

BTEC Summer Project

COMPONENT 3

This project will link with Component 3 where you get assessed on creating a performance from a given stimulus

KEY SKILLS:

Creativity, imagination, originality, confidence, risk-taking, evaluation, analysis, interpretation, style, inspiration

THE BIG PICTURE:
You will be working from different stimulus to plan a performance of your choice

You will be marked on:

- Your ideas
- The development of your ideas
- How the final outcome (final performance idea) links to your stimulus
- Your evaluation of the ideas process and final piece

You need to choose one stimulus to work from, these are on the next 4 slides. This is what your performance will be based on, so you need to choose something which inspires you and gives you lots of different ideas. There isn't an 'easy' option as it all comes down to your own interpretation, which we all know is individual to each of us.

The stimulus is just a starting point, and you are expected to develop ideas as you go, so don't worry if you feel really unsure at the beginning. Just pick what you think could work best for you, and let your imagination do the rest!

You are to display all of your ideas in a creative way. This could be on a large poster or as a PowerPoint document. You may want to create a visual journal- the choice is yours.

TASK 1.A

CHOOSING A STIMULUS

TASK 1.A

CHOOSING A STIMULUS: PICTURE



TASK 1.A

CHOOSING A STIMULUS: POEM

Hope is the thing with feathers by Emily Dickinson

Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words,
And never stops at all,
And sweetest in the gale is heard;
And sore must be the storm
That could abash the little bird
That kept so many warm.
I've heard it in the chillest land,
And on the strangest sea;
Yet, never, in extremity,
It asked a crumb of me.

TASK 1.A

CHOOSING A STIMULUS: NEWS
ARTICLE

Greta Thundberg: Fierce Women
BBC Arts

<https://www.bbc.co.uk/programmes/p084lz39>

TASK 1.A

CHOOSING A STIMULUS: SONG

Sam Cooke - 'A Change is Gonna Come'

<https://www.youtube.com/watch?v=wEBlaMOmKV>

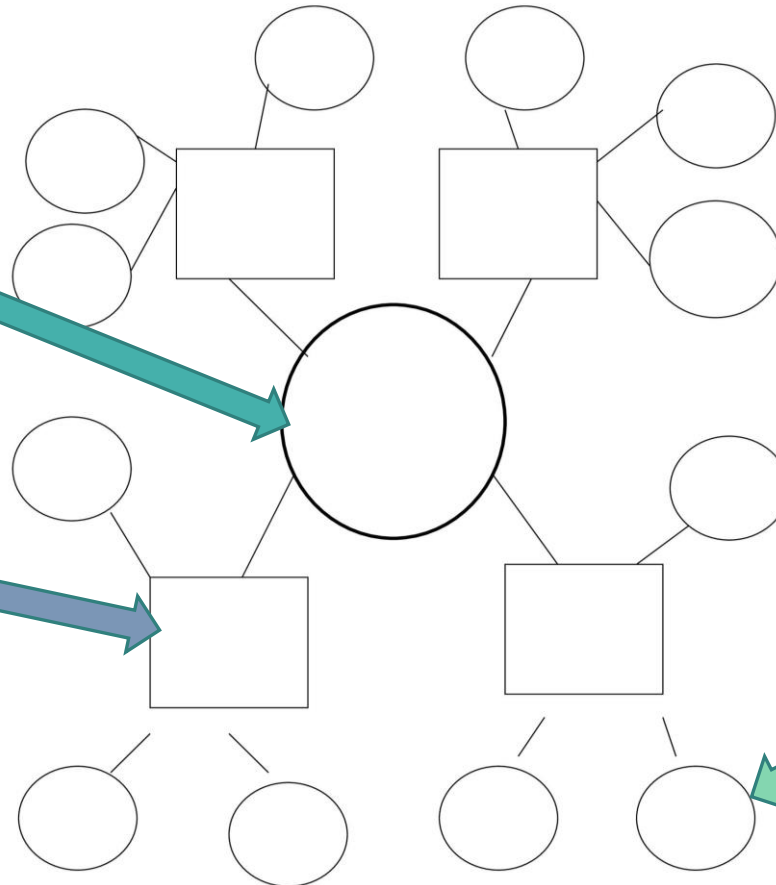
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TASK 1.B MIND MAP OF STIMULUS

MIDDLE: write the stimulus you have chosen

1ST LAYER: These are the headings of your ideas. You could include headings such as:

- Style
- Mood/atmosphere
- Dynamic content
- Action content
- Purpose/message/intentions
- Accompaniment
- Number of dancers



2ND LAYER: These allow you to develop the first layer so explain a variety of different ideas for each heading.

TASK 2: CHOOSING A STYLE

Choose a style that your performance will be. Choose from:

- Contemporary
- Street dance
- Musical theatre
- Jazz
- Other of your choice

TASK 2: RESEARCHING A STYLE

Now you have chosen your style, research the following information:

- Key features – what are the stylistic features of this dance style?

Stylistic feature: A specific feature associated with a dance style. For example: floor work is a stylistic feature of contemporary

TASK 3: PLANNING THE INTENTION

01

Identify

- Identify the 5 key actions within your performance (they must communicate your stimulus).

02

Describe

- Describe them using a 8 box story board (template on the next slide)

03

Use

- Use images & text to explain what is happening and how this communicates your stimulus

04

Evaluate

- Evaluate how effective the action is in communicating the stimulus to your audience. Make reference to R.A.D.S

















TASK 3: Choose a structure

Binary: AB- Two sections both are different

Ternary: ABC- Three sections all are different

Rondo: **ABACADAE** – Section A is repeated throughout

Arch: ABA- The dance begins and end the same

TASK 5: 32 COUNT SOLO

1. Create a 32 count solo for one of the sections of your performance.
2. This solo must be explicit in communicating your initial stimulus/intentions
3. Consider appropriate use of action, space and dynamics

BONUS POINTS IF YOU RECORD YOURSELF PERFORMING THE SOLO

Get ready to present your stimulus
and your ideas in the first lesson
back as Year 11 students!