

Teacher Notes

Find the appropriate sections/moments from the whole dance piece

Section A – Learners will learn a short repertoire phrase over two lessons/ and the style

Section B – Will give clues into the context and meaning/intention – the THEME of the PSA look at production elements

Section C – Learners will be able to pick out the RADS and say what they think this in communicating with an audience the THEME

Section D – Learners will bring this section to life in the role of a dancer – so creating their version over two lessons

Section E – Learner will look at this section as showing the choreographic characteristics of the choreographer

BTEC Level 1 / 2 Tech Award in Performing Arts with a Dance Approach

Component 1 – Based on 2 lessons a week

	Lesson 1	Lesson 2/3	Evidence building
WK1	<p>Focus: Practical class</p> <p>Group activity: Watch a trailer for the dance piece being studied. In groups, have students have to see if there is enough information to explore the creative intentions of the piece e.g. theme, issue, response to stimuli, style/genre, contextual influences, collaboration with other practitioners, influences by other practitioners.</p> <p>Discussion and providing them with more information about the piece. Worksheet 2</p> <ul style="list-style-type: none"> ● Becoming a dancer in the style used in the piece ● Taking part in a technique class. <p>Homework Worksheet 3 or similar case studies OF DANCERS from the work</p>	<p>Focus: Practical workshop</p> <ul style="list-style-type: none"> ● Listing all the key features/characteristics that make up the style of dance ● Looking at Dance skills with vocabulary used in tick boxes <p>Complete Worksheet 4</p>	<ul style="list-style-type: none"> - Listing what the features of the style are. - Pictures of self dancing labelling movements and saying why they are this style - Skills of a dancer
WK2	<p>Focus: Learning a phrase of repertoire</p> <ul style="list-style-type: none"> ● Warm up in the style ● Watching a moment from the piece A ● Discussion on the PSA THEME and how you can see this in the piece. Worksheet 2 ● Picking out a moment/motif phrase of repertoire from piece to learn from Section A <p>Complete: Worksheet 2 and 5</p>	<p>Focus: Skills of a dancer</p> <ul style="list-style-type: none"> ● Warm up in the style ● Performing the phrase or repertoire learnt in the style from Section A in small groups <p>Complete: Worksheet 5 Lesson 3: HOUR 1</p>	<ul style="list-style-type: none"> - Listing what a technique class would look like for a dancer training in this style. - Describe the motif/phrase learnt from Section A

<p>WK3</p>	<p><u>Focus: Practical class. Role of a dancer in this work</u></p> <ul style="list-style-type: none"> ● Roles of a dancer and case study of a dancer. ● Perhaps doing a mini audition like a dancer in this piece would have done. ● Interview a dancer from the piece <p>Worksheet 6</p>	<p><u>Focus: A dancer's role within the process</u></p> <p>Working in the way a dancer in this company/ piece would work. Creative tasks, taught sequences and perfecting. Relationship with the music/costumes/props/story etc.</p> <p>Watching this dancer's journey through the dance piece.</p> <p>Present and add to finding from worksheet 6</p>	<ul style="list-style-type: none"> - Case study of a dancer in the piece - Writing up creative tasks – discussing which sections or where these ideas have come from in the piece
<p>WK4</p>	<p><u>Focus: Practical key features of the dance style</u></p> <p>Going over the style in a practical workshop and watch a section of the piece. Looking at stylistic features of the dance style.</p> <p>Complete the column in: Worksheet 7</p>	<p><u>Focus: Theme/ intention of the work</u></p> <ul style="list-style-type: none"> ● Watching Section B of the piece and describing the theme/intention. What is a dance theme? A theme is the subject matter or topic or idea that is explored within the dance piece. What are the key themes within <i>a piece you are studying</i>? It can be the ideas, the story, the music. ● List the creative intentions of the piece being studied and the inspiration/influences ● Group discussion: Students should then consider contextual factors that may have influenced the creation. Find reviews as a starting point. ● Teacher to guide discussion on to the purpose of the piece and students should consider the following possible intentions of the creators: to educate, to inform, to entertain, to provoke, to challenge viewpoints, to raise awareness, to celebrate. <p>Worksheet 8</p> <p><u>Lesson 3: HOUR 2</u></p>	<ul style="list-style-type: none"> - Listing the moments in the piece that are in this style - Looking at the things that have influenced the piece and intentions – notes to help complete

WK5	<p><u>Focus: Practical exploration of RADS within piece</u></p> <ul style="list-style-type: none"> ● Workshop using creative tasks and moments from the work that looks at the RADS used in the piece. ● Teacher to select a moment/ or used section C <p>Actions/USE of space/ Dynamics/ Relationships</p> <p>Worksheet 9</p>	<p><u>Focus: Movement and meaning</u></p> <ul style="list-style-type: none"> ● Watching a Section C of the piece ● Picking out some RADS and saying how these movements communicate to an audience and how well the dancers do this. ● Looking at use of dancers <p>Use of dancers Worksheet 10</p>	<ul style="list-style-type: none"> - Description of movement content using RADS to describe the theme/narrative or intension. - Use of dancers
WK6	<p><u>Focus: Bringing a section to life practically</u></p> <ul style="list-style-type: none"> ● Picking out a significant section/Section D and describing what is happening. ● Look at the use of dancers/characters/narrative/contact work. ● Quick spatial warm up based on the piece ● Bring parts to life in a practical workshop that the students devise for each other in groups <p>Continue Worksheet 10 and write up tasks/workshop</p>	<p><u>Focus: Bringing a section to life practically/ rehearsal techniques</u></p> <ul style="list-style-type: none"> ● Warm up in the style ● In groups creating a mini version of Section D continuing with their own devised ideas from previous lesson ● Explore how adding on dynamics, and performance skills as a dancer will add meaning or aid intension. ● Look at rehearsal techniques that dancers use <p>Worksheet 11 Lesson 3: HOUR 3</p>	<ul style="list-style-type: none"> - A description of a section of the dance - Discussing what skills a dancer needed to perform it. - Listing Roles and responsibilities for a dancer in the piece/ rehearsal techniques
HALF TERM			
WK7	<p><u>Focus: Explore a choreographer's intentions</u></p> <ul style="list-style-type: none"> ● Discussion: Who is the choreographer? What were the choreographer's intentions? Who or what are they influenced by? What is important in their creative process? ● Picking out a theme or idea from this piece and discuss what research you would do as a choreographer. ● Discuss what order you would do things in if you were a choreographer. Perhaps put a list provided by the teacher in order. <p>Worksheet 12</p>	<p><u>Focus: The roles and responsibilities of a choreographer</u></p> <ul style="list-style-type: none"> ● Going over the roles and responsibilities of a choreographer. ● Continue from last lesson thinking about research and discuss what movement research you may do. This could be exploring dancing to music from the piece, or creative tasks, or research into a style of dance, a story, characters – whatever is most important in terms of intentions of this piece. ● How that related to this choreographer of this piece 	<ul style="list-style-type: none"> - Choreographer case study - What was the intention of the piece - Roles and responsibilities of this choreographer - A rough outline of a creative process

<p>WK8</p>	<p>Focus: Creative tasks on the theme</p> <ul style="list-style-type: none"> ● Discussion: What is improvisation? What is a motif? How do you develop movement? ● Creative warm up/ or technique exercises in the style ● Teacher to set creative tasks in relation to the piece ● Learners to devise their own tasks <p>Worksheet 14</p>	<p>Worksheet 13</p> <p>Focus: Stylistic characteristics of this choreographer</p> <ul style="list-style-type: none"> ● Watching section E from the piece ● Picking out choreographic characteristics from the work and giving clear examples ● What traits that make this choreographer’s choreographic work distinguishable. Give examples from the piece ● Could bring these to life in a practical workshop ● You could also present your finding from worksheet 13 <p>Worksheet 15</p> <p>Lesson 3: HOUR 4</p>	<ul style="list-style-type: none"> - Characteristics of this choreographer with examples from the piece - Creative tasks that can be used to create similar movement
<p>WK9</p>	<p>Focus: Writing a rehearsal schedule</p> <ul style="list-style-type: none"> ● Discussion: Collaborations – who would work together? who did work together? Name them and discuss their contribution. ● Add them all to the example schedule ● Looking a case study of a rehearsal schedule ● Writing a schedule as if a choreographer/ or an example one for the piece based on key information. <p>Worksheet 16</p>	<p>Focus: Getting creative like a choreographer</p> <ul style="list-style-type: none"> ● Creative workshop using the same or similar starting point as the choreographer. This could be starting with a character, or duet or motif ● Setting tasks or working in a similar way – so recreating the process to develop the movement material ● Write up this part of the choreographic process <p>Worksheet 17</p>	<ul style="list-style-type: none"> - An example rehearsal schedule - Information about the collaborators and process
<p>WK10</p>	<p>Focus: Getting more creative like a choreographer</p> <ul style="list-style-type: none"> ● Creative workshop using the same or similar starting point as the choreographer. E.g. music or creative tasks ● Setting tasks or working in a similar way – so recreating the process ● Developing movements or rehearsing in a similar way ● Write up the process <p>Worksheet 17 continued</p>	<p>Focus: Roles and responsibilities of collaborators</p> <ul style="list-style-type: none"> ● Role of a costume designer/ prop maker/ composer/ lighting designer – getting creative and designing own version based on the same theme ● Roles and responsibilities of this collaborator 	<ul style="list-style-type: none"> - Case study of a collaborator and roles and responsibilities - Write up the choreographer process

		<ul style="list-style-type: none"> Using a costume or a piece of music to work with in a practical task. What do they represent? <p>Worksheet 18a and 18b/ Worksheet 19 Lesson 3: HOUR 5</p>	
WK11	<p>Focus: Design and meaning</p> <ul style="list-style-type: none"> Looking at this in the piece and giving a description of either the costumes and their meaning or the use of props or lighting design or all. Draw and label pictures to help get this across <p>Worksheet 20</p>	<p>Focus: The aural setting</p> <ul style="list-style-type: none"> Picking out a significant section and describing what is happening with the dance and the music. Using this music to create or recreate the ideas in small groups <p>Worksheet 21</p>	<ul style="list-style-type: none"> Physical setting descriptions and justifications Music/aural setting descriptions
WK12	<p>Focus: The dance piece as a whole</p> <ul style="list-style-type: none"> Looking at structural elements of the piece. Is it a narrative or does it have formations etc Naming the sections and giving a brief description Filling in the design elements and saying how the communicate the THEME. <p>Worksheet 22</p>	<p>Focus: Practical workshop</p> <ul style="list-style-type: none"> Warm up in the style Creative workshop using one of these choreographic structural elements or on the way movements have been developed in the piece. Write up this part of the process <p>Worksheet 23 Lesson 3: HOUR 6</p>	<ul style="list-style-type: none"> Description of the piece as a whole, an overview of its structure Some description of the structure
EASTER			
	HOUR 7 Producing evidence	HOUR 8/9 Producing evidence	
	HOUR 10 Producing evidence	HOUR 11/12 Producing evidence	
			Comp 1: UPLOADING ASSESSMENTS TO LWP (Digital learner work platform)