



BTEC Dance – Component 2			
Physical/Technical Skills		Performance Skills	
<b>Strength</b>	Muscular Power	<b>Interaction with other performers</b>	How effectively you communicate with others on stage
<b>Control</b>	The ability to start and stop movement efficiently.	<b>Focus</b>	Use of the eyes to enhance performance or interpretative qualities
<b>Extension</b>	Lengthening one or more muscles/limbs	<b>Confidence</b>	Being certain of your abilities and evidencing this in your performance
<b>Posture</b>	The way the body is held	<b>Awareness and appreciation of sound / musicality</b>	The ability to make the unique qualities of the music evident in performance. Having an awareness of the beats and highlights within the music and complimenting/contrasting this with your movement.
<b>Balance and Coordination</b>	The ability to hold a steady position and to use a combination of parts of the body together efficiently	<b>Rhythm and timing</b>	Performing the correct movements at the correct time to compliment the music.
<b>Energy</b>	How much physical effort you put into the dance	<b>Emphasis</b>	The accents provided by the dancer at different moments throughout the dance
<b>Dynamic range</b>	Noticing and applying the correct quality to each movement. For example: sharp, soft, fluid etc.	<b>Stage Presence</b>	The ability to command the attention of a theatre audience
<b>Accuracy</b>	Performing the movements in the correct order with technical accuracy	<b>Facial expression</b>	Use of the face to show mood, feeling or character.
<b>Alignment</b>	Correct placement of body parts in relation to each other	<b>Spatial Awareness</b>	Showing effective consideration of the space you are performing in as well as the target audience and where they are situated.
<b>Flexibility</b>	Range of movement available at a joint.	<b>Projection</b>	The energy a dancer uses to connect with and draw in the audience.
<b>Stamina</b>	Ability to maintain physical and mental energy over periods of time.	<b>Energy and commitment</b>	Committing your full mental and physical ability to the dance consistently for the whole performance.
<b>Movement memory</b>	Your ability to remember movement		

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PSA: Pearson Set Assignment	Examples of Professional Work Overviews			
<p><b>LOA:</b> <i>Use rehearsal processes</i></p> <p><b>LOB:</b> <i>Apply skills and techniques in performance realisation</i></p> <p><b>LOC:</b> <i>Review own development and application of performance skills.</i></p> <p>You will learn a piece of professional repertoire through workshops and rehearsals, perform this repertoire for assessment and review your development of skills.</p> <p>Your professional work must relate to the theme given by the exam board.</p>	<p><b>Everybody’s Talking about Jamie</b></p> <p><b>Kate Prince</b></p>  <p>‘And you don’t even know it’: Jamie shows that only he has the power to change his own future. His classmates are in his daydream and therefore he has the power over them as they start clicking their fingers, moving around the classroom, climbing on desks and interacting with him. He reveals his ‘hidden’ power’ on the cat walk, strutting, turning and gesturing.</p>	<p><b>Single Ladies</b></p> <p><b>Beyoncé</b></p>  <p>Single Ladies was created for women. It is the power anthem for female empowerment and independence. The actions are punchy, powerful and confident and uses jazz hands with a wrist twist to create the iconic and powerful gesture.</p>		
	Stylistic Features of Hip Hop		Stylistic Features	
	<p>-Isolated movements</p> <p>-Footwork</p> <p>-Sharp dynamics</p> <p>-Groove rhythms</p> <p>-Bended knees</p>		<p><b>Jazz</b></p> <p>-Kicks</p> <p>-Hip Rolls</p> <p>-Turned in knees</p> <p>-Isolated movements</p>	<p><b>J-Setting</b></p> <p>-Arm Thrusts ‘bucking’</p> <p>-Lead and Follow</p> <p>-Marching (high knee steps)</p>
How to develop your technical/performance skills	Rehearsal Skills		Personal Skills	
<ul style="list-style-type: none"><li>• Using peer evaluation and feedback</li><li>• Using self-evaluation and teacher/audience feedback</li><li>• Using a mirror</li><li>• Using a camera to video and watch back</li><li>• Using helpful feedback and directions – constructive criticism</li><li>• Having rehearsals and repeated practice</li><li>• Breaking down sections until it is accurate and then placing back together</li><li>• Dancing it slow and then speeding it up</li><li>• Are there any exercises that are helping you to develop your skills? E.g. strength/stamina/flexibility?</li></ul>	<p>-On time to class</p> <p>-Prepared for class</p> <p>-Wearing the correct kit</p> <p>-Applying aspects of safe practise</p> <p>-Listening to instructions</p> <p>-Rehearsing consistently for the whole lesson</p> <p>-Concentrating and focused</p> <p>-Performing to your full potential</p> <p>-Self-disciplined</p> <p>-Asking your teacher when unsure on any aspects</p> <p>-Focus and enthusiasm</p> <p>-Assisting others if they are unsure on any aspects</p> <p>-Cooperating with others</p> <p>-Respect for others’ opinions and skills</p> <p>-Taking the lead</p> <p>-Listening to others</p> <p>-Awareness of other performers in rehearsals and performance</p> <p>-Positive attitude</p>		<ul style="list-style-type: none"><li>- <b>Communication</b></li><li>- <b>Influencing others</b></li><li>- <b>Listening skills</b></li><li>- <b>Problem solving</b></li><li>- <b>Planning and organisation</b></li><li>- <b>Decision making</b></li><li>- <b>Reliability</b></li><li>- <b>Respect</b></li><li>- <b>Collaboration</b></li><li>- <b>Awareness</b></li></ul> <p><i>These skills help groups to share ideas effectively and work together to create performance work.</i></p>	