

# BTEC Level 1/Level 2 Award in Performing Arts (Dance)



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| <b>Subject Leader</b>     | <b>Mr Jowitt, Miss Harrison</b>  |
| <b>Subject Teacher(s)</b> | <b>Mr Worstencroft, Mr Jowitt, Miss Harrison, Miss Jerome</b>  |
| <b>Course Title</b>       | <b>BTEC Level 1/Level 2 Award in Performing Arts (Dance)</b>   |
| <b>Website</b>            | <b><a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html</a></b> |



# Course Overview

This course gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli.
- process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance.
- attitudes that are considered most important in the Performing Arts, including personal management and communication.
- knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.



# Component 1 – Exploring the Performing Arts

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Learners will produce a written report, presentation, vlog or other similar evidence of understanding of three professional dance works and the work of key practitioners. Evidence will also include participation in practical dance activities which will be filmed.

### How it's assessed

1. Examine professional practitioners' performance work
  2. Explore the interrelationships between constituent features of existing performance material.
- 30% of Grade

# Component 2 – Developing Skills and Techniques in the Performing Arts



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Learners will be assessed in workshops, classes and rehearsal. They will be required to demonstrate their development of technique and dance skills required for performance. At the end of the component learners will demonstrate their application and use of skills in the performance of professional dance repertoire. In addition, learners will present evidence such as a practice and rehearsal logbook or diary to illustrate their ongoing development and improvement.

### How it's assessed

1. Develop skills and techniques for performance
  2. Apply skills and techniques in rehearsal and performance
  3. Review own development and contribution to the performance
- 30% of Grade



# Component 3 – Responding to a Brief

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Learners will generate ideas in response to brief set by Edexcel in addition to selecting and developing dance skills and techniques to meet the brief. Throughout the process they will need to keep a record of ideas, research and skills development. This will culminate in a final live performance to a target audience. Learners will be expected to capture their ideas in a written log and evaluation report which will be completed across 3 hours under timed supervised conditions.

### How it's assessed

**AO1 Understand how to respond to a brief**

**AO2 Select and develop skills and techniques in response to a brief**

**AO3 Apply skills and techniques in a workshop performance in response to a brief**

**AO4 Evaluate the development process and outcome in response to a brief**

- **40% of Grade**



# Additional information

Performing Arts can benefit students who wish to pursue a career in the arts, media, the communications industry, marketing and any career which deals with the public or presentations in business.

Throughout the course you will explore and develop a wide range of skills required for successful dance performance. In addition, you will develop your knowledge and understanding of different dances styles and genres through studying professional dance repertory.

The qualification can be used as a stepping stone to a Level 3 in Performing Arts or Dance qualification or further performance education. The course will encourage personal development through practical participation and performances in a range of disciplines.