

Performing Arts - Dance

The BTEC Tech Award in Performing Arts (Dance Pathway) enables students to explore the professional world of performance through the development of practical skills, theoretical understanding, and reflective evaluation. Our curriculum ensures that learners develop as confident, versatile dancers who can perform, choreograph, and critically analyse dance works, drawing on professional repertoire and production elements.

Students participate in a wide range of performances throughout the year, including the school musical, dance showcases, and local festivals, giving them real-world opportunities to apply their skills.

Year 11 Dance

Content of study

Qualification: BTEC Tech Award in Performing Arts (2022 Spec)

Year 11 focuses on two key components:

Component 2: Developing Skills and Techniques in the Performing Arts

Students will:

- Explore and develop key physical, technical and expressive skills through the reproduction of professional repertoire.
- Participate in workshops, rehearsals and performances of professional dance works.
- Reflect on their own progress, identifying areas for development and setting realistic targets.

Links to the specification:

- **AO1:** Demonstrate knowledge of context, style and purpose of professional repertoire.
- **AO2:** Apply technical and interpretative skills in performance.
- **AO3:** Reflect on development and application of skills.

Professional Works Explored May Include:

- *Kaaris: Charge* by Andrew Winghart – a high-energy commercial piece with intricate formations and dynamic group performance.
- Matthew Bourne's *Swan Lake* – exploring storytelling, characterisation, and expressive movement.
- *Emancipation of Expressionism* by Boy Blue – demonstrating the fusion of hip-hop with contemporary styles.

Through these works, students analyse choreographic intention, musicality, and physical execution, while considering how costume, set, lighting and collaboration contribute to the overall impact.

Component 3: Responding to a Brief

In this externally assessed unit, students respond to a set brief and stimulus by creating and performing an original piece of dance in a group.

Students will:

- Develop a creative response to a stimulus.
- Apply and refine physical, technical and expressive skills in performance.
- Collaborate as performers to devise and rehearse original choreography.
- Evaluate the effectiveness of their performance and creative process.

Links to the specification:

	• AO1: Understand how to respond to a brief. • AO2: Select and develop skills and techniques. • AO3: Apply skills in a workshop performance. • AO4: Evaluate the development process and outcome. Skills Focus: • Use of choreographic devices such as motif development, contrast, structure, and relationships. • Exploration of production elements including costume, lighting, and set to enhance the performance. • Analysis of how professional choreographers respond to themes and stimuli for inspiration.
What are the aims and objectives of Year 11?	By the end of Year 11, students will: • Demonstrate confident performance skills through the reproduction and creation of dance material, showing control, accuracy, and expressive intention. • Apply technical and interpretative skills developed through professional repertoire to their own performance work (Component 2). • Collaborate effectively in the creative process, contributing ideas and responding to feedback when devising original choreography for a set brief (Component 3). • Show understanding of choreographic processes, including the use of choreographic devices, structure, and production elements to enhance meaning and communicate with an audience. • Evaluate and reflect on their development and performance, identifying strengths and areas for improvement. • Meet the assessment objectives set by the BTEC Tech Award specification: ○ AO1: Understanding of context and response to a brief. ○ AO2: Development and application of performance and creative skills. ○ AO3: Execution of performance. ○ AO4: Critical evaluation of process and outcome.
What previous knowledge is required?	The knowledge and practical skills developed throughout year 10 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 genres. This supports students in their interpretation of repertoire and preparation for auditions.

Resources	These professional works support technical development (Component 2) and choreographic inspiration (Component 3), while helping students meet the BTEC assessment objectives: • AO1 – Understanding of context, theme and practitioner intent • AO2 – Development and application of performance/choreographic skills • AO3 – Performance execution and stylistic interpretation • AO4 – Evaluation of process and outcome Watching these pieces will help students reflect on how dancers develop and refine skills, and how choreographers use production elements to communicate a theme—essential preparation for Components 2 and 3. <table><tr><th>Professional Work</th><th>Description</th><th>Link</th></tr><tr><td>Andrew Winghart – <i>Kaaris: Charge</i></td><td>A commercial ensemble work known for precision, high energy, and complex staging. Supports group coordination and musicality.</td><td>Watch on YouTube</td></tr><tr><td>Matthew Bourne – <i>Swan Lake, Romeo and Juliet, The Car Man</i></td><td>Narrative-driven contemporary works with strong theatricality and reimagined characters. Ideal for exploring AO1 and AO3.</td><td>New Adventures Website</td></tr><tr><td>James Cousins – <i>Within Her Eyes</i></td><td>A duet focusing on emotional tension, spatial relationship and dependency. Supports expression and use of contact work.</td><td>Watch on YouTube</td></tr><tr><td>Boy Blue – <i>Emancipation of Expressionism</i></td><td>Urban and contemporary fusion with clear narrative, structure and intent. Strong for analysing choreography and production choices.</td><td>Watch on YouTube</td></tr><tr><td>Diversity – <i>Black Lives Matter</i></td><td>A social justice-themed piece using hip-hop, mime and gesture to communicate identity and emotion. Supports AO1 and AO3.</td><td>Watch on YouTube</td></tr><tr><td>Joss Arnott – <i>Rush, A Movement in 3 or Wildfire</i></td><td>High-impact, athletic contemporary work with strong dynamics, ensemble coordination, and musical structure. Useful for AO2 and AO3.</td><td>Joss Arnott Dance</td></tr><tr><td>Akram Khan – <i>Dust, XENOS, Kaash, Giselle</i></td><td>Fusion of Kathak and contemporary dance exploring themes of war, memory, migration and cultural identity. Ideal for AO1 (context) and AO4 (evaluation).</td><td>Akram Khan Company</td></tr><tr><td>Greed – <i>A Story Through Dance</i></td><td>Stylised and symbolic choreography portraying human ambition and societal</td><td>Watch on YouTube</td></tr></table>	Professional Work	Description	Link	Andrew Winghart – <i>Kaaris: Charge</i>	A commercial ensemble work known for precision, high energy, and complex staging. Supports group coordination and musicality.	Watch on YouTube	Matthew Bourne – <i>Swan Lake, Romeo and Juliet, The Car Man</i>	Narrative-driven contemporary works with strong theatricality and reimagined characters. Ideal for exploring AO1 and AO3.	New Adventures Website	James Cousins – <i>Within Her Eyes</i>	A duet focusing on emotional tension, spatial relationship and dependency. Supports expression and use of contact work.	Watch on YouTube	Boy Blue – <i>Emancipation of Expressionism</i>	Urban and contemporary fusion with clear narrative, structure and intent. Strong for analysing choreography and production choices.	Watch on YouTube	Diversity – <i>Black Lives Matter</i>	A social justice-themed piece using hip-hop, mime and gesture to communicate identity and emotion. Supports AO1 and AO3.	Watch on YouTube	Joss Arnott – <i>Rush, A Movement in 3 or Wildfire</i>	High-impact, athletic contemporary work with strong dynamics, ensemble coordination, and musical structure. Useful for AO2 and AO3.	Joss Arnott Dance	Akram Khan – <i>Dust, XENOS, Kaash, Giselle</i>	Fusion of Kathak and contemporary dance exploring themes of war, memory, migration and cultural identity. Ideal for AO1 (context) and AO4 (evaluation).	Akram Khan Company	Greed – <i>A Story Through Dance</i>	Stylised and symbolic choreography portraying human ambition and societal	Watch on YouTube
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	flaws. Supports thematic interpretation (AO1 & AO3). The Greatest Dancer – Diversity Highlights of technical precision, transitions and expressive performance. Great for performance critique (AO2). Watch on YouTube
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.