



# Dance Overview – Year 10

The Pearson BTEC Tech Award in Performing Arts equips students with the skills and knowledge to progress onto further study in Dance, Performing Arts and related creative subjects. Your child will study approximately five hours a fortnight in this option, developing their practical performance skills, creativity, and understanding of professional practice. During Year 10, students will begin their first coursework component by exploring professional dance works and developing their understanding of how performances are created, which contributes towards their final qualification grade.

	Autumn	Spring	Summer
Topic(s)	<b>Component 1: Exploring the Performing Arts</b>	<b>Component 1: Exploring the Performing Arts</b>	<b>Component 2: Developing Skills &amp; Techniques</b>
Topic Objectives	<ul style="list-style-type: none"> <li>Explore professional dance works and performances</li> <li>Understand how performances are created and developed</li> <li>Identify roles, responsibilities, and skills within the performing arts</li> <li>Demonstrate understanding of how dance communicates meaning to an audience</li> </ul>	<ul style="list-style-type: none"> <li>Explore professional dance works and performances</li> <li>Understand how performances are created and developed</li> <li>Identify roles, responsibilities, and skills within the performing arts</li> <li>Demonstrate understanding of how dance communicates meaning to an audience</li> </ul>	<ul style="list-style-type: none"> <li>Develop technical and performance skills in dance</li> <li>Rehearse and perform existing repertoire</li> <li>Apply physical and expressive skills to communicate meaning</li> <li>Reflect on progress and identify areas for improvement</li> </ul>
Acquired Knowledge/Skills	During the Autumn term, students begin their BTEC Performing Arts course by exploring a range of professional dance works. They develop an understanding of how performances are created, including the roles and responsibilities of performers and choreographers, and how dance communicates meaning to an audience. Students analyse different dance styles and begin to explore movement practically, building confidence and developing their ability to discuss performance using appropriate terminology.	In the Spring term, students deepen their understanding of professional dance by continuing to explore and analyse performance work. They build on their knowledge of styles, techniques, and influences, while also developing their practical skills through workshop-based learning. Students begin to make clearer links between professional practice and their own work, strengthening their ability to interpret and communicate ideas through movement.	During the Summer term, students move into Component 2, where they begin to develop their own performance skills in more depth. They rehearse and perform sections of existing repertoire, focusing on improving technique, expression, and accuracy. Students also learn how to respond to feedback, reflect on their progress, and identify areas for improvement, developing the discipline and resilience required for successful performance.
Assessments	<b>Component 1: Exploring the Performing Arts (30%)</b> Students are internally assessed (and externally moderated) through coursework that explores professional dance works, including written and practical responses demonstrating their understanding of how performances are created.	<b>Component 1: Exploring the Performing Arts (30%)</b> Students are internally assessed (and externally moderated) through coursework that explores professional dance works, including written and practical responses demonstrating their understanding of how performances are created.	<b>Component 2: Developing Skills and Techniques (30%)</b> Students are internally assessed (and externally moderated) on their ability to rehearse and perform dance repertoire, alongside a review of their development and application of skills.
Citizenship	<p><b>PSHE Development</b> Components 1 and 2 support students' personal development by building confidence, self-awareness, and resilience. In Component 1, students explore professional dance works, helping them to understand how ideas, emotions, and themes are communicated through performance. In Component 2, students develop their own practical skills through rehearsal and performance, learning to respond positively to feedback and reflect on their progress, which supports emotional resilience and self-improvement.</p> <p><b>Careers Education</b></p>		

These components introduce students to a wide range of careers within the performing arts industry. In Component 1, students explore the roles of dancers, choreographers, and designers, gaining insight into how professional performances are created. Component 2 develops practical skills such as teamwork, communication, discipline, and time management, all of which are essential for careers within the creative industries and beyond.

**Fundamental British Values**

Components 1 and 2 promote respect, tolerance, and collaboration. Students explore a range of dance styles and cultural influences in Component 1, helping them to develop an appreciation of diversity. In Component 2, students work together in rehearsals, learning to respect each other’s ideas, support one another, and work towards a shared performance outcome, reinforcing the importance of mutual respect and cooperation.

**SMSC Development (Spiritual, Moral, Social and Cultural)**

Components 1 and 2 support students’ SMSC development through both exploration and practical engagement. Spiritually, students express ideas and emotions through movement. Morally, they consider themes and messages within professional dance works. Socially, they develop teamwork and communication skills through rehearsal and performance. Culturally, they explore a range of dance styles and traditions, broadening their understanding of different influences and contexts.

## Dance Overview – Year 11



The Pearson BTEC Tech Award in Performing Arts continues to equip students in Year 11 with the skills, knowledge and confidence to progress onto further study in Dance and the wider performing arts sector. Your child will study approximately five hours a fortnight, refining their technical and performance skills while developing their ability to respond creatively to professional briefs. During this year, students complete their remaining coursework and externally assessed component, which together contribute to their overall qualification grade.

	Autumn	Spring	Summer
Topic(s)	<b>Component 2: Developing Skills &amp; Techniques</b>	<b>Component 3: Responding to a Brief</b>	<b>Component 3: Responding to a Brief</b>
Topic Objectives	<ul style="list-style-type: none"> <li>Study a full play and understand how it can be brought to life on stage</li> <li>Analyse how acting, staging, and design communicate meaning</li> <li>Evaluate a live theatre performance</li> <li>Develop written skills using appropriate drama terminology</li> </ul>	<ul style="list-style-type: none"> <li>Respond creatively to a set brief</li> <li>Develop and rehearse a performance based on a stimulus</li> <li>Apply skills, techniques, and stylistic understanding</li> <li>Perform work to an audience and evaluate outcome</li> </ul>	<ul style="list-style-type: none"> <li>Respond creatively to a set brief</li> <li>Develop and rehearse a performance based on a stimulus</li> <li>Apply skills, techniques, and stylistic understanding</li> <li>Perform work to an audience and evaluate outcome</li> </ul>
Acquired Knowledge/Skills	During the Autumn term in Year 11, students continue to develop their technical and performance skills as they complete Component 2. They refine their ability to perform dance repertoire with control, accuracy, and expression, while developing their understanding of style and interpretation. Students also strengthen their ability to reflect on their progress, respond to feedback, and make improvements, ensuring their performance work reaches the highest possible standard.	In the Spring term, students begin Component 3, where they respond to a set brief provided by the exam board. They explore the stimulus, develop ideas, and begin to create their own performance work. Students apply the skills and techniques they have developed throughout the course, while working collaboratively to shape and refine their performance. This term focuses on creativity, independence, and applying knowledge in a practical context.	During the Summer term, students complete Component 3 by finalising and performing their work under supervised conditions. They demonstrate their ability to respond effectively to a brief, communicate ideas clearly through performance, and apply appropriate techniques and styles. This term allows students to consolidate their learning, build confidence, and showcase their skills in preparation for final assessment.
Assessments	<b>Component 2: Developing Skills and Techniques (30%)</b> Students are internally assessed (and externally	<b>Component 3: Responding to a Brief (40%)</b> Students are externally assessed through a set task, where they respond to a brief by creating	<b>Component 3: Responding to a Brief (40%)</b> Students are externally assessed through a set task, where they respond to a brief by creating

	<p>moderated) on their ability to rehearse and perform dance repertoire, alongside a review of their development and application of skills.</p>	<p>and performing a piece of dance under supervised conditions.</p>	<p>and performing a piece of dance under supervised conditions..</p>
<p>Citizenship</p>	<p><b>PSHE Development</b>  Components 2 and 3 support students' personal growth by developing independence, resilience, and confidence. In Component 2, students refine their performance skills and learn to respond constructively to feedback. In Component 3, they apply these skills in response to a set brief, managing their own progress and working under pressure, which helps to build self-discipline, confidence, and adaptability.</p> <p><b>Careers Education</b>  These components provide valuable insight into professional practice within the performing arts industry. Component 2 develops high-level performance skills and rehearsal techniques, while Component 3 mirrors real-world creative processes by requiring students to respond to a brief. Students develop transferable skills such as problem-solving, creativity, collaboration, and time management, which are relevant to a wide range of careers.</p> <p><b>Fundamental British Values</b>  Components 2 and 3 encourage students to work collaboratively and respect diverse perspectives. Through rehearsal and performance, students learn to value others' contributions and work effectively as part of a team. In Component 3, responding to a brief allows students to explore different ideas and viewpoints, promoting tolerance, respect, and an understanding of diverse experiences within society.</p> <p><b>SMSC Development (Spiritual, Moral, Social and Cultural)</b>  Through Components 2 and 3, students continue to develop their SMSC understanding. Spiritually, they express creativity and meaning through performance. Morally, they explore themes and messages within their work and consider their impact on an audience. Socially, they strengthen teamwork and communication skills through collaborative performance. Culturally, they engage with a range of styles and influences, developing a deeper appreciation of the diversity within the performing arts.</p>		