



BTEC Level 2 Tech Award in Performing Arts - Dance

Component 1: Exploring the Performing Arts (Internally Assessed - 30%)

Component	Description of Pearson-set Assignment	Window for assessment
Component 1: Exploring the Performing Arts	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment. 60 marks.	December/January and May/June from 2023 onwards

Learners will be assessed on their knowledge of Dance. This is done practically, but with prominent coursework theory. Learners participate in the creation, development and performance of a Dance using the techniques of an influential Dance practitioner or a genre, in response to a theme set by the exam board. Learners must cover two learning aims (A and B) to be covered in 2 tasks (Task 1 & 2).

Learners must produce:

- Task One (24 marks) A portfolio of evidence (Google Slides). Learners must cover two learning aims (A & B) to be covered in 2 tasks. Learners must participate in practical dance rehearsals.
- Task Two (36 marks) A portfolio of evidence (Google Slides) Learners must cover two learning aims (A & B). Plus a practical Dance, based on a given 'theme' and with influence from an influential dance practitioner.
- Marks for this component are out of 60 marks.

Component 2: Developing Skills (Internally Assessed - 30%)

Component 2: Developing Skills and Techniques in the Performing Arts	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment. 60 marks.
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Learners are required to perform an existing piece of dance repertoire in a chosen style, focusing on practical performance skills and movement memory. Learners must cover three learning aims (A, B and C) to be covered in 3 tasks (Task 1, 2 and 3)

Learners must produce:

- Task 1 (12 marks) Video footage of your rehearsal for the professional repertoire at a Milestone points with written reviews (10 mins)
- Task 2 (24 marks) Video footage of performance of repertoire in front of audience



- Task 3 (24 marks) Written review (supported by your log book)
- Marks for this component are out of 60 marks.

Component 3: Responding to a Brief (Externally Assessed – 40%)

Component	Description of set task
Component 3: Responding to a Brief	Task set and marked by Pearson completed under supervised conditions. Learners will be given the set task in January, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the workshop performance. The set task will be completed in 3 hours within the period timetabled by Pearson.

Learners receive an externally set stimulus from the exam board and are required to plan, create and perform a workshop performance responding to the specific details given. There is opportunity to perform these to local primary schools. Learners must cover four learning Aims to be covered in 4 tasks (A, B, C & D).

Learners must produce:

- Activity 1 – Written ideas log 800 words (15 marks)
- Activity 2 – Written skills log 800 words (15 marks)
- Activity 3 – Practical choreography 7-15 mins with a group (18 marks)
- Activity 4 – Written evaluation 800 words.
- Marks for this component are out of 60 marks.



2-year Course Structure

Term	Year 10	Year 11
Term 1 (Sept. – Oct.)	Introduction to BTEC Dance • Introduction of the style of Dance e.g. Ballet, Jazz, Contemporary, Musical Theatre • Writing task, research a dance practitioner • Development of Whole School Musical/Dance Live piece	Component 2 • Launch of Comp 2 • Task 1 preparations • Development of Whole School Musical/Dance Live piece
Term 2 (Nov. – Dec.)	Continued Introduction to BTEC Dance • Continued Exploration of Dance styles • Development of own dance piece based on a chosen style • Writing task, continued research a new dance practitioner • Development of Whole School Musical/Dance Live piece	Component 2 • Continuation of Comp 2 • Task 2 preparations and performance to a live audience • Development of Whole School Musical/Dance Live piece
Term 3 (Jan. – Feb.)	Launch of Component 1: • Experimentation with theme/style/practitioner • Performance Milestone 1 • Task 1 and Task 2 Preparation	Component 2 • Continuation of Comp 2 • Task 3 preparations, set task released by Pearson • Development of Whole School Musical/Dance Live piece
Term 4 (Feb. – March)	Component 1: • Exploration of Theme • Rehearsals with set style/practitioner and dance techniques • Performance Milestone 2 • Task 1 and Task 2 Preparation	Component 2 • Closure of task 2, tweaks and catch up time allowed for • Component 3 Preparations. • Activity 1, 2 & 3 sat in controlled assessment conditions.
Term 5 (April – May)	Component 1 • Controlled assessment of Task 1 and 2 in supervised widow of assessment • Practical Dance NEA day.	Component 3 • Performance to a Primary audience. • Activity 4 sat in controlled conditions.
Term 6 (June – July)	Component 2 Mock • Practical exploration of Dance Live • Theory/introduction of Component 2 begins	Year 11 on guided revision. • Dance course complete.



LEVEL 2	D2*	8.5-9
LEVEL 2	D2	7-8
LEVEL 2	M2	5.5-6
LEVEL 2	P2	4-5
LEVEL 1	D1	3
LEVEL 1	M1	2
LEVEL 1	P1	1