

## 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
<b>Unit 1</b>				
To identify key facts about dance practitioners.	RED	AMBER	GREEN	
To be able to set clear aims and objectives for contextual investigation.	RED	AMBER	GREEN	
To know the difference between primary and secondary sources.				
To be able to select relevant sources to access information using primary and secondary sources.	RED	AMBER	GREEN	
To know how to collate information, such as selecting and organising the pieces most relevant to the tasks and purpose.	RED	AMBER	GREEN	
To know the different contextual factors and focus on to what extent and how they may have influenced, impacted on or been portrayed within the work.	RED	AMBER	GREEN	
To identify contextual factors in the work of Christopher Bruce.	RED	AMBER	GREEN	
To identify contextual factors in the work of Matthew Bourne.	RED	AMBER	GREEN	
To identify specific creative intentions and themes in Christopher Bruce's work.	RED	AMBER	GREEN	
To know how to apply critical analysis skills to work.	RED	AMBER	GREEN	
To know how performance styles and methods that characterise practitioner work are used to create and communicate meaning and style.	RED	AMBER	GREEN	
<b>Unit 2</b>				
To explore the roles and skills of a performer.	RED	AMBER	GREEN	

To understand the interrelationships with other roles in performance practice, e.g. other performers, directors, choreographers.	RED	AMBER	GREEN	
To understand the different formal training qualifications and progression routes.	RED	AMBER	GREEN	
To know the employment opportunities and trends.	RED	AMBER	GREEN	
To know the lifestyle factors of a professional dancer.	RED	AMBER	GREEN	
To know the different performance skills, such as technical, physical, vocal and interpretative	RED	AMBER	GREEN	
To know exercises and techniques to develop and improve performance skills.	RED	AMBER	GREEN	
To know methods of monitoring progress.	RED	AMBER	GREEN	
To know how to respond to choreography.	RED	AMBER	GREEN	
To know how to collaborate and work as a team.	RED	AMBER	GREEN	
To explore and develop physical skills, performance disciplines and styles specific to dance.	RED	AMBER	GREEN	
To develop interpretative skills, performance disciplines and styles.	RED	AMBER	GREEN	
To know personal management and discipline skills for performance	RED	AMBER	GREEN	
To develop dance skills and techniques in classes and workshops.	RED	AMBER	GREEN	
To apply dance skills and techniques in classes and workshops.	RED	AMBER	GREEN	