

Year 10

Remember to test yourself by doing an exam question!

COMPONENT 1

Learning outcome A: Investigate how professional performance or production work is created. Learners will examine live and/or recorded performances in at least three different styles to develop their understanding of professional performing arts work in dance, with reference to influences, outcomes, and purpose. Learners will gain a practical appreciation of professional work by exploring existing performance material in dance. They will learn how professionals may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities.

R	A	G
---	---	---

SKILL	I have knowledge of various Dance genres, e.g., Jazz, Contemporary, Commercial, Lyrical, Cultural.		
	I understand creative stylistic qualities, such as theme/issue, production elements, form/structure/narrative, response to stimulus, style/genre, contextual influences, collaboration with other professionals, influences of others to create professional dance performances.		
	I understand the purpose and its influence on stylistic qualities of a professional dance work. I can interpret whether the piece is to educate, to inform, to entertain, to provoke, to challenge viewpoints, to raise awareness or to celebrate.		

Learners will examine the roles, responsibilities and skills used to create work, developing their knowledge, and understanding of how they contribute to performance.	I understand the performance roles of a dancer.		
	I understand the non-performance roles such as: choreographer, director, designer.		
	I have understanding of the responsibilities of a professional performance: such as rehearsing, performing, and managing self and others		
	I have understanding of the relevant skills such as: Physical requirements used by performers, managing,		
	I have understanding of the creative skills, such as designing set, costume, props, makeup, lighting, or sound		
	I have understanding of the organisational skills used to put on a performance by a choreographer.		

Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work. Processes used in development, rehearsal, and performance	I can respond to stimulus to generate ideas for performance.		
	I can explore and develop ideas to develop material.		
	I can discuss with other performers.		
	Set tasks for performers/designers.		
	I can share ideas and intentions.		
	I understand how to teach material to performers.		
	I understand how to develop performance material and outcomes.		
	I understand how to organise and run rehearsals.		
	I understand how to refine and adjust material to make improvements		
	I understand how to provide notes and/or feedback on improvements.		
	I understand Production processes such as:		
	Rehearsal		
	Production		
	Technical rehearsal		
	Dress rehearsal		
	Performance		
	Post-performance evaluation/review.		

COMPONENT 2

Learning outcome A: Investigate how professional performance or production work is created. Learners will examine live and/or recorded performances in at least three different styles to develop their understanding of professional performing arts work in dance, with reference to influences, outcomes, and purpose. Learners will gain a practical appreciation of professional work by exploring existing performance material in dance. They will learn how professionals may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities.

R	A	G
---	---	---

Learning outcome A	I have knowledge of Health and safety: The correct clothing to wear. How to warm up effectively, the safety of the space that they are using, how to conduct myself in a safe way while creating and dancing.		
	I have positive behaviours and attitudes when working with others, such as: cooperation, being supportive, listening to others, punctuality, consistency, commitment, reliability, being prepared, being respectful of others' opinions and skills.		
	I have positive behaviours and attitudes when working with others, such as: cooperation, being supportive, listening to others, punctuality, consistency, commitment, reliability, being prepared, being respectful of others' opinions and skills.		
	I am able to review and record the development of my skills, techniques and progress in a logbook or portfolio.		
	I can respond to teacher and peer feedback, absorbing, and applying feedback and corrections.		
	I can explore themes, ideas, styles, or genres.		

Interpreting performance material	I can experiment with skills and techniques.			
	I can develop costumes, spaces, and technical elements such as lighting and sound for performance.			
	I can visualise, such as floor plans and movement within them.			
	I can reproduce existing performance from repertoire such as being prepared, warming up and cooling down, use of repetition and recall, learning blocking and stage directions, learning choreography.			
	I am able to use of repetition and recall, learning blocking and stage directions, learning choreography.			
	I can interpret and develop a character/role			
	I can develop the relationship with the music.			
	I can respond to direction.			
Learning Outcome B: Learners will apply interpretative skills and techniques appropriate to dance in a performance	I have performance skills needed by dancers, including: Physical skills relevant to the performance discipline, e.g. actions, alignment, accuracy, balance, body language, coordination, contraction, characterisation, communication, dynamic range, energy, expression, extension, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture, phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of weight.			
	I have performance and interpretative skills relevant to the performance discipline, e.g., awareness and appreciation of sound accompaniment, for example following the accompaniment, awareness of the performance space and audience, emphasis, energy and commitment, facial expression, focus, handling and use of props, set, costume, makeup, interaction with and response to other performers, musicality, projection, rhythm and timing, stage presence, tuning, use of space.			
Learning outcome C: Review own development and application of performance	I can apply skills such as physical, and interpretative.			
	I can respond to audience feedback.			
	I can identify strengths and areas for future development.			
	I can give myself actions and targets for future performances.			
	I can make reference to professional working practices.			