

BTEC

First Award in

Performing Arts

Dance



*Think for yourself,
act for others*

Name	
Class	
Teachers	



Welcome to BTEC Dance. During this course you will develop skills that will help you in further education and your career from researching, planning, performing and presenting project work and having a greater knowledge and understanding of dance as whole, but specifically looking different styles of dance, improving your physical skills to help you become a stronger and more flexible dancer. Improving your physical skills will improve your technical development, you will also be encouraged to develop your interpretive skills, focusing in particular on how your chosen dance style is performed and communicated to an audience.

Unit based work

You will complete three units of work during this course for a total of thirty credits. These units will be targeted through various assignments (one assignment per unit). All work will be formally assessed and you will be awarded a pass, merit or distinction. Unit 1 will be externally assessed- all work will be sent off and graded and there will also be a written and practical controlled assessment for this unit.

This means that good attendance is essential and that you must complete all work set.

Units Studied

Unit 1 - Individual Showcase (externally assessed)

Unit 2 - Preparation, performance and production.

Unit 4 - Dance skills

Websites

There are a lot of useful websites and these will be issued to you during specific units.

Additional Reading/DVDS/Videos

All students are expected to use resources found in S1, the library and the Sixth Form study centre. These can be accessed at any time during the day when students have study periods, Mrs Bradley will also direct you to any specific videos/music they you may need for each task.

Assignments

As shown on the year plans, you will carry assignments of work that will be targeting the units set by the exam board.

You will be given an assignment brief by your teacher. This will show you which unit you are working on and the related grading criteria. The assignment brief will guide you through your tasks, showing which grading criteria you can achieve by completing the work. The deadlines for the assignment will also be clear on the brief. Your teacher will give you feedback on your work and help you understand how to improve your grade.

Submitting Assignments

1) All students must hand in:

- Front sheet
 - Copy of the assignment
 - Criteria
 - Their fully completed assignment
 - If the student is handing in for the second time, they must include the first draft.
- 2) Where possible staff will mark the work and hand back to the students within two weeks (three weeks at the most) of the hand in date.
 - 3) All work handed in should be of a PASS grade, and all questions/tasks attempted.
 - 4) Students may hand in work prior to the first hand in date for checking, but staff must explain that it does not necessarily mean that they have passed the assignment.
 - 5) Staff must keep all assignments when passed. This includes keeping assignments in box files/folders.
 - 6) If a student does not hand in work then:
 - The course tutor will arrange a meeting with the student to discuss why they have not handed in the work/not all questions/tasks completed. The student will receive a verbal warning and they will be given one week to submit the work. This will be logged on Serco and parents will be contacted.
 - If the student does not hand in for a second time, then a letter will be sent home, warning both the student and parents that if they do it once more then they will have a meeting with the course tutor, and the Programme Area Manager. This will be logged on Serco.
 - If the student does not hand in for a third time, a meeting will be arranged with the course tutor, parent(s) and Head of PE explaining that if an assignment is handed in late again then the student will be withdrawn from the course. Again this will be logged on Serco.
 - If a student does not hand in for the fourth time, they will be withdrawn from the course.
 - 7) If a student is sick, then they may email the assignment to the subject/course tutor or ask a member of their family or friend to bring it in for them. Otherwise this may be seen as failure to meet a deadline.
 - 8) After the second hand in, students may not upgrade their assignment. There will be opportunities at the end of the academic year to do this.

Expectations

We will expect you to build a good relationship with your teacher and with the rest of the class. We want you to share ideas and knowledge and to ask questions as a positive learning environment benefits all students.

There will be a variety of teaching and learning strategies used when delivering projects, all are designed to maximise your knowledge and understanding to help you achieve success.

This is a one year course, so you need to take it seriously from the very start. This means coming to every lesson well prepared. We want you to get the best grade possible so we will monitor your progress at key intervals, giving you feedback advising how to improve your grade. We communicate with your parents/carers regularly, through reports and parents evenings.

Independent Learning

Your teachers will guide you through the assignments to ensure that you understand how to meet the grading criteria and achieve a good mark. However, it is important that you evidence your ability to work independently. This will prepare you for the world of work and may help you to improve your final grade.

It will be up to you to plan and carry out the task set, and to ask for assistance when needed. You will need to take responsibility for your time management and ensuring your work is stored safely. You will also be responsible for looking at feedback, reflecting upon and then improving your work.

Copying and Plagiarism

Plagiarism is defined as work, which has been copied from another student, straight from an academic text or from the internet and claimed as the student's own work. This is cheating and if identified on more than one occasion may result in you failing the course. It is academically sound to quote from texts, however, these words must be in quotation marks and the source must always be recorded, for a web site this would be by listing the URL.

Examples of plagiarism in dance would include: watching a piece of dance choreography and copying this exactly and passing it off as your own work. Plagiarism in dance would also include things such as searching a term/ phrase on the internet and cutting and pasting this into your own work without rephrasing the sentence or using quotation marks and stating the source of the information i.e.:

Q) What is a dance motif?

A motif is '*a movement, short phrase or gesture which is repeated throughout a dance, and represents a theme or idea. You can manipulate it by changing the levels, facing, dimensions and dynamics*' (<http://uk.answers.yahoo.com>)

Further vocational and academic qualifications

The achievement of the BTEC First Diploma has the equivalence of two GCSEs graded A*-C. If you achieve an overall merit grade or better in the BTEC Extended Certificate in Sport, it is possible for you to progress to a higher level qualification such as a Level 3 BTEC National Certificate in SPORT.

The exam board is Edexcel and all information regarding this course can be found on the

following website:

<http://www.edexcel.com/quals/firsts2012/performing-arts/Pages/default.aspx>

Key Skills

You may wish to use this course to produce evidence of key skills. You will have the chance to show current and future employers that you can:

- Communicate effectively, in a variety of situations, using a wide range of techniques.
- Work well with others both individuals and teams so that work can be properly planned and targets met.
- Manage your own development, so that you are always ready to take on the challenges of change and diversification.
- Use numbers, not just within routine tasks and functions but to help you be more effective and efficient in all you do.
- Use ICT in a range of applications to support all aspects of your role.
- Solve problems in a variety of circumstances.

Code of Conduct

These codes have been drawn up to assist staff and students in the successful completion of their sports qualification. Please read and digest. Any questions please see **Mrs Bradley**

- No eating in any class.
- You are allowed to take in a drink e.g. water in a plastic bottle (no glass please).
- Lateness: more than five minutes late for a class you will be required to complete a late detention
- Persistent misconduct in class (e.g. constant talking to friends, disrupting class): students will be required to leave as in line with the RFL policy.
- All mobile phones to be switched off and out of sight in class.
- Persistent non attendance (with no phone call etc). 2 x Os in a row – teacher will contact home.
- Must produce a doctor's note to be excused from practical sessions.
- Must wear school kit to do practical sessions, even if excused.
- Deadlines must be adhered to and met (extensions only given with negotiation one week prior with staff member).
- After the first deadline you have the opportunity to act on advice set by the tutor and you must complete the work by the second deadline.
- Work will not be remarked after the second deadline until the end of the course.
- Do not make doctors, dentists or driving lesson appointments etc. in college time.
- All work must be presented in a plastic wallet with front sheet – name on etc.
- School takes priority!

Appeals Procedure

Assessment within BTEC courses is ongoing, with the candidate fully participating in the assessment process, however we recognise that there may be times when the candidate's and assessor's perceptions, of whether agreed evidence meets the standards, are going to be different. If this occurs, you have the right to appeal via an accessible and open system. The characteristics of an appeals structure related to BTECs should include:

- Access to fair and reliable assessment
- Clear and prompt response times
- Stages that provide all parties with the opportunity to put their case
- Clear outcomes
- Constructive feedback
- Be related to the candidate's assessment needs
- A formal recording system
- Evaluation of appeals

Stage 1 - Assessor and Candidate

Where a candidate disagrees with the assessment given (s)he must explain the reasons for this with the assessor concerned, but within ten working days. In most circumstances this will be immediately after receiving the assessment decision. The assessor must consider the candidate's explanation and provide an immediate response through:

- A clear explanation/re-iteration (as appropriate) of the assessment decision following a re-evaluation of the evidence
- Amendment of the candidate's assessment record, if appropriate

If the candidate agrees with decision thus provided then the appeal need not proceed further. Where the candidate remains unhappy with the decision reached, the appeal must proceed to Stage 2.

Stage 2

The assessor concerned must forward:

- The original assessment record and candidate evidence, where appropriate
- The candidate appeal letter

to the nominated Internal Verifier within 24 hours of the appeal being raised. The Internal Verifier must reconsider the assessment decision and this will normally involve an evaluation of:

- The candidate evidence and associated records
- The assessor's rationale for the decision
- The opinion of another assessor
- The opinion of the candidate

In doing so the Internal Verifier must complete feedback and provide the candidate with the reconsidered decision within five working days of receiving the appeal. Where the candidate remains unhappy with the reconsidered assessment decision, the appeal must proceed to Stage 3.

Stage 3 – Appeals Panel

Where candidates remain unhappy with the decision made at Stage 2 they will have the right to forward their case to the Appeals Panel. The Internal Verifier concerned at Stage 2 must forward relevant details to the Head of Department.

- Candidate letter
- Assessment Record sheet(s)
- Any written comments of the Internal Verifier (perhaps providing background details)

The Head of Department must convene, within ten working days of Stage 2, a panel comprising:

- The HOD him/herself
- The Stage 2 Internal Verifier
- The Candidate
- The Original Assessor
- A friend/family member of the candidate, if wished for by that candidate

The panel must reach a decision and inform the candidate of the result within five working days both orally and in writing.

The decision of the Appeals Panel is final.

Records of all appeals are to be logged and made available as appropriate to the quality assurance group with responsibility for assessment.