other roles in performance practice, e.g. other performers, directors, choreographers • formal training qualifications and progression routes • employment opportunities and trends <p>D1 Review and evaluate development of skills and techniques for live performance</p> <ul style="list-style-type: none"> • vocal, physical and interpretive skills • personal management and discipline • skills audit – baseline skills audit and regular monitoring of progress • identification of strengths and areas for development • long-term and short-term goals • actions and targets • use of feedback from others e.g. tutors, instructors, peers • evaluation of progress • use of terminology appropriate to the discipline/style of performance. 	<p>A1 Explore the roles and skills of a performer Practical skills:</p> <ul style="list-style-type: none"> • planning • collaboration • team working. <p>B1 Explore and develop physical skills, performance disciplines and styles</p> <p>B2 Explore and develop vocal skills, performance disciplines and styles</p> <p>B3 Develop interpretive skills, performance disciplines and styles</p> <p>B4 Personal management and discipline skills for performance</p> <p>C1 Application of physical and vocal skills to performance material, disciplines and styles</p> <ul style="list-style-type: none"> • acting physical skills • dance physical skills <p>C2 Application of interpretive skills to performance material, disciplines and styles</p> <ul style="list-style-type: none"> • physical interpretive skills • vocal interpretive skills • response to direction • response to choreography

Year A	Core Knowledge	Key Skills
<p><u>Spring Term</u></p> <p>Unit 2; Developing Skills and Techniques for Live Performance (Internal assessment) complete by Feb half term</p> <p>Unit 1; Investigating Practitioners (external exam) Begin Jan</p>	<p>Completing portfolio and evaluation of live performances for Unit 2</p> <p>See outline below</p>	
Year A	Core Knowledge	Key Skills
<p><u>Summer Term</u></p> <p>Unit 1; Investigating Practitioners (external exam) complete exam in May</p>	<p>B1 Contextual factors and practitioners' work</p> <ul style="list-style-type: none"> • the influence of historical, cultural, economic, political, technical, social, geographical and physical, factors. • the influences from other practitioners and performers. • the influence from education, teachers and mentors. <p>B2 Creative intentions and themes</p> <ul style="list-style-type: none"> • use of creative ideas and intentions. • genre of the work(s). • target audiences and intended effect. • exploration of themes in the work and how they are communicated. • contextual influences on the work. • how practitioners' work has influenced others. • collaboration with other practitioners within the performing arts and/or other areas. • public and critical responses to their work.C1 The application of critical analysis skills • exploration and understanding of alternative viewpoints. • interpreting the information collected. 	<p>A1 Investigation process</p> <ul style="list-style-type: none"> • selecting primary sources • setting clear aims and objectives for contextual investigation. selecting relevant sources to access information • selecting secondary sources • documenting research sources. • collating information. <p>C1 The application of critical analysis skills</p> <ul style="list-style-type: none"> • evaluating the information collected. • employing different formats for recording information • establishing links and comparisons to the work of other performing arts practitioners. • exploring opportunities for further investigation. • exploration and understanding of alternative viewpoints. • interpreting the information collected. • prioritising information collected. • evaluating the information collected. <p>D1 Be able to present conclusions and independent judgements through effective investigation</p> <p>D2 Presentation of findings</p>

	<ul style="list-style-type: none"> • prioritising the information collected. • evaluating the information collected. • interpreting the information collected. • making independent judgments. • drawing conclusions. <p>C2 How performance styles and methods that characterise practitioner work are used to create and communicate meaning and style</p> <ul style="list-style-type: none"> • repertoire. • performance. • relationships. <p>production, design and technical.</p>	<ul style="list-style-type: none"> • use of appropriate format, structure and tone. • use of referencing information, citation and bibliography <p>D3 Presentation of independent judgments</p> <ul style="list-style-type: none"> • presenting structured arguments, conclusions and judgements. • use of relevant examples to support arguments conclusions and judgements.
<p>Year B</p>	<p>Core Knowledge</p>	<p>Key Skills</p>
<p><u>Autumn Term</u></p> <p>Unit 12; Contemporary Dance Technique (Internal assessment)</p> <p>Unit 3; Group Performance Workshop Begin Oct</p>	<p><u>Unit 12; Learning aim A: Understand the development of Contemporary Dance</u> Research the development of Contemporary dance techniques</p> <p>Review and reflect on development of skills:</p> <ul style="list-style-type: none"> • identify strengths and • weaknesses • set targets. <p>Explore the roles and skills of a performer Personal management and discipline skills for performance</p> <ul style="list-style-type: none"> • warming up • wearing the correct attire • responding to correction • receiving and giving constructive and positive feedback. • time management • rehearsal discipline. <p><u>Unit 3; Group Performance Workshop</u> <u>Generating and Exploring Ideas from Stimulus</u> See below for outline</p>	<p><u>Unit 12; Learning aim B: Develop skills and techniques of Contemporary Dance</u> Develop the skills and techniques of Contemporary Dance</p> <ul style="list-style-type: none"> • general technique • physical • interpretative <p>Explore and develop physical skills:</p> <ul style="list-style-type: none"> • strength • stamina • flexibility • whole body participation • movement memory. • coordination • application of dynamic range • spatial awareness • the ability to reproduce action/dynamic/rhythmic/spatial content. • actions • posture • alignment • balance • coordination

Develop interpretive dance skills:

- Musicality
- focus
- use of space.
- emphasis
- awareness of sound accompaniment
- facial expression
- quality.

Use dance rehearsal skills in the preparation for the performance of dance work:

- warming up
- responding to correction.

Learning aim C: Apply performance skills in selected styles

Showcase of skills:

- spatial awareness
- whole body participation
- application of dynamic range
- movement memory
- ability to reproduce action/dynamic/rhythmic/spatial content

Apply physical skills:

- spatial awareness
- whole body participation
- application of dynamic range
- movement memory
- the ability to the ability to reproduce action/dynamic/rhythmic/spatial content.

Apply physical skills in rehearsal and performance:

- accuracy and quality of movement
- awareness of, and relationship to, other dancers in performance.

Use personal management skills in the preparation for the performance of dance work:

- time management

		<ul style="list-style-type: none"> • observing safe working practices • concentration and focus within the tasks. • showing sensitivity towards others and the requirements of the production • rehearsal discipline. <p>Apply interpretive skills and stylistic qualities in performance:</p> <ul style="list-style-type: none"> • emphasis • projection • focus • musicality • quality. • facial expression • timing • accurate interpretation of style steps and movement • awareness of sound accompaniment <p><u>Learning aim D: Review and reflect of development of skills and techniques for live performance</u></p> <p>Review own practice:</p> <ul style="list-style-type: none"> • strengths and weaknesses • set targets SMART. • track progress • set targets.
<p>Year B</p>	<p>Core Knowledge</p>	<p>Key Skills</p>
<p><u>Spring Term</u></p> <p>Unit 3; Group Performance Workshop (external assessment in May, begin when paper is released in Jan)</p>	<p>Topic A: Generating and exploring ideas from stimulus performance in response to stimulus</p> <p>Topic A1 Types of stimulus</p> <ul style="list-style-type: none"> • themes: social, cultural, historical, ethical • visual: photograph, painting, sculpture, graphic, found object • text: poem, short story, quotation, lyric • aural: music, sound • media: newspaper, magazine, documentary, video. 	<p>Topic B2 Use of appropriate performance skills</p> <ul style="list-style-type: none"> • physical performance skills • vocal performance skills • musical performance skills • communication skills (with other performers, with audience). <p>Topic C: Personal management and collaborative skills</p> <p>Topic C1 Personal management</p> <ul style="list-style-type: none"> • applying, developing and refining performance skills.

Topic A2 Understand how to use stimulus for developing performance

- analysis of stimulus
- material: discussion, brainstorming, improvisation and practical responsive techniques.
- artistic intention
- target audience
- form and style of the performance
- creative and staging possibilities
- developing performance roles (casting).
- analysis of stimulus material: discussion, brainstorming, improvisation and practical responsive techniques
- artistic intention

Topic A3 Primary and secondary research

- primary research: existing performance works, practitioners, existing
- performance texts, interviews
- secondary research: internet, printed publications, digital archives.
-

Topic B: Develop and realise creative ideas for a group performance in response to stimulus

Topic B1 Practical exploration and shaping of creative ideas

- discussion: mind mapping, brainstorming, debate
- improvisation
- physical experimentation
- aural experimentation
- experiment with techniques and methods of known practitioners.
- physical experimentation
- aural experimentation
- experiment with techniques and methods of known practitioners
- visual/graphic notation scriptwriting / storyboarding, style/genre

Topic C2 Teamwork and collaboration

- giving and taking instruction and direction
- trust and cooperation
- contributing ideas
- receptiveness and responsiveness to the ideas of others.

Topic D: Communicate creative intentions through group workshop performance

Topic D1 Communication

- purpose, intention and meaning of the work
- target audience
- relationship with other performers
- clarity and pace of the
- group performance.

Topic D2 Application of individual performance skills

- physical skills
- vocal skills
- musical skills
- communicate meaning
- creative intention
- genre / style
- use of costume and props as appropriate
- use of space
- clarity and pace.

Topic E2 Workshop performance

- effectiveness of the performance in realising the creative intention
- effectiveness of own performance skills in realising the creative intention
- development of the material in terms of staging and production elements if this were to be realised as a fully resourced production.
- development of own performance skills if this were to be realised as a fully resourced production
- strengths

- staging techniques
- performance techniques
- structural elements
- compositional structures and devices.

Topic B3 Development and realisation of creative ideas

- selection and rejection of ideas and material
- responding to feedback
- shaping and refining material to resolve problems
- refining performance skills through rehearsal
- explaining and justifying interpretation of the stimulus and creative decisions.

Topic E: Review and reflect on the effectiveness of the working process and the workshop performance

Topic E1 Working process

- staging techniques
- performance techniques
- structural elements
- compositional structures and devices.
- interpretation of stimulus and ideas
- use of exploratory techniques
- own development and contribution of ideas
- effectiveness of the development of own performance skills to develop and shape performance material
- strengths
- areas for development/improvement.

- areas for improvement.