

Year 11 Transition to studying BTEC Level 3 Dance

https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Performing-Arts/2016/specification-and-sample-assessments/9781446938379_BTEC_Nat_Dip_PA_Spec_Iss2C.pdf

Transitioning from KS4 to KS5

- In the transition to Higher Education it is important to develop your subject knowledge in preparation for chosen course(s) and units.
- Creating a Portfolio of work will help to inform and prepare you for the scope of knowledge you will need to understand across all subject units. Specifically looking at Key Drama Practitioners and their Performances will be beneficial in developing prior knowledge from your KS4 studies
- This will also be a great resource that can act as a working document for revision as well as further studies into Higher Education at University level.

Creating a Portfolio:

- Create a Portfolio with one page dedicated to the following practitioners that you have studied. Try to develop your knowledge of these practitioners through research outside of the techniques you have learnt previously. You can keep this in a file on your computer or have a printed copy of this.

- Alvin Ailey
- Bob Fosse
- Akram Khan
- Martha Graham
- Christopher Bruce
- Matthew Bourne
- Pina Bausch
- DV8

Further practitioners...

- If you did not study GCSE Dance, then perhaps also look at the list for GCSE Dance as it will help to broaden your knowledge of other practitioners and professional works: Rambert Dance Company, Boy Blue Entertainment, James Cousins Company, Wayne McGregor, Stopgap Dance Company.

Personal Action Plan

- Based on your performance in your KS4 studies, create a personal action plan that would help set yourself targets in preparation for KS5. Set yourself 3 SMART targets. When you receive your final results this will also inform your targets.
- S – Specific: targets should be designed to address specific skills that need to be developed and improved.
- M – Measurable: the performer should design targets in a way that will allow them to measure their progress towards them and their eventual achievement.
- A – Achievable: targets should be achievable. It is important that the performer is realistic about what can be achieved in the time available.
- R – Relevant: targets should be relevant to the skills that have been identified.
- T – Time bound: appropriate, specific

Resource List:

- <https://dancingalonetgether.org/>
- <https://www.rambert.org.uk/>
- <https://www.sadlerswells.com/>
- <https://new-adventures.net/>
- <https://marthagraham.org/>
- <https://www.akramkhancompany.net/>
- <https://www.dv8.co.uk/>

- Get a head start and find out how to reference using the Harvard referencing system! This will help with unit 1 exam 😊.