



Countesthorpe Leysland Community College

# Pearson BTEC Level 3 National Extended Certificate in Performance (Dance)



## Transition Booklet

## The Dance Department and Course Overview

The Dance Department consists of Mrs Myles and Mrs Hunt, whom share the delivery of the Pearson Level 3 Extended Certificate.

Any general queries to be sent to [6thform@clcc.college](mailto:6thform@clcc.college).

We have over 10 years of experience delivering courses at Level 3 with consistently outstanding results. Our students go on to study a huge variety of courses and at numerous colleges and universities. Some of our alumni have gone onto study Dance, Musical Theatre, Performing arts and much more at institutions including LABAN, Gloucester, LIPA and De Montfort, Addict and Studio 79 to name a few.

We will be delivering the Extended Certificate. This is a 360 GLH (470 TQT) Equivalent in size to one A Level. Five units, of which two are mandatory and one is external. Mandatory content (50%). External assessment (33%).

This qualification offers an engaging programme to support learners who want to pursue a career in dancing (but not limited to). This size of qualification allows learners to study related and complementary qualifications alongside it, without duplication of content. It can prepare learners for a range of Apprenticeships in performance-related areas. When taken alongside further Level 3 qualifications, it supports access to a range of higher education courses in the performing arts sector and more.



## Course Content

Pearson BTEC Level 3 National Extended Certificate in Performance (Dance)				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units group A – learners complete and achieve both units</b>				
3	Group Performance Workshop	120	<b>Mandatory and Synoptic</b>	External
34	Developing Skills and Techniques for Performance	60	<b>Mandatory</b>	Internal
<b>Optional units group – learners complete three units</b>				
8	Classical Ballet Technique	60	<b>Optional</b>	Internal
9	Tap Dance Technique	60	<b>Optional</b>	Internal
10	Jazz Dance Technique	60	<b>Optional</b>	Internal
11	Street Dance Technique	60	<b>Optional</b>	Internal
12	Contemporary Dance Technique	60	<b>Optional</b>	Internal
13	Healthy Dancer	60	<b>Optional</b>	Internal
14	Choreography for Live Performance	60	<b>Optional</b>	Internal
21	Improvisation	60	<b>Optional</b>	Internal
22	Movement in Performance	60	<b>Optional</b>	Internal
26	Physical Theatre Techniques	60	<b>Optional</b>	Internal

The orange boxes show the units we are likely to deliver. These units will allow you to gain knowledge and experience in dance work, technique and styles to ensure you meet the requirements of further education.

Unit 12 will mirror much of the course that is delivered through the AQA A level dance course; similarly unit 22 will also supplement this content, however will allow you to study other styles, create and shape choreography as well as perform to your individual strengths.

Units 3 and 34 are mandatory, where unit 3 is an external task (not dissimilar to the one studied at Level 2) and unit 34 requires you to develop your skills and techniques ready for a performance, as well as exploring roles within the industry.

Unit 13 allows you to unpick the physical attributes that make you a healthy performer; you will research and implement programmes to develop your skills for performance, as well as develop your understanding of physiological aspects of the body, and how they contribute to you, as a dancer.

## Tasks:

This work should be completed by week commencing 22<sup>nd</sup> June.

### Task 1

This task will support the learning of Learning Aim B2 for Unit 14 (Factors that affect training when developing training techniques) and will look at the following:

#### Nutrition-

- importance and function of a balanced diet, such as protein, carbohydrate, fats, vitamins and minerals, fibre
- the effect of good/poor nutrition for a dancer
- the importance of hydration
- effects of dehydration
- effects of disordered eating.

We require you to do the following:

- a) Complete a 2 week diet plan, showing everything you eat and drink (including snacks) and noting the calories where possible. We suggest you complete the table at the end of this pack.
- b) Complete a PowerPoint presentation detailing and explaining the components of a balanced diet, with their function, and importance of a balanced diet.  
Explain the effect of good/poor nutrition on a dancer with examples.  
Explain the effects of good hydration and dehydration.
- c) Complete a poster explaining the effects of eating disorders on a performer.
- d) Pick a component of fitness (Strength, flexibility, stamina), create and implement a 4 week training programme to improve this. You can use an app (e.g. Splits Training) but must record what you do and when you do it. Evaluate the effect of this programme at the end of each week.

## Task 2

This will support the learning of Learning Aim B1 for Unit 22 (Exploration of stimulus that can be used to develop a movement phrase) and will look at the following:

- Visual, e.g. paintings, films, photographs, sculpture, colours, shapes, animation, digital images.
- Aural, e.g. music; sound effects (live/recorded).
- Text-based, e.g. script, poetry, literature, news items, dance notation.
- Other, e.g. abstract, thematic, narrative.

We require you to do the following:

- a) Create mind map explaining (with examples) what a stimulus is and the 3 main stimuli noted above. Give examples of work (e.g. practitioners like Christopher Bruce- Ghost Dances being based around news and culture)
- b) Create a mood board for one of these types of stimulus, highlighting a specific element you will create a dance around.
- c) Using the stimulus above, create some improvisations of movements that will help communicate this stimulus, creating 3 motifs that you need to record. These need to be at least 2x 8 counts. (this can be any style- play to your strengths)
- d) Using your motif, create a short choreography (minimum of 90 seconds) communicating this stimulus as effectively as you can.  
Remember to research; use your understanding of RADS and devices to create an innovative piece of work. Record this and save with your other work.

All work must be kept in a folder named **LEVEL 3 DANCE TRANSITION WORK**, with two folders inside- Task 1 and Task2. All tasks need to be in the right folder, clearly labelled- including your name. E.g. Task 1 a). Mrs Myles.

## Terms and Definition

**Develop Skills:** Often referring to given processes or techniques.

**Apply:** Put knowledge, understanding or skill into action for a particular context.

**Review:** Make a formal assessment of work produced. The assessment allows learners to appraise existing information or prior events; and reconsider information with the intention of making changes, if necessary.

**Compare:** Identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection and isolation of characteristics.

Demonstrate Work, performance or practice evidences the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.

**Discuss:** Considers different aspects of:

- a theme or topic
- how they interrelate
- the extent to which they are important.

A conclusion is not required.

**Evaluate:** Draws on varied information, themes or concepts to consider aspects, such as:

- strengths or weaknesses
- advantages or disadvantages
- alternative actions
- relevance or significance.

Learners' enquiries should lead to a supported judgement showing relationship to its context.

This will often be in a conclusion. Evidence will often be written but could be through presentation, performance or practice.

**Explain:** Shows clear details and gives reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn (arrived at). Learners are able to show that they comprehend the origins, functions and objectives of a subject, and its suitability for purpose.

**Identify:** Indicates the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities

**Interpret:** Able to state the meaning, purpose or qualities of something through the use of images, words or other expressions.

**Interpretative:** Learners interpret the stimulus through their performance.

**Investigate:** Learners' work, performance or practice tests the:

- qualities of materials
- techniques
- processes
- contexts through practical exploration.

**Research:** Proactively seeks information and can identify the means and resources to do so. Information should be recorded reviewed and used to inform the:

- progress of work
- performance or practice.

**Understand:** Defined knowledge in familiar contexts.

**Diet Log example**

<b><u>Day</u></b>	<b><u>Breakfast</u></b>	<b><u>Lunch</u></b>	<b><u>Dinner</u></b>	<b><u>Snacks</u></b>	<b><u>Hydration</u></b>