

BTEC Performing Arts (Dance Pathway)

Curriculum checkpoints: what do students know and what can they do?

| | <u>Developing</u> | <u>Securing</u> | <u>Mastering</u> | <u>Excelling</u> |
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| <u>Component 1</u> | <p><u>Learning Aim A:</u> Limited understanding of performance informed through superficial investigation of stylistic qualities, features, influences and how they contribute to creative intentions.</p> <p><u>Learning Aim A:</u> Reference to arbitrary examples from the professional work that relate to the theme.</p> <p><u>Learning Aim A:</u> Basic understanding of the professionals' contribution to the performance through limited assessment of roles, responsibilities in line with intentions.</p> <p><u>Learning Aim A:</u> Limited consideration of the fundamental skills that contribute to the work.</p> <p><u>Learning Aim B:</u> Basic understanding of the approaches,</p> | <p><u>Learning Aim A:</u> Adequate understanding of performance informed through adequate investigation of stylistic qualities, features, influences and how they contribute to creative intentions.</p> <p><u>Learning Aim A:</u> Reference to some relevant examples from the professional work that relate to the theme.</p> <p><u>Learning Aim A:</u> Adequate understanding of the professionals' contribution to the performance through partial assessment of roles, responsibilities in line with intentions.</p> <p><u>Learning Aim A:</u> Sufficient consideration of some of the fundamental skills that contribute to the work.</p> | <p><u>Learning Aim A:</u> Good understanding of performance informed through competent investigation of stylistic qualities, features, influences and how they contribute to creative intentions.</p> <p><u>Learning Aim A:</u> Reference to mostly relevant examples from the professional work that relate to the theme.</p> <p><u>Learning Aim A:</u> Good understanding of the professionals' contribution to the performance through clear assessment of roles, responsibilities in line with intentions.</p> <p><u>Learning Aim A:</u> Good consideration of most of the fundamental skills that contribute to the work.</p> | <p><u>Learning Aim A:</u> In depth understanding of performance informed through thorough investigation of stylistic qualities, features, influences and how they contribute to creative intentions.</p> <p><u>Learning Aim A:</u> Reference to pertinent examples from the professional work that relate to the theme.</p> <p><u>Learning Aim A:</u> In depth understanding of the professionals' contribution to the performance through detailed assessment of roles, responsibilities in line with intentions.</p> <p><u>Learning Aim A:</u> In depth and thorough consideration of most of the fundamental skills that contribute to the work.</p> <p><u>Learning Aim B:</u> Effective understanding of the approaches, processes and</p> |

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| | <p>processes and techniques used in performance/production process. <u>Learning Aim B:</u> Response shows limited consideration of examples from professional works.</p> | <p><u>Learning Aim B:</u> Adequate understanding of the approaches, processes and techniques used in performance/production process. <u>Learning Aim B:</u> Response informed through adequate consideration of examples from professional works.</p> | <p><u>Learning Aim B:</u> Good understanding of the approaches, processes and techniques used in performance/production process. <u>Learning Aim B:</u> Response informed through competent consideration of examples from professional works.</p> | <p>techniques used in performance/production process. <u>Learning Aim B:</u> Response informed through thorough consideration of examples from professional works.</p> |
| <u>Component 2</u> | <p><u>Learning Aim A:</u> Limited application of technical and performance/design skills during the rehearsal process. <u>Learning Aim A:</u> Tentative and limited approach to the preparation of skills and techniques for performance/pitch that relate to the theme. <u>Learning Aim B:</u> Limited demonstration of technical performance/production skills during performance/pitch. <u>Learning Aim B:</u> Limited use of performance/design skills to express stylistic qualities of the repertoire during performance/pitch.</p> | <p><u>Learning Aim A:</u> Adequate application of technical and performance/design skills during the rehearsal process. <u>Learning Aim A:</u> Adequate and partially disciplined approach to the preparation of skills and techniques for performance/pitch that relate to the theme. <u>Learning Aim B:</u> Adequate demonstration of technical performance/production skills during performance/pitch. <u>Learning Aim B:</u> Adequate use of performance/design skills to express stylistic</p> | <p><u>Learning Aim A:</u> Competent application of technical and performance/design skills during the rehearsal process. <u>Learning Aim A:</u> Competent and mostly disciplined approach to the preparation of skills and techniques for performance/pitch that relate to the theme. <u>Learning Aim B:</u> Competent demonstration of technical performance/production skills during performance/pitch. <u>Learning Aim B:</u> Competent use of performance/design skills to express stylistic qualities of the repertoire during performance/pitch.</p> | <p><u>Learning Aim A:</u> Effective application of technical and performance/design skills during the rehearsal process. <u>Learning Aim A:</u> Confident and disciplined approach to the preparation of skills and techniques for performance/pitch that relate to the theme. <u>Learning Aim B:</u> Effective demonstration of technical performance/ production skills during performance/pitch. <u>Learning Aim B:</u> Effective use of performance/design skills to express stylistic qualities of the repertoire during performance/pitch.</p> |

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| | <p><u>Learning Aim B:</u> Basic and tentative application of interpretative skills during performance/pitch.</p> <p><u>Learning Aim C:</u> Basic review of the development of skills and techniques.</p> <p><u>Learning Aim C:</u> Tentative use of review and target setting to enable limited development.</p> <p><u>Learning Aim C:</u> Basic review of the application of skills and techniques in performance or realisation.</p> <p><u>Learning Aim C:</u> Actions and targets to improve are limited and superficial.</p> | <p>qualities of the repertoire during performance/pitch.</p> <p><u>Learning Aim B:</u> Adequate application of interpretative skills during performance/pitch.</p> <p><u>Learning Aim C:</u> Adequate review of the development of skills and techniques.</p> <p><u>Learning Aim C:</u> Adequate use of review and target setting to enable some development.</p> <p><u>Learning Aim C:</u> Straightforward review of the application of skills and techniques in performance or realisation.</p> <p><u>Learning Aim C:</u> Actions and targets to improve show some consideration and are partially relevant.</p> | <p><u>Learning Aim B:</u> Competent application of interpretative skills during performance/pitch.</p> <p><u>Learning Aim C:</u> Appropriate review of the development of skills and techniques.</p> <p><u>Learning Aim C:</u> Competent use of review and target setting to enable development.</p> <p><u>Learning Aim C:</u> Appropriate review of the application of skills and techniques in performance or realisation.</p> <p><u>Learning Aim C:</u> Actions and targets to improve are clearly considered and relevant.</p> | <p><u>Learning Aim B:</u> Insightful and confident application of interpretative skills during performance/pitch.</p> <p><u>Learning Aim C:</u> In-depth review of the development of skills and techniques.</p> <p><u>Learning Aim C:</u> Effective use of review and target setting to drive forward own development.</p> <p><u>Learning Aim C:</u> In-depth review of the application of skills and techniques in performance or realisation.</p> <p><u>Learning Aim C:</u> Actions and targets to improve are thoroughly considered and pertinent.</p> |
| <u>Component 3</u> | <p><u>Level 1 Pass</u> Learners are able to follow instructions. They can identify and respond to some of the requirements of the brief. They are able to follow the lead of others or be directed to perform simple tasks. They will attempt to</p> | <p><u>Level 2 Pass</u> Learners are able to make an appropriate contribution to activities and tasks. They are able to respond competently to the requirements of the brief. Learners contribute</p> | <p><u>Level 2 Merit</u> Learners are able to make a good contribution to activities and tasks. They are able to respond very well to the requirements of the brief. Learners contribute many</p> | <p><u>Level 2 Distinction</u> Learners are able to initiate imaginative and appropriate activity. They are able to respond fully to all of the requirements of the brief. Learners are able to take the initiative and support others in</p> |

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| | <p>contribute ideas, which may be obvious, tentatively linked or not entirely appropriate. Learners are able to imitate given techniques or styles at a basic level and take part in practical tasks. They can identify some of the skills they could use. The individual contribution made by learners has minimal impact on the group dynamic or the delivery and communication of ideas through performance. Learners can describe some of the process activities and/or tasks and give a brief or incomplete account of the outcome, however some of this may be repetitive in the development log.</p> | <p>appropriate ideas in discussions and/or practical activities. They can apply relevant skills and techniques for the style or genre of the work and demonstrate appropriate skills in practical tasks. The individual contribution made by learners has some impact on the group dynamic and the delivery and communication of ideas in the workshop performance as a performer or designer. Learners are able to reflect on and review the process and outcome adequately.</p> | <p>appropriate ideas in discussions and/or practical activities. They very competently apply relevant skills and techniques for the style or genre of the work and demonstrate competent skills in practical tasks. The individual contribution made by learners has a good impact on the group dynamic and the delivery and communication of ideas in the workshop performance as a performer or designer. Learners are able to reflect on and review the process and outcome competently well.</p> | <p>the group. They consistently contribute valid ideas to discussions and practical exploration activities. They effectively and consistently apply appropriate skills and techniques for the style or genre of work. The individual contribution made by learners has a significant impact on the group dynamic and the delivery and communication of ideas through performance. Learners are able to reflect on and review the process and outcome with awareness and insight.</p> |
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