**Personalised Learning Checklist**

Subject: BTEC Extended Certificate Performing Arts – Dance Approach

Year group: Year 12

Dear Student,

During the academy closure you have been set a number of tasks. The list below is the learning you should have completed. Your teacher will use the list to check your progress during this time. It may be used for short quizzes, mini assessments or homework. Where there are gaps your lessons will focus on improving your knowledge and understanding.

|  |  |  |
| --- | --- | --- |
| Objective | My personal RAG rating (Red- do not understand, Amber- some understanding, Green- I am confident | Teacher RAG rating |
| **Unit 1**  |  |  |  |  |
| To identify and explain key scenes from *Rooster* Choreographed by Christopher Bruce. | RED | AMBER | GREEN |  |
| To discuss key production elements from *Rooster* such as costume, set and lighting.  | RED | AMBER | GREEN |  |
| To understand how specific contextual factors influence Christopher Bruce’s work. (Eg political factors) | RED | AMBER | GREEN |  |
| To understand how specific practitioners’ work is influenced by themes. (eg Human Rights and change of direction) | RED | AMBER | GREEN |  |
| To understand how Christopher Bruce uses specific production and performance elements to communicate a theme.  | RED | AMBER | GREEN |  |
| To understand how specific contextual factors influence Bob Fosse’s work. (Eg historical factors) | RED | AMBER | GREEN |  |
| **Unit 2** |  |  |  |  |
| To understand the roles and responsibilities of a professional dancer.  | RED | AMBER | GREEN |  |
| To understand the performance skills required to be a professional dancer and can give definitions and examples of each skill.  | RED | AMBER | GREEN |  |
| To understand the physical skills required to be a professional dancer and can give definitions and examples of each skill. | RED | AMBER | GREEN |  |
| To understand the different between the roles of a dancer and a professional dancer and how the differ.  | RED | AMBER | GREEN |  |
| To understand what is required to be a professional dancer by completing case studies on specific dance professionals.  | RED | AMBER | GREEN |  |
| To understand how to become a professional dancer. (Eg the training and dance colleges).  | RED | AMBER | GREEN |  |
| To understand the different interrelationships professional dancers come across.  | RED | AMBER | GREEN |  |
| To develop specialised dance skills in online technique classes.  | RED | AMBER | GREEN |  |
| To apply specialised dance skills in online technique classes.  | RED | AMBER | GREEN |  |