

Learning Ladder KS4 dance - BTEC Level 1/Level 2 Tech Award in Performing Arts

Exam Criteria	C1A - Examine professional practitioners' performance work	C1B - Explore the interrelationships between constituent features of existing performance material.
D	<ul style="list-style-type: none"> Assess the stylistic qualities of practitioners' work using considered examples to show how roles, responsibilities and skills contribute to creative intentions and purpose across three performance styles. 	<ul style="list-style-type: none"> Explain the interrelationships between processes, skills and approaches used by practitioners, with considered reference to examples of repertoire used to demonstrate how they contribute effectively to performance work.
M	<ul style="list-style-type: none"> Discuss the stylistic qualities of practitioners' work using appropriate examples to justify how roles, responsibilities and skills contribute to creative intentions and purpose across three performance styles 	<ul style="list-style-type: none"> Discuss the interrelationships between processes, skills and approaches used by practitioners, with appropriate reference to examples of repertoire used to demonstrate how they contribute to performance work.
P	<ul style="list-style-type: none"> Describe the stylistic qualities of practitioners' work with reference to relevant examples across three performance styles. Describe the roles, responsibilities and skills of practitioners, using relevant examples across three performance styles. 	<ul style="list-style-type: none"> Describe the processes, skills and approaches used by practitioners to create performance work, with relevant reference to examples of repertoire. Describe the interrelationships between components used in performance, with reference to relevant examples of repertoire.
L1M	<ul style="list-style-type: none"> Outline some stylistic qualities of practitioners' work, using examples of performance from one or more performance styles. Outline the roles, responsibilities and skills of practitioners, using examples from one or more performance styles. 	<ul style="list-style-type: none"> Identify the processes, skills and approaches used by practitioners to create performance work, with basic reference to examples of repertoire. Outline the interrelationships between components used in performance, with reference to basic examples of repertoire.
L1P	<ul style="list-style-type: none"> Outline some key features of practitioners' work, using limited examples from one or more performance styles. Outline the roles, responsibilities and skills of practitioners, using limited examples from one or more performance styles. 	<ul style="list-style-type: none"> Identify the processes, skills and approaches used by practitioners to create performance work, with limited reference to examples of repertoire Outline the interrelationships between components used in performance, with reference to limited examples of repertoire.

Component 1 - Exploring the Performing Arts

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Component 2- Developing Skills and Techniques in the Performing Arts

Exam Criteria	C2A - Develop skills and techniques for performance	C2B - Apply skills and techniques in rehearsal and performance	C2C - Review own development and performance.
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D	<ul style="list-style-type: none"> Demonstrate disciplined and organised development of skills and techniques for performance during workshops and rehearsal. 	<ul style="list-style-type: none"> Demonstrate considered selection, application and assured use of technical, stylistic and interpretative skills during rehearsal and performance of existing repertoire. 	<ul style="list-style-type: none"> Analyse own development and application of skills and techniques, using considered examples to identify strengths and set targets for improvement.
M	<ul style="list-style-type: none"> Demonstrate effective development of skills and techniques for performance during workshops and rehearsal. 	<ul style="list-style-type: none"> Demonstrate appropriate selection, application and creative use of technical, stylistic and interpretative skills during rehearsal and performance of existing repertoire 	<ul style="list-style-type: none"> Explain own development and application of skills and techniques, using appropriate examples to identify strengths and areas for improvement
P	<ul style="list-style-type: none"> Demonstrate appropriate development of physical, vocal and interpretative skills for performance during the rehearsal process 	<ul style="list-style-type: none"> Select and apply relevant technical skills during rehearsal when reproducing repertoire. Demonstrate competent application of technical, stylistic and interpretative skills appropriate to the performance of existing repertoire. 	<ul style="list-style-type: none"> Describe own development of skills and techniques, using relevant examples to demonstrate strengths and areas for improvement. Describe own application of skills and techniques in performance, using relevant examples to demonstrate strengths and areas for improvement.
L1M	<ul style="list-style-type: none"> Demonstrate basic development of physical, vocal and interpretative skills for performance during the rehearsal process. 		<ul style="list-style-type: none"> Identify own development of skills and techniques, strengths and areas for improvement, with use of basic examples. Identify own application of skills and techniques, strengths and areas for improvement in performance, with use of basic examples.
L1P	<ul style="list-style-type: none"> Demonstrate limited development of physical, vocal and interpretative skills for performance during the rehearsal process 	<ul style="list-style-type: none"> Apply limited technical skills during rehearsal when reproducing repertoire. Demonstrate limited application of technical, stylistic and interpretative skills during performance of existing repertoire. 	<ul style="list-style-type: none"> Identify own development of skills and techniques with use of limited examples. Identify own application of skills and techniques in performance with use of limited examples.

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Component 3- Performing to a Brief

Exam Criteria	C3A	C3B	C3C	C3D
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Band 4	<ul style="list-style-type: none"> • Ideas demonstrate effective consideration of the requirements the brief. • Demonstrates effective exploration of ideas and use of influences in response to the brief. • Demonstrates an effective contribution of individual ideas within a group. • Demonstrates an effective ability when planning and managing resources in response to the requirements of the brief. 	<ul style="list-style-type: none"> • Makes secure connections between the selected skills and techniques and the brief. • Demonstrates effective practical adaptation and development of skills. • Effective use of the influence of others to develop skills and techniques. • Demonstrates an effective contribution to the rehearsal process. 	<ul style="list-style-type: none"> • Confident delivery and communication of ideas through their role. • Demonstrates assured ability to communicate with other performers. • Fluent application of performance skills and techniques. 	<ul style="list-style-type: none"> • Assured evaluation of individual contribution to ideas, development and outcome. • Fluent and balanced evaluation of the group development process and outcome, with comprehensive links to the brief. • Provides perceptive ideas relating to strengths for further development.
Band 3	<ul style="list-style-type: none"> • Ideas demonstrate competent consideration of the requirements the brief. • Demonstrates competent exploration of ideas and use of influences in response to the brief. <ul style="list-style-type: none"> • Demonstrates a competent contribution of individual ideas within a group. • Demonstrates a competent ability when planning and managing resources in response to the requirements. 	<ul style="list-style-type: none"> • Makes clear connections between the selected skills and techniques and the brief. • Demonstrates competent practical adaptation and development of skills. • Competent use of the influence of others to develop skills and techniques. • Demonstrates a competent contribution to the rehearsal process. 	<ul style="list-style-type: none"> • Effective delivery and communication of ideas through their role. • Demonstrates competent ability to communicate with other performers. • Effective application of performance skills and techniques. 	<ul style="list-style-type: none"> • Competent evaluation of individual contribution to ideas, development and outcome. • Effective and generally balanced evaluation of the group development process and outcome, with clear links to the brief. • Provides effective ideas relating to strengths and further development.

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<p>Band 2</p>	<ul style="list-style-type: none"> • Ideas demonstrate appropriate consideration of the requirements of the brief. • Demonstrates appropriate exploration of ideas and use of influences in response to the brief. • Demonstrates an appropriate contribution of individual ideas within a group. • Demonstrates some ability when planning and managing resources in response to the requirements of the brief. 	<ul style="list-style-type: none"> • Makes appropriate connections between the selected skills and techniques and the brief. • Demonstrates appropriate practical adaptation and development of skills. • Appropriate use of the influence of others to develop skills and techniques. • Demonstrates an appropriate contribution to the rehearsal process. 	<ul style="list-style-type: none"> • Appropriate delivery and communication of ideas through their role. • Demonstrates some ability to communicate with other performers. • Appropriate application of performance skills and techniques. 	<ul style="list-style-type: none"> • Appropriate evaluation of individual contribution to ideas, development and outcome. • Appropriate, partially balanced evaluation of the group development process and outcome, with basic links to the brief. • Provides sound ideas relating to strengths and further development.
<p>Band 1</p>	<ul style="list-style-type: none"> • Ideas demonstrate limited consideration of the requirements of the brief. • Demonstrates limited exploration of ideas and use of influences in response to the brief. • Demonstrates a limited contribution of individual ideas within a group. • Demonstrates limited ability when planning and managing resources in response to the requirements of the brief. 	<ul style="list-style-type: none"> • Makes superficial connections between the selected skills and techniques and the brief. • Demonstrates limited practical adaptation and development of skills. • Limited use of the influence of others to develop skills and techniques. • Demonstrates a limited contribution to the rehearsal process. 	<ul style="list-style-type: none"> • Limited delivery and communication of ideas through their role. • Demonstrates limited ability to communicate with other performers. • Limited application performance skills and techniques. 	<ul style="list-style-type: none"> • Limited evaluation of individual contribution to ideas, development and outcome. • Limited and imbalanced evaluation of the group development process and outcome, with tentative links to the brief. • Provides generic ideas relating to strengths and further development.