

# BTEC Performing Arts Dance



**Exam Board:** Pearson

**Entry requirements:** Grade 6 in GCSE Dance (subject to course leader's approval)

## Intent

### Structure

The Pearson BTEC Level 3 National Extended Certificate in Performing Arts - Dance is intended as an Applied General qualification for post-16 learners who want to continue their education through applied learning, and who aim to progress to higher education and to employment in the performing arts sector.

The qualification is equivalent in size to one A Level, and it has been designed as part of a two-year programme, normally alongside further Level 3 qualifications. Learners wishing to take this qualification will have successfully completed a Level 2 programme of learning in GCSE Dance.

Students will study three mandatory units covering the following content areas:

- performance – practical exploration and application of specialist skills and techniques, individual and group performance
- research, analysis and commissioning – aims to develop skills that are essential for further study of performing arts, including research methodology, independent learning, extended writing, sourcing, idea generation, evaluating information and drawing conclusions from it.

Students choose one optional unit which has been designed to support progression to the range of sector-related courses in higher education and to link with relevant occupational areas.

## Implementation

### Content & Sequencing

The study of dance enables students to develop socially whilst promoting creativity, fitness and well-being. As students become performers, they'll also develop their confidence, self-esteem and team working skills. Throughout the dance BTEC we challenge students to begin working professionally as expected within the industry to build on their skills acquired at GCSE level. Assessment includes a combination of practical dance tasks alongside creative extended writing assignments. This equips students with the necessary skills and experience to study dance further, or embark on an exciting career in the arts. We encourage students to participate in first-hand experience of dance, through opportunities such as professional class, seeing live dance and reviewing current work. We integrate this within the curriculum through taught lessons, workshops, visits to performances and residential trips. Recently this has included trips to local and London theatres, workshops with local artists, as well as a residential trip to New York. Students are encouraged to become independent practitioners, exploring their own ideas and direction within their work. We support this through one to one tutorials within lessons as well as group feedback sessions, enabling students to learn from and inspire each other.

### Mandatory units

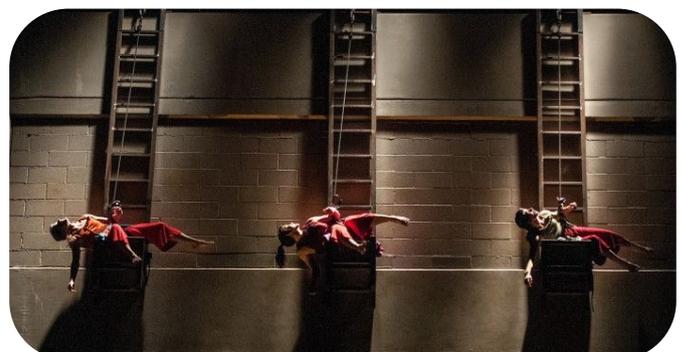
There are three mandatory units, two external and one internal. Learners must complete and achieve at Near Pass grade or above for all the three mandatory units.

- 1) Investigating Practitioners' Work
- 2) Developing Skills and Techniques for Live Performance
- 3) Group Performance Workshop

### Optional units

Learners must complete one optional unit.

- 1) Contemporary Dance Technique
- 2) Healthy Dancer
- 3) Choreography for Live Performance
- 4) Improvisation
- 5) Movement in Performance
- 6) Site Specific Performance



## Assessment Methods

Students will be assessed through a range of methods including, creating process, performance, essays, logbooks and presentations. The criteria for each unit differs.

4 units of which 3 are mandatory and 2 are external. Each unit is assessed by either a teacher or external moderator.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P).



## Impact

### Onward Progression

In addition to the performing arts sector-specific content, this qualification provides learners with the opportunity to develop all-round performance skills and transferable skills such as self-confidence, self-presentation, personal discipline, time management and organisational skills which are highly regarded by higher education and employers.

For example in Unit 2: Developing Skills and Techniques for Live Performance, learners will gain understanding and experience of rehearsal methods and techniques. Through research and practical exploration, learners will develop the necessary skills to interpret performance material and develop a character or role for a live performance. The learners will acquire transferable skills, such as personal management and collaborative skills, which are necessary when working in a performing arts ensemble.

This BTEC Level 3 National Extended Certificate in Performing Arts carries UCAS points and is recognised by higher education providers as meeting admission requirements for many relevant courses such as the BA Hons Dance degree.

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills:

- cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- being able to give presentations and being active group members.

The BTEC National Dance course also provides a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including: extended writing • analytical skills • creative development • communication skills • collaborative skills • independence • preparation for assessment methods used in degrees.

### Further information contact

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