

Component 3 Mock Assignment			
Week	Topic	Content	Resources
2	1	<p>Component 3 Mock: PERFORMING TO A BRIEF.</p>	<p>Understanding how to respond to a brief through discussion and practical exploration activities. Target audience, performance space, planning and managing resources, running time, style of work</p>
			<p>BTEC Tech award revision guide – Page 1 + 52, 53 (Understanding a brief/ Responding to a Brief)</p> <p>BTEC Tech award revision guide – Page 2 - 8 (Planning)</p> <p>Component 3 Initial Ideas worksheet</p>
3	2	<p>PERFORMING TO A BRIEF. Developing ideas</p>	<p>Developing ideas in response to a brief. Theme/issue, use of props, time and place, existing rep. Structure of the work, style and genre, skills required, creative intentions. Improvisation. Motif. Motif Development.</p>
			<p>BTEC Tech award revision guide – Page 9 - 15 - (Planning)</p> <p>Choreographer Influences</p> <p>Component 3 Planning sheet</p>
4	1	<p>PERFORMING TO A BRIEF. Developing ideas</p>	<p>Developing ideas in response to a brief. Working effectively as a member of the group: making an individual contribution, responding to the contributions of others</p>
			<p>BTEC Tech award revision guide – Page 54 + 55/ 62 +63 (Ideas Log Notes/ Dance ideas log)</p>



			Ideas Log	
5	2	PERFORMING TO A BRIEF. Selecting and developing skills and techniques for performance.	Selecting and developing skills and techniques for performance. <i>Demonstrate how to select and develop performance skills and techniques that are needed to realise the creative ideas in response to a brief.</i>	Component 3 Planning sheet
6	1	PERFORMING TO A BRIEF.	Skills and techniques of the individual performer and group. <ul style="list-style-type: none">- Style/Genre.- Influence of selected practitioners.- Appropriate skills for target audience.- Skills development.- Rehearsal process. Skills Log	BTEC Tech award revision guide – Page 56 + 57/ 64 +65 (Skills Log Notes/ Dance skills log)



7	2	<p>PERFORMING TO A BRIEF.</p> <p>Workshop performance.</p>	<p>Workshop performance.</p> <p><i>Communicating ideas through performance.</i> Taking part in a performance for an audience. Communicating intentions effectively.</p>	BTEC Tech award revision guide – Page 70 +72 (Preparing and Performing/ Debrief)
8	1	<p>PERFORMING TO A BRIEF.</p> <p>Evaluating the development process and performance outcome.</p>	<p>Evaluating the development process and performance outcome.</p> <p><i>Reflect on the process.</i> Contributing to initial ideas and exploring ideas in response to: the brief, stimulus, contributions from other members of the group.</p> <p>Evaluation Report</p>	BTEC Tech award revision guide – Page 75 +76 (Dance Evaluations)

October Half Term

Component 1				
Week	Topic	Content	Prior Learning	Resources



<p>9</p>	<p>1</p>	<p>Component 1: 10 Soldiers Choreographed By Rosie Kay</p> <p>Still Life at the Penguin Café Choreographed By David Bintley</p>	<p>Research creative intentions of the piece and influences, creative outcomes and purpose.</p> <p>Research roles, responsibilities and skills of those involved in creating and contributing to the performance.</p> <p>Watch analyse and appreciate Still Life at the Penguin Café Choreographed By David Bintley.</p>	<p>In Year 10 you started to look at the Penguin Café and 10 Soldiers.</p> <p>You should have an initial understanding of the works and have previously watched and analysed both pieces.</p>	<p>Penguin Café: https://www.youtube.com/watch?v=kO7wpijSz4</p> <p>10 Soldiers: https://www.youtube.com/watch?v=ku1tVoBUyw8</p> <p>Creative intentions/ Roles and Responsibilities PowerPoint – Available on Teams</p> <p>Analyse and Appreciate PowerPoint – Available on Teams</p>
<p>10</p>	<p>2</p>	<p>Still Life at the Penguin Café Choreographed By David Bintley</p>	<p>Practical exploration of how practitioners make performance material.</p> <p>Processes used in performance.</p> <p>Constituent features of existing performance material.</p>	<p>You should understand the creative intentions and purpose of the piece. Last week you watched and analysed two scenes from Still Life. Roles, responsibilities and skills were introduced for the non-performance roles who helped to create the piece.</p>	<p>Penguin Café: https://www.youtube.com/watch?v=kO7wpijSz4 (Learn Section:)</p> <p>Practical PowerPoint – Available on Teams</p>



11	1	10 Soldiers Choreographed By Rosie Kay	Watch analyse and appreciate 10 Soldiers Choreographed By Rosie Kay Research creative intentions of the piece and influences, creative outcomes and purpose.	Last week you learnt two sections of repertoire (Kangaroo Rat and The Great Auk). You should understand the key features within the performance and the process that the choreographer used to create choreography for the piece.	10 Soldiers: https://www.youtube.com/watch?v=ku1tVoBUyw8 Creative intention PowerPoint – Available on Teams Analyse and Appreciate PowerPoint – Available on Teams
12	2	10 Soldiers Choreographed By Rosie Kay	Practical exploration of how practitioners make performance material. Explore/understand processes used in performance. Constituent features of existing performance material.	Within last weeks lesson you have watched two scenes in 10 Soldiers and analysed the performance. You should understand the creative intentions of the piece and have started to piece your work together.	10 Soldiers: https://www.youtube.com/watch?v=ku1tVoBUyw8 (Learn Section: Civvy street to soldier – Drill and Contact wait out – Advance) Practical PowerPoint – Available on Teams



13 1	10 Soldiers Choreographed By Rosie Kay Still Life at the Penguin Café Choreographed By David Bintley	Processes used in performance. Techniques and approaches used in performance.	Last week you explored 10 Soldiers practically (Civvy street to soldier, drill section and Contact wait out, advance section) You should understand the process used within the performance and key features that you see throughout the piece.	Penguin Café: https://www.youtube.com/watch?v=kO7wjpijSz4 10 Soldiers: https://www.youtube.com/watch?v=ku1tVoBUyw8 Processes PowerPoint – Available on Teams
14 2	Still Life at the Penguin Café Choreographed By David Bintley 10 Soldiers Choreographed By Rosie Kay	Finishing off processes used in performance. Techniques and approaches used in performance. Piecing all work together into an infographic/PowerPoint presentation.	Last week you looked at interrelationships between processes, techniques and approaches used in both 10 Soldiers and Still Life at the Penguin Café.	Penguin Café: https://www.youtube.com/watch?v=kO7wjpijSz4 10 Soldiers: https://www.youtube.com/watch?v=ku1tVoBUyw8 Putting work together PowerPoint– Available on Teams



15	1	<p>Still Life at the Penguin Café Choreographed By David Bintley</p> <p>10 Soldiers Choreographed By Rosie Kay</p>	<p>Addressing any misconceptions and finish piecing work together.</p> <p><u>SUBMIT INFOGRAPHIC/PRESENTATION</u></p>	<p>Last week you finished off the interrelationships section and started to piece all of you work together.</p>	Feedback Sheets (handed out)
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End of Term - Christmas

Component 3 Mock Assignment					
Week	Topic	Content	Prior Learning	Resources	
16	2	<p><u>Component 3:</u> PERFORMING TO A BRIEF.</p> <p>Developing ideas in response to a brief.</p>	<p><i>Understanding how to respond to a brief through discussion and practical exploration activities</i></p>	<p>Previously you have completed a mock assessment of Component 3. You completed this at the beginning of Year 11. You should understand the outlines of the assignment and the marking criteria.</p>	<p>BTEC Tech Award Component 3 Assignment Brief (Available on Dance TEAMS page 'files')</p> <p>BTEC Tech award revision guide – Page 1 + 52, 53 (Understanding a brief/ Responding to a Brief)</p> <p>BTEC Tech award revision guide – Page 2 - 8 (Planning)</p> <p>Component 3 Initial Ideas worksheet (Available on Dance TEAMS page 'files')</p>
17	1	PERFORMING TO A BRIEF.	<p>Target audience, performance space, planning and managing</p>	<p>Last week you received your Component 3 assignment brief. You</p>	<p>BTEC Tech award revision guide – Page 9 - 15 - (Planning)</p>



			resources, running time, style of work	should have mind mapped your initial ideas and have spoken/workshopped ideas in your working group.	Research choreographer Influences Component 3 Planning sheet 1 (Available on Dance TEAMS page 'files')
18	2	PERFORMING TO A BRIEF.	Developing ideas in response to a brief. Theme/issue, use of props, time and place, existing rep. Structure of the work, style and genre, skills required, creative intentions.	Last week you should have chosen your target audience, performance space, resources and style of work. You should have researched and found choreographic influences that would apply to the given theme/issue.	BTEC Tech award revision guide – Page 9 - 15 - (Planning) Component 3 Planning sheet 2 (Available on Dance TEAMS page 'files')
19	1	PERFORMING TO A BRIEF.	Developing ideas in response to a brief. Working effectively as a member of the group: making an individual contribution, responding to the contributions of others.	Last week you should have explored movement ideas with your group in response to the brief. This should have focussed on the theme/issue given in the assignment brief.	BTEC Tech award revision guide – Page 9 - 15 - (Planning) Component 3 Planning sheet 3 (Available on Dance TEAMS page 'files')
20	2	PERFORMING TO A BRIEF. Selecting and developing skills and techniques for performance.	<i>Demonstrate how to select and develop performance skills and techniques that are needed to realise the creative ideas in response to a brief.</i>	Last week you should have developed your ideas in response to the brief. Working with and leading sessions in your group to create movement relevant to the theme/issue.	BTEC Tech award revision guide – Page 54 + 55/ 62 +63 (Ideas Log Notes/ Dance ideas log) Create 1 A4 Page of notes for Ideas Log



21	1	<p>PERFORMING TO A BRIEF.</p> <p>Ideas Log.</p>	<p>Skills and techniques of the individual performer and group. Style/Genre. Influence of selected practitioners. Appropriate skills for target audience. Skills development. Rehearsal process.</p>	<p>Last week you should have begun to understand the skills required for your piece and have a plan in place to improve these skills over the course of the component.</p> <p>You should have planned your ideas log notes – 1 A4 piece of paper, bullet points.</p>	<p>*C3 A1 Ideas Log 15marks – 1 hour, exam conditions</p> <p>BTEC Tech award revision guide – Page 56 + 57/ 64 +65 (Skills Log Notes/ Dance skills log)</p>
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February Half Term

Component 3					
Week	Topic	Content	Prior Learning	Resources	
25	2	<p>PERFORMING TO A BRIEF.</p>	<p>Skills and techniques of the individual performer and group. Style/Genre. Influence of selected practitioners. Appropriate skills for target audience. Skills development. Rehearsal process.</p>	<p>Last lesson you completed your ideas log.</p> <p>You should have started to complete your skills log notes over half term – 1 A4 piece of paper, bullet points.</p>	<p>BTEC Tech award revision guide – Page 56 + 57/ 64 +65 (Skills Log Notes/ Dance skills log)</p> <p>Create 1 A4 Page of notes for Skills Log</p>
26	1	<p>PERFORMING TO A BRIEF.</p> <p>Skills Log.</p>	<p>Skills and techniques of the individual performer and group. Style/Genre. Influence of selected</p>	<p>Last week you should have</p>	<p>*C3 B1 Skills Log 15marks – 1 hour, exam conditions</p>



			practitioners. Appropriate skills for target audience. Skills development. Rehearsal process.	competed your skills log notes.	
27	2	PERFORMING TO A BRIEF.	<i>Performance skills and techniques.</i> Effective use of performance skills and techniques in a workshop performance to target audience. Physical and interpretive skills sustained in performance. <i>Working effectively with others.</i>	Last week you completed you skills log. You should have began preparing for your workshop performance, considering your skills development and rehearsal process.	BTEC Tech award revision guide – Page 16 +20 (Dance Evaluations)
End of Term - Easter					
28	1	PERFORMING TO A BRIEF. Workshop Performance.	Communicating effectively with other performers – prep for performance. Taking part in final group preparations. Taking part in a workshop performance. Communicating intentions effectively.	You should have prepared for your workshop performance, considering your physical and interpretive skills within your performance.	*C3 C Workshop Performance
29	2	PERFORMING TO A BRIEF.	<i>Reflect on the process and outcome.</i> Contributing to the workshop performance outcome: effectiveness of response to the brief, strengths and improvements overall impact of the work of the group.	Last week you completed your workshop performance in front of an audience.	BTEC Tech award revision guide – Page 70 +72 (Preparing and Performing/ Debrief) Debrief worksheet (Available on Dance TEAMS page 'files')



				You should have asked for feedback from audience and group members.		
30	1	PERFORMING TO A BRIEF.		<i>Reflect on the process and outcome.</i> Contributing to the workshop performance outcome: effectiveness of response to the brief, strengths and improvements overall impact of the work of the group	Last week you should have watched back your performance and began to debrief your workshop performance with your group.	BTEC Tech award revision guide – Page 70 +72 (Preparing and Performing/ Debrief) Debrief worksheet (Available on Dance TEAMS page 'files')
31	2	PERFORMING TO A BRIEF. Additional Performance/Assessment Opportunity if required	External Unit Submission Preparation.		Before half term you should have watched back and debriefed your workshop performance in your groups.	BTEC Tech award revision guide – Page 75 +76 (Dance Evaluations) Create 1 A4 Page of notes for Evaluation Report
32	1	PERFORMING TO A BRIEF. Additional Performance/Assessment Opportunity if required. Evaluation Report	External Unit Submission Preparation.		Last week you should have completed your evaluation report notes 1 A4 piece of paper, bullet points.	*C3 D Evaluation Report – 1 hour, exam conditions
33	Component 3 Submission					