

	Year 11 BTEC Dance					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 2	Summer Term 2
How do we extract information from a stimulus? Why is practitioner influence important on a production? What skills and techniques are required to generate a successful performer?						
BIG Q Content (max 5)	Students will have the opportunity to take on different performance roles within the lesson to support confidence and leadership qualities and assist in exploring career pathways. They will be able to explore the roles of Choreographer, teacher, designer, director, costume/prop, sound/light, and set production and the range of different skill sets required in these areas. Students will further analyse a range of these different skill areas to self-assess ability in line with component two.	Students will have the opportunity to participate in different styles of dance in order to analyse style specific skills and techniques. These techniques will be applied to a workshop performance before being reviewed and analysed within the student's portfolio. Students will also learn and replicate professional repertoire and analyse this using the skills from the previous half term in line with component two.	Students will have the opportunity to further look at safe practical and how this can be applied to a range of performance workspaces and in professional capacities. This will enable students to have more of an awareness and understanding of the requirements of professional work and how to approach practical rehearsal independently in preparation for component three.	During this assessment, student will be required to read an assignment brief and respond to their set stimulus. This requires them to pay particular focus to specific pre-set requirements such as the staging, audience age and genre in order to choreograph a suitable performance piece in response to the stimulus. Students will have scheduled time to work with their group to communicate ideas and research information to assist with progression.	Students will be continuing with their assessment piece ensuring a range of choreograph devices have been used alongside style specific technique and links to practitioner. Students must refine their ideas and complete written analysis of ideas, effective use of rehearsal time and performance evaluation. Prompting students to student to explore the social, emotional, spiritual, cultural and historical context of their selected ideas in preparation.	As the qualification in complete, this unit will be used to look closely at post 16 and career pathways engaging to the arts and exploring how professionalism looks in practicing analysing the skills which they have gained as a result of the qualification and how these are transferable to the work place. This time can also be used for students to recap all written work that has been completed and offer time for any resubmissions that are required.
Vocabulary (max 10)	Choreography Stimulus Component Aural Alignment Practitioner Physical Expressive Emotional Mental	Fosse Graham Cunningham Binary Ternay Rondo Episodic Critique Practitioner Repertoire	Cardiovascular Stamina Muscle Posture Alignment Anatomy Mobility Flexibility Elevation Endurance	Choreographer Practitioner Engagement Audience Emphasis Flexibility Endurance Proscenium arch Round Traverse	Theme Projection Relationship Action Dynamics Space Pathways Musicality Visualization Narrative	Confidence Commitment Concentration Professional Discipline Motivation Movement Hydration Nutrition Intention
Catholic Link	Dignity of work	Option for the poor	Rights and responsibilities	Participation	Human Dignity	Solidarity
Careers Link	Prop Designer	Artistic Director	Stage Manager	Creative Producer	Art Critic	Actor/Performer
Ways to enrich the year 11 curriculum at home...(max 3) - Continue to watch videos of professional dance performances at home and analyse the impact this has on you as an audience. - Continue to improve fitness levels by building cardiovascular fitness through activities such as jogging, skipping, cycling, or dance workouts. - Investigate careers such as performer, choreographer, dance teacher, arts administrator, or movement director.						