

Yearly Overview

Subject: Year 11 BTEC Performing Arts/Dance

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Prior knowledge Students will have completed C1 (although not fully done because of COVID) and will have a range of skills and knowledge relevant to their discipline. They will have developed an understanding of their own practical skills and be able to discuss features of performance. They will understand that there are different processes that go into creating a performance.</p>	<p>Prior knowledge Students will have developed their knowledge of rehearsal and performance skills in the relevant styles/disciplines. They will have reflected on their development and set targets for the component.</p>	<p>Prior knowledge: Students will have done their component 2 performance and understand their own practical ability and be able to comment on their process.</p>	<p>Prior knowledge: Students will be continuing with component 3. They will have knowledge of the brief and devising strategies and understand each of the required activities for the component.</p>	<p>Prior knowledge: Students will have worked with their group to respond to the brief and created a performance. They will have reflected on their initial ideas and the development process.</p>	<p>Prior knowledge:</p>
<p>Term 1 knowledge</p>	<p>Term 2 knowledge</p>	<p>Term 3 knowledge</p>	<p>Term 4 knowledge</p>	<p>Term 5 knowledge</p>	<p>Term 6 knowledge</p>
<p>This term students will take part in workshops to revisit and build upon their practical skills and knowledge. They will revisit existing repertoire to build movement memory</p>	<p>This term students will continue component 2. They will take part in workshops in the relevant style and learn and perform existing professional repertoire. They will continue to reflect on</p>	<p>This term students will finish component 2 and begin component 3 in which they will be given a brief and work to devise a piece based on the stimulus. Students will research the stimulus and take</p>	<p>This term students will continue with component 3. They will be developing their collaborative, creative and reflective skills throughout the process. Students will further develop their</p>	<p>This term students will finish component 3. They will perform their piece and complete an evaluation.</p>	<p>Window for C3 closes in May.</p> <p><i>Students will be taking part in other exams during this term.</i></p>

<p>and take part in workshops to build skills in a variety of styles. They will take part in skills audits and set targets for their own development. Students will also begin component 2.</p>	<p>their progress and take part in a performance for component 2.</p>	<p>part in workshops to develop their skills in devising. They will also build their reflective skills in preparation for the written parts of the component.</p>	<p>ability to respond to the written elements of the component.</p>		<p><i>If we are in a position where we see students for lessons and they are not revising, we take the opportunity to do mock auditions and other activities to prepare students for their next steps.</i></p>
<p>Future knowledge: This term links to component 2 which students are beginning. They will learn, rehearse, and perform an existing piece of professional rep. Students will also reflect on their process.</p>	<p>Future knowledge: This links to future terms as students finish component 2. This will feed into component 3 as students need to reflect on their process throughout the component.</p>	<p>Future knowledge: This supports students' ability to complete component 3 successfully.</p>	<p>Future knowledge: This supports students' ability to complete component 3 successfully.</p>	<p>Future knowledge: Completion of C2 and C3 will support students' ability to progress in their next steps. They will have developed their practical confidence and collaborative and creative skills which will equip them as they progress to sixth form.</p>	<p>Future knowledge: Students will have knowledge of performance styles and practitioners, know how to work in a group to reach a common goal and have an awareness of their own strengths and areas for improvement.</p>