

Performing Arts - Dance

The BTEC Tech Award in Performing Arts (Dance Pathway) gives students the opportunity to develop performance skills, understand how professional dance works are created, and reflect critically on artistic intent and production elements. Year 10 focuses on developing the foundational knowledge and skills required for success in all components of the course.

Students are also encouraged to participate in co-curricular performances such as the school musical, dance showcases, and community events, allowing them to apply their learning in live performance contexts.

Year 10 Dance

Content of study

Autumn Term – Foundation Skills and Professional Exploration

Students will:

- Develop core physical, technical, and expressive skills through workshops.
- Build understanding of key constituent features (e.g. movement style, theme, aural setting, costume, set, lighting, choreographic devices).
- Begin analysing professional works, looking at how production and performance elements interrelate.

This prepares students to undertake Component 1 with a strong contextual and practical base.

Spring Term – Component 1: Exploring the Performing Arts

Students complete **Component 1**, where they:

- Study at least **three contrasting professional dance works** from different styles or genres.
- Explore how professional choreographers and dance companies create work in context.
- Examine the **interrelationship between performance, production elements and creative intention**.
- Investigate the **roles, responsibilities and processes** of industry professionals.

Assessment Objectives for Component 1:

- **AO1:** Demonstrate knowledge and understanding of contextual factors.
- **AO2:** Apply knowledge to explore performance styles and creative intentions.
- **AO3:** Analyse and evaluate the work and processes of practitioners

Summer Term – Technical Development for Component 2

Students begin preparing for **Component 2: Developing Skills and Techniques in the Performing Arts**, which will be formally assessed in Year 11.

They will:

- Continue developing their physical, technical and expressive skills through structured workshops.
- Begin learning short extracts of professional repertoire to apply and refine performance techniques.
- Engage in self- and peer-assessment to reflect on strengths and areas for improvement.
- Explore how professional standards of rehearsal, focus, and discipline contribute to successful performance.

This term provides the groundwork for tackling Component 2 with confidence in Year 11

What are the aims and objectives of Year 10?	By the end of Year 10, students will: - Have completed and submitted Component 1, demonstrating analytical and contextual understanding of professional dance works. - Understand how practitioners use constituent features to shape meaning. - Have developed foundational performance and rehearsal skills. - Be technically and mentally prepared to begin Component 2 performance training in Year 11.																					
What previous knowledge is required?	The knowledge and practical skills developed throughout key stage 3 will support students in being successful in their BTEC studies.																					
How will this term’s content help with future learning?	As a dancer, it is essential to understand a range of gernes. This supports students in their interpretation of repertoire and preparation for auditions.																					
Resources	Throughout Year 10, students are expected to engage with professional repertoire to develop both practical skills and analytical understanding in preparation for Component 1. This will also support the development of technical and expressive skills ready for Component 2 in Year 11. <table><thead><tr><th>Professional Work</th><th>Description</th><th>Link</th></tr></thead><tbody><tr><td>Andrew Winghart – Kaaris: Charge</td><td>A powerful commercial group piece exploring musicality, formations, and high-energy ensemble choreography. Useful for AO2 & AO3.</td><td>Watch on YouTube</td></tr><tr><td>James Cousins – Within Her Eyes</td><td>A contemporary duet exploring loss and dependency. Excellent for AO1 (context), AO2 (intent/style), and AO3 (use of space/contact).</td><td>Watch on YouTube</td></tr><tr><td>Matthew Bourne – Swan Lake, Romeo and Juliet</td><td>Reimagining of classic ballets using gender roles, dramatic storytelling, and strong production design. Ideal for analysing AO1 and AO3.</td><td>New Adventures Website</td></tr><tr><td>Boy Blue – Emancipation of Expressionism</td><td>A blend of hip-hop and contemporary styles communicating emotional and cultural themes. Strong use of costume, lighting, and musicality.</td><td>Trailer/Clip</td></tr><tr><td>Diversity – Black Lives Matter</td><td>Dance as social commentary, excellent for exploring AO1 and AO2 around theme, purpose, and impact.</td><td>Watch on YouTube</td></tr><tr><td>Greed – A Story Through Dance</td><td>A stylised piece illustrating the impact of human flaws through a mix of commercial and contemporary dance. Useful for thematic analysis (AO2).</td><td>Watch on YouTube</td></tr></tbody></table>	Professional Work	Description	Link	Andrew Winghart – Kaaris: Charge	A powerful commercial group piece exploring musicality, formations, and high-energy ensemble choreography. Useful for AO2 & AO3.	Watch on YouTube	James Cousins – Within Her Eyes	A contemporary duet exploring loss and dependency. Excellent for AO1 (context), AO2 (intent/style), and AO3 (use of space/contact).	Watch on YouTube	Matthew Bourne – Swan Lake, Romeo and Juliet	Reimagining of classic ballets using gender roles, dramatic storytelling, and strong production design. Ideal for analysing AO1 and AO3.	New Adventures Website	Boy Blue – Emancipation of Expressionism	A blend of hip-hop and contemporary styles communicating emotional and cultural themes. Strong use of costume, lighting, and musicality.	Trailer/Clip	Diversity – Black Lives Matter	Dance as social commentary, excellent for exploring AO1 and AO2 around theme, purpose, and impact.	Watch on YouTube	Greed – A Story Through Dance	A stylised piece illustrating the impact of human flaws through a mix of commercial and contemporary dance. Useful for thematic analysis (AO2).	Watch on YouTube
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	So You Think You Can Dance – Selected Performances Various clips offering insight into different dance styles, expressive range, and technical skill. Good for observing stylistic variety and precision. Hip-Hop Example
Links to the national curriculum/specification	More information about the Pearson course, along with the specification can be found at: https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html
Assessments	This units are studied over the duration of Year 10. Each task will be graded against the specification and pupils will be awarded a grade for each task from the following criteria: • Distinction • Merit • Pass • Unclassified Once assessments for both units have been completed, the teacher may give students the opportunity to improve their work and resubmit. Following assessment and internal verification, all coursework is then sent off to Pearson for moderation.