



Content - Big ideas

Component 3 – Responding to a brief.

Big question: How will you use a given stimuli to create a piece of choreography?

Learning outcome: Students in this component, you will respond to a brief. Students will consider target audience and the creative process, using the given stimulus included in the brief. Working as part of a group, they will have developed ideas for a workshop performance and apply skills and techniques to communicate the creative intentions to the audience.

- Developing ideas in response to a brief - Understand how to respond to a brief through discussion and practical exploration activities. Discussion of key requirements and parameters for the workshop performance: target audience, performance space o planning and managing resources o running time o style of work. Starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus: a theme: concept such as distance or a key word such as discovery, an issue: social, health or safety issues, a prop: an umbrella, an apple, a dustbin o time and place: a beach in winter, night time in a hospital, early morning in the park, existing repertoire: a play, a composition, choreography, that can be investigated and explored to inform the response. The development of ideas for the work will be informed by: structure of the work, style and genre of the work, skills required, creative intentions. Working effectively as a member of the group: making an individual contribution, responding to the contributions of others.

- Selecting and developing skills and techniques in response to a brief - Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief . Skills and techniques of the individual performer e.g. vocal, physical. Skills and techniques of the performers as a group e.g. comedy, improvisation. The style and/or genre of the work being created e.g. street dance, physical theatre. The influence of selected practitioners e.g. Fosse. Appropriate skills for the target audience e.g. young children, the elderly. Taking part in skills development classes or workshops. Taking part in the rehearsal process, including individual preparation and group rehearsals.

- Contributing to a workshop performance - Demonstrating effective use of performance skills and effective realisation of design skills and techniques in a workshop performance to the target audience.

- Evaluating the development process and workshop performance outcome - Contributing to initial ideas and exploring activities in response to: the brief, the stimulus, contributions from other members of the group. Contributing to the development process. Skills and techniques: selection o development and/or adaptation, application o individual strengths and areas for improvement , overall individual contribution to the group. Contributing to the workshop performance outcome: effectiveness of the response to the brief individual strengths and areas for improvement, overall impact of the work of the group.

Prior learning

Students will have completed component 1 and 2 of the BTEC course. They will have explored 3 professional works understanding theoretically and practically why and how they were made.

Global/IOM/Subject Links

Links to other subjects

Creative thinking – Drama

Sportsmanship, leadership skills, health related fitness- PE

Understanding the human body, learning the correct anatomical names for major muscle groups. Learning the effects of exercise on the body – Science
Learning to evaluate peer work and appreciate professional work using subject specific terminology – English

Links to Global picture

Past and present world events, topics and issues explored through the medium of dance.

Subject specific skills development

Physical fitness

Problem solving

Movement vocabulary

Technique

Choreography

Anatomy and physiology

Music and rhythm

Cultural and historic context

Collaboration and communication

Performance skills

Interpretative skills