

BTEC First Certificate and Diploma in Performing Arts (Dance)

Available from September 2006

advancing learning, changing lives

Firsts

Features

- ◆ QCA accredited NOF Level 2 work-related qualifications
- ◆ Mapped to QCA's guidelines on work-related learning at Key Stage 4: [more details](#)
- ◆ Available in schools for pre-16 learners and further education colleges for post-16 learners
- ◆ BTEC First Certificate equivalent to 2 GCSEs grades A*-C
- ◆ BTEC First Diploma equivalent to 4 GCSEs grades A*-C

Advantages

- ◆ Prepares young people for careers in performing arts
- ◆ Will provide a broad educational base for further training, further education or for employment within performing arts or dance
- ◆ Motivates learners via applied learning and assessment
- ◆ BTEC qualifications are recognised by employers and education institutions
- ◆ Provides a good progression route to more advanced qualifications eg BTEC Nationals
- ◆ Esteem of working in a sector of choice

Benefits

- ◆ Publicly funded on DfES Section 96 and Section 97
- ◆ Listed on the DfES Achievement and Attainment Tables
- ◆ Allows flexible delivery for teachers
- ◆ Availability of detailed support material for new centres
- ◆ Trident 'BTEC Activator' support material produced by Trident and Edexcel. By doing the activities in the 'BTEC Activator' learners can work towards a unit during work experience.

Centres must have approval from Edexcel to offer these qualifications.

For information on how to get approval, please call Edexcel Customer Services on 0870 240 9800 or alternatively see the following link: <http://www.edexcel.org.uk/sfc/forms/approval/>

QAN Number: Certificate: 100/5737/7; Diploma: 100/5738/9

Current accreditation from: 1 September 2006 to 31 August 2009

Current certification end date: 31 August 2011

For accreditation information, please visit the National Database of Accredited Qualifications by clicking here: [Certificate](#) and [Diploma](#).

Structure

BTEC First Diploma in Performing Arts (Dance)	BTEC First Certificate in Performing Arts (Dance)
Two core units	One core unit
<ul style="list-style-type: none"> • Performing Arts Production Process • The Performing Arts Business 	<ul style="list-style-type: none"> • Performing Dance
Select four specialist units	Select two specialist units
<p><i>At least three from the following:</i></p> <ul style="list-style-type: none"> • Understanding Dance • Performing Dance • Contemporary Dance • Jazz Dance <p><i>The final unit could come from the following:</i></p> <ul style="list-style-type: none"> • Understanding Drama • Performing Scripted Plays • Acting • Devising Plays • Musical Theatre • Design for Performance • Lighting Operations for Stage Performance • Sound Operations • Crewing for Stage Performance • Set Construction • Wardrobe Management • Costume Construction • Mask Making • Makeup for Stage Performers • Understanding Music • Introducing DJ Technology • Working as a Musical Ensemble • Exploring Musical Composition • Exploring Computer Systems Used by Musicians • Exploring Musical Improvisation • Producing a Musical Recording • Solo Musical Performance 	<ul style="list-style-type: none"> • Performing Arts Production Process • The Performing Arts Business • Understanding Dance • Contemporary Dance • Jazz Dance • Musical Theatre • Makeup for Stage Performers

Unit Combinations

For the **BTEC First Certificate** the learner is required to complete the core unit and two specialist units from the list provided for a combined total of 180 guided learning hours (GLH) to complete the qualification.

For the **BTEC First Diploma** the learner is required to complete both core units and four specialist units from the list provided for a combined total of 360 guided learning hours (GLH) to complete the qualification.

Specification and Guides

- Specification (BF017270)

These materials can be ordered from:

Edexcel Publications

Adamsway

Mansfield, Notts. NG18 4FN

Tel: 01623 467 467

Email: publications@linneydirect.com

An electronic version of the new specification is available on the Edexcel website. To access please see: <http://www.edexcel.org.uk/quals/first/media-pa/btec-fc-sep-2006/btec-fc-pa/>

DfES Achievement and Attainment Tables

For more information and to view these please [click here](#)

Student Progression

BTEC First Diplomas and Certificates offer direct progression on to BTEC National programmes. On completion of a BTEC National, students can progress to a BTEC Higher National or BTEC Foundation Degree programme.

A BTEC First also prepares students for employment in their chosen career.

Units

Core Units

Unit A1: Performing Arts Production Process (60 GLH*)

Learners are given the chance to understand the process that is essential when putting on a public performance from initial idea to first night.

Unit A2: The Performing Arts Business (60 GLH)

This unit aims to enable learners to gain awareness and underpinning knowledge of the basic business structure of the performing arts industry, taking into consideration some of the range of administrative, technical, artistic, managerial and union areas current to the profession.

Unit B4: Performing Dance (60 GLH)

Learners' rehearse and perform choreographed dance pieces. It will also enable learners to demonstrate different dance styles in short performances

Specialist Units

Unit B3: Understanding Dance (60 GLH)

Helps learners understand the basic concepts of dance and some of the techniques and conventions that are applied.

Unit B4: Performing Dance (60 GLH)

Learners' rehearse and perform choreographed dance pieces. It will also enable learners to demonstrate different dance styles in short performances

Unit B5: Contemporary Dance (60 GLH)

This unit is about developing dance technique skills in one contemporary dance style. Learners will take regular technique classes and will have the opportunity to demonstrate their skills.

Unit B6: Jazz Dance (60 GLH)

Learners will be required to produce and perform a range of work demonstrating a basic understanding of jazz dance styles and technique.

Unit C7: Understanding Drama (60 GLH)

Provides an overview to the field of drama allowing both theoretical and practical exploration of drama forms and the process of creating drama.

Unit C8: Performing Scripted Plays (60 GLH)

Learners will develop the skills required to interpret a role as written by a playwright and will rehearse a role within a group and perform it before an audience.

Unit C9: Acting (60 GLH)

The skills developed in this unit are vital in the development of confidence and understanding of the role of the actor.

Unit C10: Devising Plays (60 GLH)

Learners will look at ways of structuring material into dramatic form and creating original work for performance to an audience or for a demonstration of their work.

Unit C11: Musical Theatre (60 GLH)

Has a practical emphasis and seeks to enhance the three main disciplines of musical theatre performance and will therefore appeal to a number of students from dance, drama and music pathways.

Unit D12: Design for Performance (60 GLH)

Offers the design skills and knowledge necessary to support the needs of a production.

Unit D13: Lighting Operations for Stage Performance (60 GLH)

During this unit learners will discover how to identify and describe the features of different types of lanterns and other basic lighting equipment.

Unit D14: Sound Operations (60 GLH)

Provides learners with an introduction to the basic skills and knowledge needed to work on the operation of sound equipment for a production.

Unit D15: Crewing for Stage Performance (60 GLH)

Opportunity to learn about the basic techniques of handling set elements and the working and functions of hand and power-tools associated with the installation of those elements.

Unit D16: Set Construction (60 GLH)

This unit is concerned with the skills and knowledge required to plan and build stage scenery safely and accurately, making effective use of standard set-building tools and materials.

Unit D17: Wardrobe Management (60 GLH)

This unit deals with the whole range of wardrobe management skills necessary for a learner aspiring to work in this area professionally.

Unit D18: Costume Construction (60 GLH)

Introduces learners to costume construction skills.

Unit D19: Mask Making (60 GLH)

Learners will be able to explore the historical and contextual background of the use of masks and will demonstrate how masks can be used in a variety of contrasting performance scenarios.

Unit D20: Makeup for Stage Performers (60 GLH)

Provides opportunities for the learner to explore develop and apply a range of technical make-up skills and can provide links with practical performance projects.

Unit E21: Understanding Music (60 GLH)

Learners will be introduced to the ways in which music is communicated to the performer by investigating different forms of notation.

Unit E22: Introducing DJ Technology (60 GLH)

Provides learners with the opportunity to develop a range of technical and artistic skills relevant to careers as club or production DJs.

Unit E23: Working as a Musical Ensemble (60 GLH)

This unit allows learners to become part of a musical team, concentrating on the process of a team working together towards a performance.

Unit E24: Exploring Musical Composition (60 GLH)

Learners will discover compositional possibilities through practical explorations of ideas and techniques.

Unit E25: Exploring Computer Systems Used by Musicians (60 GLH)

Learners will be introduced to the principles and techniques involved in using music creation software and will develop a familiarity with a range of relevant technology.

Unit E26: Exploring Musical Improvisation (60 GLH)

Focuses on the development of the listening skills required when working with improvised music, primarily the ability to respond spontaneously and musically to others.

Unit E27: Producing a Musical Recording (60 GLH)

Learners will be expected to explore the technology typical of music recording, including: mixing consoles; microphones; patching systems; and recording devices.

Unit E28: Solo Musical Performance (60 GLH)

Over the course of this unit, learners will explore the repertoire for their chosen instrument and make decisions on which pieces they intend to prepare for performance.

*** GLH = guided learning hours**

A notional measure of the substance of a qualification. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study.

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