

Sliver Arts Award / BTEC Tech Award Learning Journey Dance



BTEC Level 3 Performing Arts
RSL Level 3 Performing Arts



Learning Aim D
Reflect on the
outcome **Activity 4**
Evaluation



L Aim D
Activity 2 Skills Log



Selecting the correct
influence of
practitioners for the
task and creating
movement.

Component 3
Performance
Exam Activity 3
March



Final rehearsals refining
interpretative skills to the
stimulus and intention



Applying and
demonstrating
performance skills



L Aim D
Activity 1 Ideas log

Exam paper
Activity 1
Ideas
research
in group
and
individually

Component 3
paper Released
by Pearson

Developing
understanding
Activity 4 Mock

Technique and
repertoire
review

Component 3
Responding to a
brief MOCK

Developing
understanding of how to
respond to a brief Mock
paper

Understanding
Target audiences

Applying and
demonstrating
performance skills



December Mocks



Welcome back –
What can we
remember?

Rehearsals every
Tuesday and Friday
3- 4.15pm

YEAR
11

BTEC Paperwork
signed for sample



DIRT: WWW &
EBI How can I
continue to
improve my
technique over
the summer?

Submission of
Component 1

Learning aim C:
Review own
development and
contribution to the
performance

Dance Exam
Performance Evening

Absorbing and applying
feedback from peers &
technology

Self review
milestone 3

Milestone 4 Evaluation

Component 2
Developing
skills and
techniques in
the performing
Arts



Review the processes
used in development,
rehearsal and
performance

Explore the
interrelationships
between constituent
features of existing
performance material



Welcome back!
What can we
remember?

YEAR
10



DIRT Component 1

Exploring the performing
Arts Case studies
1. Within Her Eyes
2. Shadows
3. Emancipation of
Expressionism
4. Rosas Danst Rosas
5. A Linha Curva
6. Message in a Bottle

How does a
choreographer
structure their
work?

What is a
choreographic
intention?

What is a
stimulus?

Mock
choreography
Task

How does a
choreographer
work?

What are the
ingredients to a
choreography?



Choreography

Sliver Arts Award
Plan their Arts challenge for Unit A
Plan Arts leadership project for Unit B

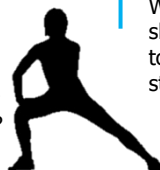


How do we
improve in
our ability to
learn and
perform?

How do we
apply and
check we are
using performance
skills correctly?



How do performers
develop their
physical skills?



What physical
skills do you bring
to the dance
studio?



YEAR
9

Baseline skills
Audit

welcome



What do you already
know that can help
you in BTEC Dance?

Why do we
warm up and
cool down?



How do dancers
express themselves
when they perform?



How do dancers
look after
themselves in the
studio?



Why do we need
to rehearse?



What makes a
balanced diet?



How do you
develop
choreography?

Practical workshops working in the styles of selected choreographers



Processes used in
development,
rehearsal and
performance

What fabrics are
costumes made
from?



What are
different
performance
environments?



Why should
dancers
develop their
technique?
What is their
role in a
dance?



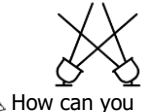
Why do
choreographers
and designers
make certain
choices?



Exploring the repertoire
to communicate the
style or genre



Why do designers
add set and props?



How can you
explain different
lighting designs?



What different
types of aural
setting are
there?

Develop
technical/interpretative
and professional
practices in
Contemporary Dance
Learning Aim A



How do we draw
comparisons between
practitioners?

Explain the
techniques and
approaches used in
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Component 2
Assessment
Window



Welcome back!
What can we
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Milestone 4 Evaluation



Learning Aim B Assessment
performance



Review own
development
milestone 1



Developing physical
skills – Class technique



Applying skills in
the rehearsal
process



Reproducing
repertoire and
developing skills in
rehearsals



Self review
milestone 2



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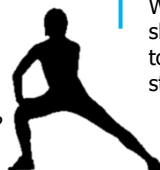


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YEAR
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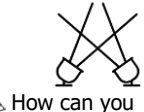
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Assessment
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Welcome back!
What can we
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Review the processes
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Milestone 4 Evaluation



Learning Aim B Assessment
performance



Review own
development
milestone 1



Developing physical
skills – Class technique



Applying skills in
the rehearsal
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Reproducing
repertoire and
developing skills in
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Self review
milestone 2



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Choreography

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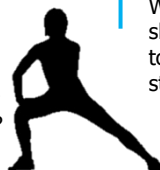


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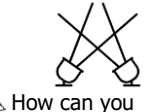
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Learning Aim A



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Explain the
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Component 2
Assessment
Window



Welcome back!
What can we
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Review the processes
used in development,
rehearsal and
performance



Milestone 4 Evaluation



Learning Aim B Assessment
performance



Review own
development
milestone 1



Developing physical
skills – Class technique



Applying skills in
the rehearsal
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Reproducing
repertoire and
developing skills in
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Self review
milestone 2



DIRT Component 1

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RSL Creative and Performing Arts Learning Journey Dance



BTEC Level 3 Performing Arts
RSL Level 3 Performing Arts



Learning Aim D
Reflect on the
outcome **Activity 4**
Evaluation



L Aim D
Activity 2 Skills Log



Selecting the correct
influence of
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Component 3
Performance
Exam Activity 3
March



Final rehearsals refining
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L Aim D
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December Mocks



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How do we
research a
stimulus and
develop an
intention?

Making
individual
contribution
and responding
to the
contributions of
others. Mock
Paper

Developing
understanding
of Activity 1
Reflect on the
process Ideas log
Mock

Developing
understanding
Activity 2 Reflect
on the process
Skills log Mock

YEAR
11

Submission of
Component 2

Learning aim C:
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Absorbing and applying
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Dance Exam
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Self review
milestone 3

Component 2
Developing skills and
techniques in the
performing
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Learning Aim B Assessment
performance

Developing your
relationship between
repertoire and
accompaniment



Applying skills in
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DIRT: WWW &
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Review the processes
used in development,
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Developing physical
skills – Class technique



Review self
development
milestone 1

Reproducing
repertoire and
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Explore the
interrelationships
between constituent
features of existing
performance material

Get involved in the
school production

Self review
milestone 2

Explain the
techniques and
approaches used in
performance.

Develop
technical/interpretative
and professional
practices in
Contemporary Dance
Learning Aim A

Developing interpretative skills
– Class technique

Exploring the repertoire
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Why do choreographers
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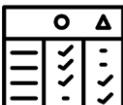


Welcome back!
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YEAR
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Component 1
Learning Aim B
Assessment
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How do we draw
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Why should dancers
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DIRT Component 1

Component 1 Exploring
the performing Arts
Prep – Shadows
Coursework
1. Within Her Eyes
2. Shadows
3. Emancipation of
Expressionism
Rosas Danst Rosas

Component 1
write ups



What types of set is
used in different
productions?

Why is aural
setting/music
important to dance
pieces?

What is a
lighting state?

How are moods
and atmospheres
created?



What and why do
dancers wear
costumes?

Analysis of
movements
examples to
intention

Practitioners' roles,
responsibilities and
skills

What is an
interpretation?



Professional practitioners'
performance material,
influences, creative
outcomes and purpose

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Choreography

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How do performers
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What physical
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YEAR
9

Baseline skills
Audit

Welcome

'To be a creative, confident, reflective performer'