

RIVERS TRANSITION CHALLENGE 2025

SUBJECT: PERFORMING ARTS (Dance)

**Course details:** Exam board - Pearson

**Qualification**: BTEC Level 3 National Extended Certificate

Minimum entry requirement is: Grade 4 English & Mathematics and Grade 5/Merit or equivalent performance experience in a Performing Arts discipline

Teachers: Mrs M. Wilkins mwilkins@ormistonriversacademy.co.uk

**Required Dance Kit**

To ensure you are fully prepared for both lessons and performances, please bring the following items:

**Essential:**

* Black leotard (to be worn for all practical lessons and performances)
* Black footless dance tights (to be worn under or over leotard)
* Black dance shorts
* Bare feet, footundeez or flesh-coloured split soled shoes (no laces) for all practical sessions

**Optional:**

* Coloured leotard of your choice (may be worn in lessons and shows)

**Appearance:**

* Hair must be tied back neatly in a ponytail, plait, or bun for all practical sessions
* No jewellery is permitted during any dance lessons or performances.

**Course Structure**

Your course is made up of **four units**, three of which are **mandatory**.  
Two units are **internally assessed** through assignments set and marked by your teacher, *Mrs Wilkins*.  
The remaining two units are **externally assessed**, with work submitted to the exam board for moderation.

### **Units Studied Across Year 12 & 13:**

**Core Units (Mandatory):**

* **Unit 1:** Investigating Practitioners’ Work *(externally assessed)*
* **Unit 2:** Developing Skills and Techniques for Live Performance *(internally assessed)*
* **Unit 3:** Group Performance Workshop *(externally assessed)*

**Optional Unit (internally assessed):**  
You will study **one** of the following:

* Movement in Performance
* Jazz Dance
* Musical Theatre
* Contemporary Dance
* Choreography for Live Performance

### **Final Qualification:**

Once all four units are completed, you will be awarded an overall qualification grade:  
**Pass**, **Merit**, **Distinction**, or **Distinction**\*. This grade will appear on your certificate and is the one to use for future employment, apprenticeships, or higher education applications.

**What do we expect from you?**

· Sign the BTEC Dance contract

· Attend ALL lessons

· Attend all performances.

· Show your commitment to the course and respect for your group by being punctual.

· Participate in lessons – be prepared to share your ideas.

· Keep your logbook and place your work in an organised and labelled folder.

· Carefully prepare for all assessments.

· Read feedback and assignments carefully – this will help you to improve the standard of your work.

· Keep records of your grades on the tracking sheet provided.

· Attend arranged trips.

· Do not be afraid to ask questions if you do not understand.

**What can I expect from the teachers?**

· Ensure that you are aware of the requirements of the course and know how to achieve the criteria available.

· Give helpful feedback to all assessments.

YOUR CHALLENGES:

**Challenge 1: Dance Terminology and Definitions**

In the form attached in the Study Skills folder is some key dance terminology that you need to understand before starting the BTEC Level 3 Dance course. You will be required to use this terminology within your lessons and coursework during Year 12 and 13.

Please research (in relation to dance) each word and write a clear definition.

**Challenge 2:** PowerPoint

Create a PowerPoint presentation on two of the following dance practitioners:

* Bob Fosse
* Kate Prince
* Matthew Bourne
* Chritopher Bruce
* Alvin Ailey
* (you may also research dance practitioners and include your own).

You should aim to include the following:

* Details of their background and influences
* Details of historical / social / cultural influences
* Details of their performance style – you may have to watch clips on Youtube and make your own conclusions as to the stylistic features for your chosen practitioner
* A range of the works that they have choreographed / written
* Analysis of one clip / one scene (plenty on the internet) from the chosen practitioner – you should include details of the context of the piece, and the performance work you see on stage e.g. use of voice, pitch, tone, what movement they perform, how the space is used, what relationships we see, what costumes they wear, what staging and lighting has been used etc.
* *Optional Extension:* Watch a full performance or clips online (YouTube, Sadler’s Wells Digital Stage, BBC iPlayer) and take notes on movement, dynamics, and themes.

**How it links to the Specification:**

During the course you will study work practically from a range of these practitioners, as well as covering all in detail for your externally examined unit.

**Time Guide:** 2-3 hours

**Assignment Deadline:** September 2025

**Challenge 3:** Choreographic Task – Solo Pharase

**Create a short solo (30–45 seconds)** inspired by one of the following themes:

* Confinement and freedom
* Identity
* Nature and destruction
* Time and memory

Your choreography should:

* Use a variety of levels, dynamics, and space
* Include at least 3 choreographic devices (e.g., repetition, unison, contrast, motif development)
* Be filmed (optional) or written as a choreographic log: describe 4 key movements and your intention for each

*Tip:* You can use music of your choice or create the phrase in silence to focus on movement clarity.

## **Performance Reflection**

Reflect on a **recent performance experience** (e.g., school show, competition, dance club).

Write a short paragraph (approx. 300 words) responding to:

* What went well in your performance?
* What challenges did you face?
* What did you learn about yourself as a dancer?
* What would you like to improve going into Sixth Form?

**Time guide:** 4 hours

**Written deadline:** September 2025

**Practical deadline:** First week back in September

HOW AM I MARKED?

You are graded using Pass, Merit, Distinction, Distinction\* criteria. The tasks are tricky because it’s A Level and there is a big jump from GCSE. You will need to spend significant time learning the concepts and techniques and refining your writing and practical skills. You need to use a wide Performing Arts vocabulary (Please use the vocab support sheet attached)

WHAT IF I GET STUCK?

Then email me, my email is in the title of this sheet or write on the thread in our classroom, we know some things are tricky and are here to help!

SUPPORTING MATERIAL:

Technical Terminology Sheets attached