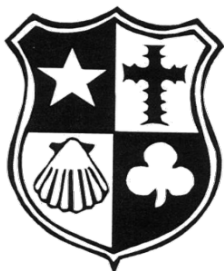




Hedingham School Student Handbook

BTEC Level 1/2 Award Performing Arts (Dance)

Qualification number: 600/4785/9



BTEC Level 1/2 Award in Performing Arts (Dance) (BHCO8)

This course is made up of 3 units.

You will study two of them in year 10 and one of them in year 11.

Units

Two of the units are assessed by practical and theory coursework in year 10. One unit is assessed by examination in year 11.

Year 10		Code Level 1	Code Level 2	Weighting
Unit 2	Preparation, Performance, Production (Core)	20514E	20515E	30 credits
Unit 4	Dance Skills	20518E	20519E	60 credits

Year 11		Code Level 1	Code Level 2	Weighting
Unit 1	Individual Showcase (Core)	20512E	20513E	30 credits

Points

As you complete each unit your work will be assessed and you will gain a grade for each of the units.

Each grade is worth a certain number of points. These points are added together to determine the final grade.

This means that if you find one of the units more suited to your style of working then you can do well and this may offset a unit that you find more difficult.

Points for **each unit**: -

Unit 4 is worth double points as it is worth double credits than the other two units.

U	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
0	6	12	18	24
Equivalent to:	GCSE grades G-D	GCSE grade C	GCSE grade B	GCSE grade A

Final Grade

Overall there are up to 96 points available for the whole course. However you must achieve certain points in the core units.

You must also gain at least a level 1 pass in all of the units to be able to pass the whole qualification

To achieve level 1 you MUST achieve at least **12 points** across the two **core units**

To achieve level 2 you MUST achieve at least **24 points** across the two **core units**

BTEC First Award		GCSE Equivalent
Final Grade	Minimum Points required	
U	0 - 23	U
Level 1 Pass	24	GCSE Grades G-D
Level 2 Pass	48	GCSE Grade C
Level 2 Merit	66	GCSE Grade B
Level 2 Distinction	84	GCSE Grade A
Level 2 Distinction *	90+	GCSE Grade A*

Hand in dates.

You will have set hand in dates for your work which you MUST meet.

Your work will be assessed and if appropriate you may be offered an opportunity to improve your work.

This is called a 'Referral'.

Only the Lead teacher for the subject can allow you a referral. In this subject the Lead teacher is Mrs. Trim.

Failure to meet the hand in date for your work will mean that you cannot have a referral for that piece of work. (Exceptions would apply for extenuating circumstances.)

Making your work your own

It is vital that the coursework that you hand in is your own work. However, you may use information from other places or other people to help you present ideas. You may interview someone and include their information or you may find an interesting piece of information in a leaflet or on the internet.

If you use a diagram or a piece of written text as part of your work then you **MUST** declare where this came from. If you don't, then you are suggesting that this is your work, which would not be true.

If you are including a quotation from a book, magazine, person, internet or other source, you should indent the quotation and italicize the text. Put the link under this text and then explain the quotation in your own words. The quotation alone is not enough!

Here is an example;

Ghost Dances is a one-act dance work in which three skeletal Ghost Dancers await a group of Dead who will re-enact moments from their lives before passing on.

<http://clc2.uniservity.com/GroupDownloadFile.asp?GroupId=153273&ResourceID=3618312>

Ghost Dances, choreographed by Christopher Bruce is a contemporary ballet narrative piece. *Ghost Dances* is structured in one-act with a running theme throughout. The dance work represents the lives of villagers who are waiting to be collected by three skeletal *Ghost Dances*. The skeletal *Ghosts* pass the villagers on from the living life to Death.

If you are including diagrams in your work, these too need to be referenced, showing where you got that diagram from. You would then write about what this diagram shows.

A list of all the references you have used should be included as a list at the end of your work as a bibliography. It is best to make that list as you go.

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.**

Penalties for breaking the regulations

If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- The piece of work will be awarded zero marks
- You will be disqualified from that unit for the examination series in question
- You will be disqualified from the whole subject for that examination series
- You will be disqualified from all subjects and barred from entering again for a period of time.

REMEMBER – IT IS YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK.

Units

Unit 1 – Individual Showcase – Year 11

How can you make sure that you present yourself in the best light to potential employers when employment or training opportunities arise?

Securing work and training opportunities in the performing arts will require you to be able to promote yourself effectively in a range of situations. First impressions matter, so it is crucial that you are able to recognise and promote your skills with confidence and clarity.

This unit covers what to include in a letter of application and how to prepare two audition pieces that demonstrate your relevant skills and knowledge. Responding to an job advert will provide you with a clear focus for the unit.

When preparing an audition piece it is important that you develop a suitable vehicle to show your strengths, not weaknesses. Therefore, learning how to recognise your specific skills is a crucial step. It is also important that your audition piece or presentation provides a good match for the skills that are required in your chosen progression opportunity, so that the person or people you are showing your work to can connect the skills you are offering to the skills they need.

Unit 2 - Preparation, Production, Performance – Year 10

Have you ever thought about all of the things that need to happen before a performance is seen by an audience?

In this unit you will learn how to develop a performance piece as a member of a fictional performance company. You will take on a specific performing or production role and will prepare for, and produce, a performance by carrying out tasks that are appropriate to your role. No matter what role you undertake, you will also need to explore the performance piece you are working on.

The performers to explore, develop and shape ideas for the performance. You will need to take part in preparations for the performance that are appropriate to your role to ensure everything is ready for the opening night. This might include attending rehearsals, production meetings, making sessions and get-ins and fit-ups.

All of your hard work will come to fruition when you present your performance to an audience. You will need to make sure that you understand your responsibilities and that you are personally prepared for the performance, whether that means learning your lines or moves, knowing your cues or making sure that costumes, props and other materials are ready and useable. You should also understand how important you are to the success of the overall production.

This unit focuses on the work of a company, not just the individual. It will therefore give you the chance to experience the highs and lows of working as a member of a performance company.

Unit 4 – Dance Skills – Year 10

Did you know that versatile dancers are more likely to be employed within the industry than dancers who are able to perform in only one style?

This unit is all about developing your versatility as a dancer. As part of this development you will be encouraged to develop your physical skills to help you become a stronger and more flexible dancer.

You will explore and develop your dance skills in workshops and lessons where you will perform exercises and short sequences, before building up to a longer dance sequence. The unit will then culminate in a final performance where you will showcase your newly acquired skills. You will be assessed on your ability to master new skills and how you apply them in the final performance.

Not only will this unit focus on physical skills to support your technical development, you will also be encouraged to develop your interpretive skills, focusing in particular on how your selected dance style is performed and communicated to an audience. The aim of this is to hone your ability to interpret and convey a variety of styles and choreography to an audience.

In order to improve your dance skills it is important to regularly review your progress. You will therefore be encouraged to understand your own strengths, identify areas for your development and as a result set targets for your improvement.

Good Luck! We hope you all do really well.

The BTEC staff at Hedingham School.