

Long Term Plan: Dance (Btec Tech Award - KS4) 2023-24



THE WESTLEIGH SCHOOL
Aspiring & Achieving Together



The Westleigh School	HT1 (Sept. -Oct. Ht)	HT2 (Oct. -Xmas)	HT3 (Jan. - Feb.Ht)	HT4 (Feb. - Easter.)	HT5 (Apr. - May Ht)	HT6 (May - Summer)
<p>Year 10</p> <p>NEW BTEC TECH AWARD Pearson release 'Pearson Set Assignments' (PSA) in specific windows throughout the year. To be used in conjunction with the Pearson Specification.</p>	<p>Topic description- Introduction to the Btec Level 1/2 Technical Award in Performing Arts - Dance. Variety of performance & Choreography.</p> <p><u>Component 1 Exploring The Performing Arts.</u></p> <ul style="list-style-type: none"> Focus on practical element and introducing students to the course. Written work will focus on Skills audit. Evaluating 'Performance Skills' and setting 'Long Term Goals'. Practical element will focus on technique. 	<p>Topic description- Preparation for the Annual Dance Show - An Evening of Dance Performance. Focus being Performance & Choreography.</p> <p><u>Component 1 Exploring the Performing Arts.</u></p> <ul style="list-style-type: none"> Practical element will focus on preparation for the dance show which will complement the skills required for the course EG- Performance and rehearsal skills. C1 will explore research opportunities for professional 	<p>Topic description- Preparation for the Annual Dance Show - An Evening of Dance Performance. Focus being Performance & Choreography.</p> <p><u>Component 1 Exploring the Performing Arts</u></p> <ul style="list-style-type: none"> Practical elements will focus on a range of practitioners. Log books will demonstrate an understanding of subject specific dance language where students evaluate their process during lessons. Exploration of the professional works both practically and 	<p>Topic description- Btec Level 1/2 Technical Award in Performing Arts - Dance.</p> <p><u>Component 1 Exploring The Performing Arts.</u></p> <ul style="list-style-type: none"> Practical elements will include developing technique and choreography in a specific style of dance. Group rehearsals and self evaluation. Portfolios and written report will demonstrate an understanding of the 3 style 	<p>Topic description- Btec Level 1/2 Technical Award in Performing Arts - Dance.</p> <p><u>Component 1 Exploring The Performing Arts.</u></p> <ul style="list-style-type: none"> Practical aspects will focus on filming relevant sections of the workshops to demonstrate a deeper understanding of the movement material and intention of the piece. Portfolios and written report will demonstrate an 	<p>Topic description- Btec Level 1/2 Technical Award in Performing Arts - Dance.</p> <p><u>Component 2 Developing Skills & Techniques in the Performing Arts.</u></p> <ul style="list-style-type: none"> Students will be introduced to the new component which is complimented by the learning created in Component 1. Practical aspects are vocational and enable the students

	<ul style="list-style-type: none"> • <i>Introduction to Zoonation's 'Some Like it Hip Hop'</i> • <i>Research into different dance styles, dance practitioners and 'Roles & Responsibilities' within the Performing Arts.</i> 	<p><i>practitioners and genres of dance.</i> <i>Introduction of 2 more professional works.</i></p>	<p>through theory work.</p>	<p>of dance and their practitioners.</p>	<p>understanding of the 3 style of dance and their practitioners.</p>	<p>to experience life as a professional dancer.</p> <ul style="list-style-type: none"> • Focus on technique and choreography . Students will cover performance and interpretative elements of dance • <i>Written work will focus on Skills audit. Evaluating 'Performance Skills' and setting 'Long Term Goals'.</i> <p><i>Students receive 24 page booklet to support this component.</i></p>
	<p><u>Literacy focus-</u> Oracy & Log book entries/Portfolios & Written Report. Students will continue to focus on dance specific vocabulary and when analysing a practical performance,</p>	<p><u>Literacy focus-</u> Oracy & Log book entries. Students will continue to focus on dance specific vocabulary and when analysing a practical performance, they must 'talk like a</p>	<p><u>Literacy focus-</u> Oracy & Log book entries. Students will be encouraged to use highly detailed subject specific dance terminology. This will be through oracy and through the self reflections in their</p>	<p><u>Literacy focus-</u> Oracy & Log book entries/Portfolios & Written Report. Students will be encouraged to use highly detailed subject specific dance terminology. This will be through oracy and through the self</p>	<p><u>Literacy focus-</u> Oracy & Log book entries/Portfolios & Written Report. This will be through oracy and through the self reflections in their portfolios and written reports.</p>	<p><u>Literacy focus-</u> Oracy & Log book entries. Students will be encouraged to use highly detailed subject specific dance terminology. This will be through oracy and through</p>

	<p>they must 'talk like a dancer and write like a dancer'.</p> <p><u>Assessment - Learning Aims -</u> A - Examine professional practitioners' performance work. B - Explore the interrelationships between constituent features of existing performance material.</p>	<p>dancer and write like a dancer'.</p> <p><u>Assessment -</u> Practical element of the dance show which will include performance & choreography. Dance Leadership will also feature within this half term.</p> <p>Learning Aims - A - Examine professional practitioners' performance work. B - Explore the interrelationships between constituent features of existing performance material.</p>	<p>Portfolios and Written reports.</p> <p><u>Assessment - Learning Aims -</u> A - Examine professional practitioners' performance work. B - Explore the interrelationships between constituent features of existing performance material.</p>	<p>reflections in their portfolios and written reports.</p> <p><u>Assessment - Learning Aims -</u> A - Examine professional practitioners' performance work. B - Explore the interrelationships between constituent features of existing performance material.</p>	<p><u>Assessment - Learning Aims -</u> A - Examine professional practitioners' performance work. B - Explore the interrelationships between constituent features of existing performance material.</p>	<p>the self reflections in their log books ('Review....' Learning Aim C)</p> <p><u>Assessment - Learning Aims</u> A - Develop skills & techniques for performance. B - Apply skills & techniques in rehearsal and performance. C - Review own development and contribution to the performance.</p>
SMSC	<p>Spiritual - developing new skills and building confidence in a way that enable students to express their ideas.</p>	<p>Moral - Students learn to abide by rules within certain aspects of the course which prepares them for the wider society where we must always abide by rules.</p>	<p>Social - Students learn to analyse performance to improve and support others to improve. They give feedback that does not offend others in a way that is respectful. They learn important social skills. They communicate and socialise with others and</p>	<p>Cultural - Students learn to appreciate which countries produce elite performers/companies . They learn to appreciate and understand Dance from different cultures.</p>		

			understand that it is ok to have different opinions.			
British Values	Manners & politeness Respect towards all. Team work and collaboration Learning dances from different cultures.	Manners & politeness Respect towards all. Team work and collaboration Learning dances from different cultures.				
Careers	Understand a range of career opportunities within the Performing Arts Industry. Performer	Understand a range of career opportunities within the Performing Arts Industry. Choreographer	Understand a range of career opportunities within the Performing Arts Industry. Teacher/Leader	Understand a range of career opportunities within the Performing Arts Industry. Company Director	Understand a range of career opportunities within the Performing Arts Industry. Costume/Set Designer	Understand a range of career opportunities within the Performing Arts Industry. Dance Writer/Journalist
Enrichment	Opportunity to experience a vocational subject, training to be a dance performer & choreographer.	Opportunity to perform in a dance show to a paying audience with professional set design.	Opportunity to perform in a dance show to a paying audience with professional set design.	Opportunity to collaborate with colleges/dance companies.	Opportunity to collaborate with colleges/dance companies.	Opportunity to collaborate with colleges/dance companies.

<p>YEAR 11</p> <p>NEW BTEC TECH AWARD</p> <p>Pearson release 'Pearson Set Assignments' (PSA) in specific windows throughout the year. To be used in conjunction with the Pearson Specification.</p>	<p>Topic description- Btec Level 1/2 Technical Award in Performing Arts - Dance.</p> <p><u>Component 2</u> <u>Developing Skills & Techniques in the Performing Arts.</u></p> <ul style="list-style-type: none"> Students will focus on developing two technical warm ups. They will understand the requirements of working as a professional dancer. They will be introduced to Kate Prince's 	<p>Topic description- Preparation for the Annual Dance Show - <i>An Evening of Dance Performance.</i></p> <p>Performance of Professional work for C2 - (MIAB)</p> <p>Subject Key piece -</p> <p><u>Component 2</u> <u>Developing Skills & Techniques in the Performing Arts.</u></p> <ul style="list-style-type: none"> Students will continue to focus on learning and rehearsing the piece of professional repertoire from MIAB. Final Dress rehearsal. LPW to book the final 	<p>Topic description- Btec Level 1/2 Technical Award in Performing Arts - Dance.</p> <p>Subject Key piece-</p> <p><u>Component 3 Responding To A Brief.</u></p> <ul style="list-style-type: none"> Students will work in groups and respond to a brief which is released in January. Discussion and planning. Preparation for milestone 1 - 'Ideas Log'. 	<p>Topic description- Btec Level 1/2 Technical Award in Performing Arts - Dance.</p> <p>Subject Key piece-</p> <p><u>Component 3</u> <u>Responding To A Brief</u></p> <ul style="list-style-type: none"> Students will work in groups and respond to a brief which involves developing a performance piece of upto 12 minutes in duration. Choreography and rehearsal 	<p>Topic description- Btec Level 1/2 Technical Award in Performing Arts - Dance.</p> <p>Subject Key piece-</p> <p><u>Component 3</u> <u>Responding To A Brief</u></p> <ul style="list-style-type: none"> Students will complete and perform their group performance. Preparation for milestone 3 - 'Performance' and milestone 4 - 'Evaluation' 	

	<p><i>'Message in a Bottle' (MIAB)</i> as their professional piece of work. This work will be dissected and students will learn and rehearse the exact professional repertoire as the practical aspect of their exam.</p> <ul style="list-style-type: none"> • Written work will explore continuous target setting. (AIM C). This will be supported by the use of the 24 page booklet (Developing Skills & Techniques in the Performing Arts). • <i>Students will complete logbooks of their process within the workshops and rehearsals. The</i> 	<p>performance to be filmed at 'Wigle' Dance Studios in Leigh. This is an exciting opportunity which will enable our students to spend some time off site in the company's professional dance studio. This will further develop their aspirations as well as developing the written skills <i>'Talk like a dancer, Write like a Dancer, Perform like a Dancer'</i> They will understand the requirements of working as a professional dancer.</p> <ul style="list-style-type: none"> • They will also have the 		<p>workshop sessions.</p> <ul style="list-style-type: none"> • Preparation for milestone 2 - 'Skills Log' 		
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	<p><i>purpose of this is to identify their successes and developments needed.</i></p> <p><u>Literacy focus-</u> Oracy & Log book entries. Students will continue to focus on dance specific vocabulary and when analysing a practical performance, they must 'talk like a dancer and write like a dancer'. Written elements discuss Physical, Technical & Performance Skills.</p> <p><u>Assessment -</u></p>	<p>opportunity to perform the piece in front of a live audience of 200 at our 'Evening of Dance Performance'.</p> <ul style="list-style-type: none"> • Written work will explore continuous target setting and final exam of LA - C. <p><u>Literacy focus-</u> Oracy & Log book entries. Students will continue to focus on dance specific vocabulary and when analysing a practical performance, they must 'talk like a dancer and write like a dancer'. Written elements discuss Physical, Technical & Performance Skills.</p> <p><u>Assessment -</u> Practical element of the dance show which</p>	<p><u>Literacy focus-</u> Oracy & Log book entries. 'Milestone' Controlled Assessments.</p> <p><u>Assessment -</u> Assessment Objectives -</p>	<p><u>Literacy focus-</u> Oracy & Log book entries. 'Milestone' Controlled Assessments.</p> <p><u>Assessment -</u></p>	<p><u>Literacy focus-</u> Oracy & Log book entries. 'Milestone' Controlled Assessments.</p> <p><u>Assessment -</u> Assessment Objectives</p>	
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	<p>Learning Aims/Outcomes -</p> <p>A - Use rehearsal or production/design processes.</p> <p>B - Apply Skills & Techniques in Performance or realisation.</p> <p>C - Review own development and application of performance or design skills.</p>	<p>will include performance & choreography. Dance Leadership will also feature within this half term.</p> <p>Component 2 will continue.</p> <p>Learning Aims/Outcomes -</p> <p>A - Use rehearsal or production/design processes.</p> <p>B - Apply Skills & Techniques in Performance or realisation.</p> <p>C - Review own development and application of performance or design skills.</p>	<p>AO1 - Understand how to respond to a brief.</p> <p>AO2 - Select and develop skills and techniques in response to a brief.</p> <p>AO3 - Apply skills and techniques in a workshop performance in response to a brief.</p> <p>AO4 - Evaluate the development process and outcome in response to a brief.</p>	<p><u>Assessment Objectives -</u></p> <p>AO1 - Understand how to respond to a brief.</p> <p>AO2 - Select and develop skills and techniques in response to a brief.</p> <p>AO3 - Apply skills and techniques in a workshop performance in response to a brief.</p> <p>AO4 - Evaluate the development process and outcome in response to a brief.</p>	<p>AO1 - Understand how to respond to a brief.</p> <p>AO2 - Select and develop skills and techniques in response to a brief.</p> <p>AO3 - Apply skills and techniques in a workshop performance in response to a brief.</p> <p>AO4 - Evaluate the development process and outcome in response to a brief.</p>	
Opportunities	Reading	Writing	Oracy			
Perform to a real audience	Dance books & information Academic text Research Portfolios Log Books	Log Book Entries/Portfolios Evaluation Written Report	Class debate Presentation Group discussion			
Purpose	Access to text	Writing at length	Academic register			