

NQF BTEC from 2012 OSCA Standardisation Materials 2013-14 Standardisation Activities

**NQF BTEC Level 1/Level 2 First in
Performing Arts**

Unit 4: Dance Skills

**Issue 1
September 2013**

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Contents

You will need to refer to the appropriate specification in order to address the tasks in these standardisation activities.

Unit 4: Dance Skills from the BTEC Level 1/Level 2 First in Performing Arts can be found by typing the following into your web browser.

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

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Activity 1: NQF BTEC Assignment Briefs

This is an NQF BTEC Authorised Assignment Brief. Please note that this brief is an update of the previous version published in 2012.

Working together, discuss the following:

- 1. How is the NQF BTEC Assignment Brief structured?**
- 2. What information does the NQF BTEC Assignment Brief contain?**
- 3. How do you determine appropriate timings?**
- 4. Who should contribute to a NQF BTEC Assignment Brief before it is issued to learners?**

You are advised to spend 20 minutes on activity 1.

Standardisation Activity 1 notes / minutes

NQF BTEC Authorised Assignment Brief

Assignment title	Dance Crew
Assessor	

Date issued			
Interim Deadline	N/A (This is the second assignment covering learning aims A and B. Summative feedback given at the end of the first assignment).	Final deadline	
Duration (approx)	30 hours		

Qualification suite covered	BTEC Level 1/Level 2 First Award in Performing Arts		
Units covered	Unit 4: Dance Skills		
Learning aims covered	<p>Learning aim A: Explore and develop your dance skills and review your own practice</p> <p>Learning aim B: Use your dance skills within rehearsal and performance</p> <p>This is the second of two assignments for this unit.</p>		

Scenario	<p>You have successfully auditioned for Xtreme Dance Crew and as part of your contract with the crew you are required to attend regular workshops to develop your street dance style and physical skills.</p> <p>You will be required to review your skills early in the assignment and set targets for improvement.</p> <p>You have been asked to perform a showcase lesson for the company director. You must demonstrate your interpretive skills during your demonstration.</p>
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Task 1	<p>1.1 Dance contract Become a company dancer in training</p> <p>You will take part in a series of practical classes and workshops where you can develop your street dance style and physical skills. In these classes you will develop your dance skills by undertaking exercises and sequences. As a result, you will begin to practically understand the physical demands put on a dancer when working in this style. You will also acquire an understanding of how to perform as a 'team' of dancers in a 'crew'.</p> <p>The practical workshop activities will include:</p> <ul style="list-style-type: none"> • a skills audit activity to allow you to consider the skills you have and those you need to develop • taking part in street dance workshops where you will be taught movements and sequences that your 'crew' can use to perform together • your own research, e.g. a visit to a local crew • developing your skills of working in a group, including: use of space, focus, timing, contact work and other performance relationships that may be needed to engage an audience.
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	<p>1.2 Action Plan</p> <p>You will keep a logbook or journal and video evidence that charts your progress. You will make notes about how successful you have been in developing appropriate dance techniques.</p> <p>Your journal you will include an action plan. The action plan must include:</p> <ul style="list-style-type: none"> • a set of long term and short term targets for improvement based on your strengths and weaknesses • details of what you will do to meet your targets e.g. exercises/practical work you will undertake <p>You should revisit your plan on at least 3 occasions during the task to make notes about your progress. You may also need to update your targets and/or set additional targets..</p>
Evidence you must produce for this task	<ul style="list-style-type: none"> • Unit logbook including your action plan. • Recordings of practical workshops • Teacher observation records

Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Demonstrate competent use and control of technical and interpretive dance skills in practice and development.	4	2A.P1
Demonstrate competent use and control of technical and interpretive dance skills, showing consistency in focus, response and effort in practice and development.	4	2A.M1
Demonstrate competent use and control of technical and interpretive dance skills, incorporating stylistic qualities and a high level of focus, response and effort in practice and development.	4	2A.D1
Present an ongoing review of dance skills, describing strengths and areas to develop in own technique.	4	2A.P2
Present a detailed and ongoing review of dance skills, describing strengths and areas to develop, setting achievable targets for improvement and reviewing progress.	4	2A.M2
Present a detailed and ongoing review of dance skills, making qualitative judgements about own strengths and areas to develop, setting and justifying achievable targets for improvement and evaluating progress.	4	2A.D2

Task 2	<p>2.1 Rehearsing Develop your dance skills and your crew’s performance persona</p> <p>You will take part in preparations and rehearsals to develop skills for a short performance as a ‘crew’. You will make a rehearsal schedule as a team, expressing what you want to achieve by when, setting targets and reviewing practise. You should choose the sequences and performance ideas that you want to perform, rehearse effectively and document your progress.</p> <p>Rehearsal will include:</p> <ul style="list-style-type: none"> • warm-ups and exercises to improve your dance skills and train your body as a dancer • feedback from peers and teacher guidance • perfecting, changing and adapting the movement material from the feedback, guidance and self-reviews • practising the movement material so that it feels natural as a group – think about focus, relationships, dynamics, use of space, musicality, stylistic qualities and intention • a ‘milestone assessment’. This will be a video of the rehearsals in an informal setting, e.g. a dance studio. <p>During rehearsals you should show a high level of personal management skills by:</p> <ul style="list-style-type: none"> • attending sessions and behaving appropriately • being prepared for each session e.g. having the correct kit • working safely • concentrating and remaining focused • listening to direction • showing respect to other members of the crew. <p>2.2.Showcase performance Use your performance skills to show what you have learned</p> <p>The company director has asked you to perform a showcase of the skills you have developed. You will be performing as a ‘crew’ so be sure that you are all ready, willing and able.</p> <p>Prior to performing:</p> <ul style="list-style-type: none"> • warm up and prepare your body • be clear what skills you are showcasing. <p>When performing:</p> <ul style="list-style-type: none"> • be professional: show effective use and control of physical and performance skills throughout the showcase even if it is a fragmented demonstration • be sure to make an impact as a group • use your interpretive skills. <p>Perform your showcase as a ‘crew’.</p>
Evidence you must produce for this task	<ul style="list-style-type: none"> • Unit logbook • Recordings of milestone rehearsals ad the showcase performance • Teacher observation records • Witness statements

Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Demonstrate personal management skills and competent application of dance skills in rehearsal.	4	2B.P3
Demonstrate consistent personal management skills with competent and confident application of dance skills in rehearsal.	4	2B.M3
Demonstrate a high level of personal management skills with competent, confident, fluent and sustained application of dance skills in rehearsal.	4	2B.D3
Perform dance using relevant technical and interpretive dance skills competently.	4	2B.P4
Perform dance with confidence and consistency, using relevant technical and interpretive dance skills competently to demonstrate stylistic qualities of the choreography.	4	2B.M4
Perform dance with confidence, consistency and ease; use relevant technical and interpretive dance skills competently and fluently; and fully demonstrate stylistic qualities of the choreography.	4	2B.D4

Sources of information**Books**

Ashley, L., *Essential Guide to Dance* (3rd edition), Hodder Education, 2008 (ISBN 978-0-340-96838-3)

Goodman Kraines, M. and Pryor, E., *Jump into Jazz: The Basics and Beyond for Jazz Dance Students* (5th edition), McGraw-Hill Higher Education, 2004 (ISBN 978-0-07-284404-7)

Levien, J., *Duncan Dance: A Guide for Young People Ages Six to Sixteen*, Princeton Book Company, 1994 (ISBN 978-0-87127-198-3)

McGreevy-Nichols, S., Scheff, H. and Sprague, M., *Building Dances: A Guide to Putting Movements Together* (2nd revised edition), Human Kinetics, 2004 (ISBN 978-0-7360-5089-0)

Websites

www.nextstep.direct.gov.uk/planningyourcareer/jobprofiles/JobProfile0516/Pages/default.aspx

www.candoco.co.uk

www.merce.org

www.northernballet.com

We're committed to ensuring that teachers and students have a choice of resources to support their teaching and study.

We would encourage you to use relevant resources for your local area such as local employers, newspapers and council websites.

A range of publications, from a number of publishers, is available to support delivery and training for all Edexcel and BTEC qualifications, so students and teachers can select those that best suit their needs.

Please find above some examples of textbooks. Further useful resources may be found at

<http://www.edexcel.com/resources/Pages/default.aspx>.

If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met.

To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Demonstrate limited use and control of technical and interpretive dance skills in practice and development.	4	1A.1
Identify, with guidance, strengths and areas to develop in own technique.	4	1A.2
Demonstrate limited dance and personal management skills in rehearsal.	4	1B.3
Participate in a performance using limited technical dance skills.	4	1B.4

Activity 2: Adapting NQF BTEC Authorised Assignment Briefs

You are using a NQF BTEC Authorised Assignment Brief for Unit 4, Learning Aim A.

This NQF BTEC Authorised Assignment Brief has been adapted by a centre for use with its learners.

Working together, discuss whether the Adapted NQF BTEC Authorised Assignment Brief is still fit for purpose in terms of:

- **Scenario and context**
- **Assessment activities and structure**
- **Timescales and other information.**

You are advised to spend up to 20 minutes on activity 2.

Standardisation Activity 2 notes / minutes

Adapted Authorised Assignment Brief

Assignment title	Strictly BTEC
Assessor	T Daley

Date issued	19 th Nov 2012		
Interim Deadline	28 th Jan 2013	Final deadline	TBA
Duration (approx)	60 hours		

Qualification suite covered	BTEC Level 1/Level 2 First Award in Performing Arts
Units covered	Unit 4: Dance Skills
Learning aims covered	<p>Learning aim A: Explore and develop your dance skills and review your own practice</p> <p>Learning aim B: Use your dance skills within rehearsal and performance</p> <p>This is the only assignment for this unit.</p>

Scenario	<p>You have successfully auditioned for the BTEC Strictly Dance Festival which will be held at St John's School at the end of March.</p> <p>As part of your contract as a dancer you are required to attend regular workshops to develop your Ballroom and Latin American dance skills.</p> <p>You will aim to become skilled in the following dances:</p> <p>Ballroom:</p> <ul style="list-style-type: none"> • Waltz • Quickstep <p>Latin American:</p> <ul style="list-style-type: none"> • Cha Cha Cha • Samba <p>You will be required to audit your skills early in the assignment, set targets for improvement and review your progress regularly.</p>
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Task 1	<p>1.1 Dance contract</p> <p>Become a company dancer in training</p> <p>You will take part in a series of practical classes and workshops where you can develop your dance skills. In these classes you will develop your skills by undertaking exercises and sequences. As a result, you will begin to practically understand the physical demands put on a dancer when working in these styles.</p> <p>The practical workshop activities will include:</p> <ul style="list-style-type: none"> • a skills audit activity to allow you to consider the skills you have and those you need to develop • taking part in dance workshops where you will be taught movements and sequences that you will use • your own research • developing your skills of working in as a couple, including: use of space, focus, timing, contact work and other performance relationships that may be needed to engage an audience.
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	<p>1.2 Action Plan</p> <p>You will keep a video journal that charts your progress. You will make notes about how successful you have been in developing appropriate dance techniques.</p> <p>You will produce an action plan. The action plan must include:</p> <ul style="list-style-type: none"> • a set of long term and short term targets for improvement based on your strengths and weaknesses • details of what you will do to meet your targets e.g. exercises/practical work you will undertake <p>You should revisit your plan on at least 3 occasions during the task to make notes about your progress. You may also need to update your targets and/or set additional targets.</p>
Evidence you must produce for this task	<ul style="list-style-type: none"> • Video journal, including notes • Recordings of practical workshops • Teacher observation records

Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Demonstrate competent use and control of technical and interpretive dance skills in practice and development.	4	2A.P1
Demonstrate competent use and control of technical and interpretive dance skills, showing consistency in focus, response and effort in practice and development.	4	2A.M1
Demonstrate competent use and control of technical and interpretive dance skills, incorporating stylistic qualities and a high level of focus, response and effort in practice and development.	4	2A.D1
Present an ongoing review of dance skills, describing strengths and areas to develop in own technique.	4	2A.P2
Present a detailed and ongoing review of dance skills, describing strengths and areas to develop, setting achievable targets for improvement and reviewing progress.	4	2A.M2
Present a detailed and ongoing review of dance skills, making qualitative judgements about own strengths and areas to develop, setting and justifying achievable targets for improvement and evaluating progress.	4	2A.D2

Task 2	<p>2.1 Rehearsing</p> <p>You will take part in preparations and rehearsals to develop skills for performance. You will make a rehearsal schedule as a team, expressing what you want to achieve by when, setting targets and reviewing practise. You should choose the sequences and performance ideas that you want to perform, rehearse effectively and document your progress.</p> <p>Rehearsal will include:</p> <ul style="list-style-type: none"> • warm-ups and exercises to improve your dance skills and train your body as a dancer • feedback from peers and teacher guidance • perfecting, changing and adapting the movement material from the feedback, guidance and self-reviews • practising the movement material so that it feels natural • a 'milestone assessment'. This will be a video of the rehearsals in an informal setting, e.g. a dance studio.
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	<p>During rehearsals you should show a high level of personal management skills by:</p> <ul style="list-style-type: none"> • attending sessions and behaving appropriately • being prepared for each session e.g. having the correct kit • working safely • concentrating and remaining focused • listening to direction • showing respect to others <p>You must attend at least 80% of all rehearsals to pass this task.</p> <p>2.2. Performance Use your performance skills to show what you have learned</p> <p>Prior to performing:</p> <ul style="list-style-type: none"> • warm up and prepare your body • be clear what skills you are showcasing. <p>When performing:</p> <ul style="list-style-type: none"> • be professional: show effective use and control of physical and performance skills • be sure to make an impact as a group • use your interpretive skills.
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Evidence you must produce for this task	<ul style="list-style-type: none"> • Unit logbook • Recordings of milestone rehearsals and the performance • Teacher observation records • Witness statements
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Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Demonstrate personal management skills and competent application of dance skills in rehearsal.	4	2B.P3
Demonstrate consistent personal management skills with competent and confident application of dance skills in rehearsal.	4	2B.M3
Demonstrate a high level of personal management skills with competent, confident, fluent and sustained application of dance skills in rehearsal.	4	2B.D3
Perform dance using relevant technical and interpretive dance skills competently.	4	2B.P4
Perform dance with confidence and consistency, using relevant technical and interpretive dance skills competently to demonstrate stylistic qualities of the choreography.	4	2B.M4
Perform dance with confidence, consistency and ease; use relevant technical and interpretive dance skills competently and fluently; and fully demonstrate stylistic qualities of the choreography.	4	2B.D4

Sources of information	Books Ashley, L., <i>Essential Guide to Dance</i> (3rd edition), Hodder Education, 2008 (ISBN 978-0-340-96838-3)
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If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met.

To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Demonstrate limited use and control of technical and interpretive dance skills in practice and development.	4	1A.1
Identify, with guidance, strengths and areas to develop in own technique.	4	1A.2
Demonstrate limited dance and personal management skills in rehearsal.	4	1B.3
Participate in a performance using limited technical dance skills.	4	1B.4

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Activity 3: Assessment, Feedback and Internal Verification

A centre has used an adapted NQF BTEC Authorised Assignment Brief for Unit 4, Learning Aim A.

The learner work was submitted at the interim deadline and the Assessor provided formative feedback. The learner then finished their work independently and submitted their evidence at the assessment deadline. The Assessor has assessed the work and the Internal Verifier has internally verified the assessment.

Working together, discuss the following:

- 1. Is the formative feedback appropriate?**
- 2. Is the learner work fully and correctly authenticated?**
- 3. Is the summative assessment accurate in relation to Learning Aim A**
- 4. Is internal verification of the assignment brief and the assessment decisions appropriate?**

You are advised to spend up to 1 hour on activity 3.

Standardisation Activity 3 notes / minutes

Context

The work presented is from a school delivering the BTEC Level 1/Level 2 Award in Performing Arts (Dance) in Key stage 4. Unit 4: Dance Skills is taught and assessed in Year 10 to allow learners to develop their skills. They then have the opportunity in Year 11 to demonstrate their dance skills individually and as part of an ensemble in Units 1 and 2 respectively.

The teacher/Assessor is Joanne Burn.

The Internal Verifier is Kurt Harrison. Kurt is also the Lead IV for the programme.

The learner is Emily Browne. In the video, Emily wears the long-sleeved top.

NB some of the work submitted by the learner has been omitted for ease of use.

- Only a selection of diary entries is included. Those provided show the indicative standard of the learner's work.
- Similarly only one recording, showing the final demonstration of skills for task 1, is included. This again shows that standard the learner has been working towards in this assignment. The centre did however submit a number of milestone recordings of the learner and her peers in workshop sessions.

The ongoing review is included in its entirety.

Adapted NQF BTEC Authorised Assignment Brief

Assignment title	Contemporary and Modern Ballet Company		
Assessor	J Burn		
Date issued	7/1/13		
Interim Deadline	4/3/13	Final deadline	7/5/13
Duration (approx)	30 hours		
Qualification suite covered	BTEC Level 1/Level 2 First Award in Performing Arts (Dance)		
Units covered	Unit 4: Dance Skills		
Learning aims covered	<p>Learning aim A: Explore and develop your dance skills and review your own practice</p> <p>This is the first of two assignments for this unit.</p>		
Scenario	<p>You have successfully auditioned for The XLS Contemporary and Modern Ballet Company and as part of your contract with the company you are required to attend regular workshops to develop your dance skills.</p> <p>You will be required to review your skills development in order to improve further.</p> <p>You have been asked to prepare and perform a duo for the company director. In this piece you must demonstrate your interpretive and physical dance skills.</p>		
Task 1	<p>Dance contract Become a company dancer in training.</p> <p>You will take part in a series of practical classes and workshops where you can develop your dance skills. In these classes you will develop your skills by undertaking exercises and sequences. As a result, you will begin to practically understand the physical demands put on a dancer when working in contemporary and modern ballet dance styles.</p> <p>The practical workshop activities will include:</p> <ul style="list-style-type: none"> • a skills audit activity to allow you to consider the skills you have and those you need to develop • taking part in contemporary dance workshops where you will be taught movements and sequences that you and your partner can use in your duo • developing your skills of working with other dancers, including: use of space, focus, timing, contact work and other performance relationships that may be needed to engage an audience. <p>1.2 Action Plan and Ongoing Review You will keep a logbook or journal and video evidence that charts your progress. You will make notes about how successful you have been in developing appropriate dance techniques.</p>		

	<p>Your journal you will include an action plan. The action plan must include:</p> <ul style="list-style-type: none"> • a set of long-term and short-term targets for improvement based on your strengths and weaknesses • details of what you will do to meet your targets, e.g. exercises/practical work you will undertake. <p>You should revisit your action plan on at least 3 occasions during the task to make notes about your progress. You may also need to update your targets and/or set additional targets.</p>
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Evidence you must produce for this task	<ul style="list-style-type: none"> • Unit logbook including your action plan • Recordings of practical workshops • Teacher observation records
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Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Demonstrate competent use and control of technical and interpretive dance skills in practice and development.	4	2A.P1
Demonstrate competent use and control of technical and interpretive dance skills, showing consistency in focus, response and effort in practice and development.	4	2A.M1
Demonstrate competent use and control of technical and interpretive dance skills, incorporating stylistic qualities and a high level of focus, response and effort in practice and development.	4	2A.D1
Present an ongoing review of dance skills, describing strengths and areas to develop in own technique.	4	2A.P2
Present a detailed and ongoing review of dance skills, describing strengths and areas to develop, setting achievable targets for improvement and reviewing progress.	4	2A.M2
Present a detailed and ongoing review of dance skills, making qualitative judgements about own strengths and areas to develop, setting and justifying achievable targets for improvement and evaluating progress.	4	2A.D2

Sources of information	<p>Books</p> <p>Ashley, L., <i>Essential Guide to Dance</i> (3rd edition), Hodder Education, 2008 (ISBN 978-0-340-96838-3)</p> <p>Levien, J., <i>Duncan Dance: A Guide for Young People Ages Six to Sixteen</i>, Princeton Book Company, 1994 (ISBN 978-0-87127-198-3)</p> <p>McGreevy-Nichols, S., Scheff, H. and Sprague, M., <i>Building Dances: A Guide to Putting Movements Together</i> (2nd revised edition), Human Kinetics, 2004 (ISBN 978-0-7360-5089-0)</p> <p>Websites</p> <p>www.nextstep.direct.gov.uk/planningyourcareer/jobprofiles/JobProfile0516/Pages/default.aspx</p> <p>www.candoco.co.uk</p> <p>www.merce.org</p> <p>www.northernballet.com</p>
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If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met.

To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Demonstrate limited use and control of technical and interpretive dance skills in practice and development.	4	1A.1
Identify, with guidance, strengths and areas to develop in own technique.	4	1A.2

Internal Verification of the Assignment Brief

INTERNAL VERIFICATION – ASSIGNMENT BRIEF			
Programme title	BTEC Level 1/Level 2 First Award in Performing Arts (Dance)		
Assessor	Joanne Burn	Internal Verifier	Kurt Harrison
Unit	4	Learning Aim(s)	A
Assignment title	Contemporary & Modern Ballet Company		
Is this assignment an NQF Authorised Assignment Brief published by Edexcel? If so, has it been amended by the centre in any way?			
Yes, developed from the Dance Crew assignment, amended by the Assessor to change the focus to contemporary and modern ballet. The assignment has also been adapted to cover only Learning Aim A. A second assignment for Learning Aim B will be delivered at a later date.			
INTERNAL VERIFIER CHECKLIST		Comments	
Is this assignment for whole or part of a unit?	P	This is the first of two assignments. The second is planned for year two of the programme and will include a second dance style as required in the unit.	
Are accurate programme details shown?	Y		
Are accurate unit details shown?	Y		
Are clear deadlines for assessment given?	Y	Interim and final deadlines provided.	
Are the learning aim(s) and assessment criteria to be addressed listed?	Y	Clearly stated on the Assignment Brief.	
Does each task show which learning aim(s) is being addressed?	Y	Yes, clearly mapped to the requirements of each target criterion.	
Do the task(s) provide full coverage of the targeted learning aim(s)?	Y	Yes. Tasks are detailed and map to the full requirements of the target criteria.	
Is it clear what evidence the learner needs to generate?	Y	Yes. Learner and teacher generated evidence stated.	
Are the activities appropriate?	Y	Yes, activities are appropriate to the unit and the vocational context of the qualification.	
Is there a scenario or vocational context?	Y		
Is the language and presentation appropriate?	Y	Blocks of text are broken up by bullets for ease of use.	
Is the timescale for the assignment appropriate?	Y		
Overall, is the assignment fit for purpose?	Y	A clear and relevant assignment.	
*If 'No' is recorded and the Internal Verifier recommends remedial action before the brief is issued, the Assessor and the Internal Verifier should confirm that the action has been undertaken on Page 2.			
Assessor signature	<i>J Burn</i>	Date	<i>3/12/12</i>
Internal Verifier signature	<i>K Harrison</i>	Date	<i>3/12/12</i>
Lead Internal Verifier signature (if required)	<i>K Harrison</i>	Date	<i>3/12/12</i>

Learner Work at the Interim Deadline

Emily Browne - Skills Audit

Initial Audit 18th Jan 2013

	Rating 1 – 5* <i>(*5 being best)</i>	Comments
Physical Skills:		
Posture	2	<i>I have noticed that I sometimes hunch my shoulders over when doing floor work.</i>
Alignment	4	<i>I think this is okay</i>
Flexibility	5	<i>I am very flexible.</i>
Balance	4	<i>My balance is okay. I am fine even on one leg.</i>
Coordination	4	<i>I am usually well coordinated when I dance.</i>
Stamina	2	<i>I sometimes get tired at the end of a long routine. This is something I'd like to improve.</i>
Accuracy	4	<i>Once find it quite easy to copy movements accurately.</i>
Movement Memory	2	<i>I sometimes find it hard to remember complicated sequences.</i>
Spatial Awareness	4	<i>I am generally aware of other dancers around me.</i>
Interpretive Skills		
Musicality	4	<i>I am quite a musical person as I play the flute and sing. I think this shows in my dancing.</i>
Timing	4	<i>My timing is generally okay. I find it easy to keep time with the music when dancing.</i>
Facial expression & projection	3	<i>I sometimes feel silly when I have to look out at the audience or if I have to look very serious in a dance.</i>
Quality	3	<i>It depends which dance style. I am more happy when performing contemporary.</i>

Emily Browne – Target Setting

21st Jan 2013

You should use your skills audit to come up with three **long-term goals**.

My three long-term goals are:

1: Improve my movement memory

I sometimes find it difficult to pick up movement sequences quickly and I think this is one of my main weaknesses. This is not good as in auditions dancers have to copy sequences shown to them.

2: Improve my stamina

My fitness is okay but could be better. I would like to improve this so I am able to perform longer and more high energy dances without feeling out of breath at the end of them.

3: Improve my posture

I have noticed when I do floor work I sometimes round my shoulders and this does not look good. I want to improve my posture in my back and shoulders.

You will work towards these long-term goals by setting three **short-term targets**:

Target 1

S	What is your Specific target?	Be able to reproduce an 8 bar movement sequence accurately after seeing it only twice
M	How will you Measure whether you have met the target?	I will ask a partner to demonstrate an 8 bar sequence to me twice and I will copy her. I will then ask her if I reproduced sequence accurately.
A	Is your target Achievable ?	If I work up to the 8 bar sequence by working with my partner on shorter sequences I think I will be able to achieve this.
R	Is it Relevant ?	Yes, movement memory is very important for professional dancers who may need to pick up routines very quickly in rehearsals and auditions.
T	How much Time will you give yourself to achieve this target?	My deadline is 1 st March.

Review of Target

Date	Comment
18/2/13	I am getting better at remembering dance sequences. I have been working in lessons and with my partner Claire in my spare time to improve my movement memory. I can now pick movements up more quickly.
1/3/13	I did a session with Claire in which she demonstrated an 8 bar contemporary sequence which I copied. I got most of it right the first time and all of it right the second time.

Further Targets

I plan to continue to work on my movement memory. I have signed up for Jazz Dance classes at the Carole Hughes Dance Academy and hope this will also improve my memory and accuracy.

I am going to review my progress again at the end of April .

Target 2

S	What is your Specific target?	Be able to skip quickly with a rope for 3 minutes without getting out of breath
M	How will you Measure whether you have met the target?	I will time myself while skipping then monitor my breathing afterwards by reciting a poem.
A	Is your target Achievable ?	If I do different types of cardio work such as running, skipping and jumping jacks my stamina will improve.
R	Is it Relevant ?	Yes, stamina is important for professional dancers who may need to dance long and very physical routines.
T	How much Time will you give yourself to achieve this target?	My deadline is 15 th March.
Review of Target		
Date	Comment	
1/3/13	I have been skipping every day and doing step aerobics once a week with my Mum and sister.	
Further Targets		

Target 3

S	What is your Specific target?	Be able to show a noticeable improvement in my posture during warm-ups.
M	How will you Measure whether you have met the target?	I will ask my tutor for feedback and also use the recordings of sessions to review my posture.
A	Is your target Achievable ?	I think if I concentrate and use the mirror to correct my posture I can achieve my target.
R	Is it Relevant ?	Yes, good posture is important for professional dancers as bad posture does not look good and it can also lead to back problems.
T	How much Time will you give yourself to achieve this target?	My deadline is 15 th March
Review of Target		
Date	Comment	
Further Targets		

Dance Diary

(NB extracts of the dance diary are included. These are indicative of that standard and content of entries were made on a twice-weekly basis).

Date	7/1/13
<p>Today we worked with Miss Burn in the dance studio. After a warm-up we did traveling sequences. We then had to get into pairs and create our own. I worked with Lauren. We created a sequence that included some leaps and also some arm extensions. I worked on my flexibility during the warm-up and both balance and coordination was used during the travelling sequences. We also used creativity when coming up with our own sequence which I feel worked really well.</p>	

Date	28/1/13
<p>Today we worked on rehearsing the ensemble sequence from last week and Miss Burn was videoed us. We then watched back the video and talked about what was good and bad about the dance. I though I performed quite well and my good points were movement memory, flexibility and balance. My communication was not so good as I was looking down for a lot of the time.</p>	

Date	20/2/13
<p>Today we were working on our solos. I am happy with my choice of music and I think I am using the motifs that Miss Burn gave us in an interesting way. We worked in pairs watching each other and giving feedback. My partner Leon mentioned that some of my arm extensions were not good so I am going to work on this for next lesson.</p>	

OBSERVATION RECORD

Learner name:	Emily Browne		
Qualification:	BTEC Level 1/Level 2 First Award in Performing Arts (Dance)		
Unit number & title:	4 Dance Skills		
Description of activity undertaken			
Contemporary Dance class run by a professional practitioner; Dylan Baker. Learners were taken through a warm-up then taught a series of short sequences which they used to create a short piece.			
Assessment & grading criteria			
2A.P1 Demonstrate competent use and control of technical and interpretive dance skills in practice and development. 2A.M1 Demonstrate competent use and control of technical and interpretive dance skills, incorporating stylistic qualities and a high level of focus, response and effort in practice and development. 2A.D1 Demonstrate competent use and control of technical and interpretive dance skills, showing consistency in focus, response and effort in practice and development.			
How the learner met the criteria			
Emily was able to follow the movement patterns included in the warm-up with reasonable accuracy and showing competent use and control of technical skills . In the sequences she was at first hesitant but soon responded to the tutor and managed to incorporate the stylistic qualities of the dance style . Her flexibility and strength were particularly evident in the more complex movements. Working at 2A.M1 level at this point: Target grade 2A.D1			
Learner name:	Emily Browne		
Learner signature:	Emily Browne	Date:	11/2/13
Assessor name:	J Burn		
Assessor signature:	J Burn	Date:	11/2/13

OBSERVATION RECORD

Learner name:	Emily Browne		
Qualification:	BTEC Level 1/Level 2 First Award in Performing Arts (Dance)		
Unit number & title:	4 Dance Skills		
Description of activity undertaken			
Contemporary Dance session 4. Specific focus on shifting of weight and creating curve and line in upper body.			
Assessment & grading criteria			
2A.P1 Demonstrate competent use and control of technical and interpretive dance skills in practice and development. 2A.M1 Demonstrate competent use and control of technical and interpretive dance skills, incorporating stylistic qualities and a high level of focus, response and effort in practice and development. 2A.D1 Demonstrate competent use and control of technical and interpretive dance skills, showing consistency in focus, response and effort in practice and development.			
How the learner met the criteria			
Emily was a leader in the session and showed an accomplished and refined presentation of the stylistic features of style. Competent in shifting weight she understood her plumb-line/centre and held the material well. Emily worked with line and curve very well. She was able to work independently to refine the motifs given incorporating the stylistic qualities of the style. Accuracy and control of technical skills shown throughout the session. Working towards 2A.D1 at this point.			
Learner name:	Emily Browne		
Learner signature:	Emily Browne	Date:	25/2/13
Assessor name:	J Burn		
Assessor signature:	J Burn	Date:	25/2/13

Formative Feedback

INTERIM FEEDBACK SHEET (Formative Feedback)					
Programme	BTEC Level 1/Level 2 First Award in Performing Arts (Dance)	Learner Name	Emily Browne	Assessor Name	J Burn
Unit No. & Title	Unit 4 Dance Skills	Target Learning Aims	A	Assignment No. & Title	Contemporary & Modern Ballet Company
Issue Date	7/1/13	Interim Submission Date	4/3/13	Final Submission Date	7/5/13
Target Criteria	Formative Feedback				
2A.D1	<p>Emily, you have worked hard in this unit and have shown competent use and control of technical and interpretive skills in the workshop sessions. You have a lovely feel for both styles and easily incorporate the stylistic qualities into your work. You are fearless when it comes to the physical nature of the some of the material and show a consistently high level of focus in practical sessions. It is a shame you were unable to attend the recorded milestone session because of illness.</p> <p>Areas for development: Work on controlling the material particularly when it hits the floor. Also ,do not be afraid of attempting more complex and challenging material.</p>				
2A.D2	<p>Emily your long-term goals and short-term targets are relevant and well considered and have been justified in terms of your own abilities and the skills required by a professional dancer. You completed the skills audit honestly and were able to base your targets on a clear understanding of the areas you need to develop. Perhaps some specific exercises in terms of posture could have been included. You have already revisited one of your targets and have reviewed your progress.</p> <p>Areas for development: Continue to monitor and report on your progress towards you targets. Remember that you need to fully <u>evaluate</u> your progress, e.g. giving reasons why you have met or have failed to fully meet your targets.</p>				
General Assessor Comments					
Emily your work for this unit so far has been of a very high standard. You always come to class well prepared and are fully focused during the sessions. If you continue to work at this level and take on board the feedback provided you should do very well in this unit.					
This is the final formative feedback for this assignment. This feedback sheet will be included with the final submission as part of the assessment audit trail.					
Assessor Signature	<i>J Burn</i>			Date:	9/3/13
I acknowledge this feedback and will now complete the final submission independently.					
Learner Signature	Emily Browne			Date:	9/3/13

Learner Work

Selection of Additional Diary Entries

Date	18/3/13
<p>Today we worked with Miss Burn on ballet. We did some work at the barre and then some work in the centre. I used to do ballet a few years ago but dropped it at my dance school as I didn't like it. I really enjoyed this lesson however and I can see now how the techniques will help me to improve my strength and balance.</p>	

Date	15/4/13
<p>Today we worked again on a group ballet piece based on Mathew Bourne's Swan Lake. It was very difficult but when we watched back the video that Miss Burn had taken we were all really pleased with the results.</p> <p>I noticed that I am much more confident with the style now. My flexibility, balance and coordination were good and I kept my focus up throughout.</p>	

Date	2/5/13
<p>Today we were working again on our duo. Claire and I were asked to refine the dance to make sure our movements were together and we were aware of each other spatially in the dance. We did a lot of work on the floor today to make sure our movements were clear and accurate and in time with the music.</p>	

OBSERVATION RECORD

Learner name:	Emily Browne		
Qualification:	BTEC Level 1/Level 2 First Award in Performing Arts (Dance)		
Unit number & title:	4 Dance Skills		
Description of activity undertaken			
Ballet session 9. Technique class with specific focus on turn out.			
Assessment & grading criteria			
2A.P1 Demonstrate competent use and control of technical and interpretive dance skills in practice and development. 2A.M1 Demonstrate competent use and control of technical and interpretive dance skills, incorporating stylistic qualities and a high level of focus, response and effort in practice and development. 2A.D1 Demonstrate competent use and control of technical and interpretive dance skills, showing consistency in focus, response and effort in practice and development.			
How the learner met the criteria			
Improvement was evident instantly. Emily is able to self assess and amend her placement during exercises. She is a self-aware dancer who shows a mature attitude to sessions. Today there was evidence of consistent technical control and fluency. She was able to correct her alignment during the arabesque sequence. Working at 2A.D1 at this point.			
Learner name:	Emily Browne		
Learner signature:	Emily Browne	Date:	15/4/13
Assessor name:	J Burn		
Assessor signature:	J Burn	Date:	15/4/13

Ongoing Review

Target 2

S	What is your Specific target?	Be able to skip quickly with a rope for 3 minutes without getting out of breath
M	How will you Measure whether you have met the target?	I will time myself while skipping then monitor my breathing afterwards by reciting a poem.
A	Is your target Achievable ?	If I do different types of cardio work such as running, skipping and jumping jacks my stamina will improve.
R	Is it Relevant ?	Yes, stamina is important for professional dancers who may need to dance long and very physical routines.
T	How much Time will you give yourself to achieve this target?	My deadline is 15 th March.
Review of Target		
Date	Comment	
1/3/13	I have been skipping every day and doing step aerobics once a week with my Mum and sister. I am already seeing improvements	
7/3/12	Today I tested myself when skipping. I was still a little out of breath but not as bad as I used to be.	
15/3/13	My stamina has now improved and I have met my target.	
Further Targets		

Target 3

S	What is your Specific target?	Be able to show a noticeable improvement in my posture during warm-ups.
M	How will you Measure whether you have met the target?	I will ask my tutor for feedback and also use the recordings of sessions to review my posture.
A	Is your target Achievable ?	I think if I concentrate and use the mirror to correct my posture I can achieve my target.
R	Is it Relevant ?	Yes, good posture is important for professional dancers as bad posture does not look good and it can also lead to back problems.
T	How much Time will you give yourself to achieve this target?	My deadline is 15 th March
Review of Target		
Date	Comment	
7/3/3	Today I watched back a video of my work in a ballet class. I could see that my posture is improving.	
15/3/13	My posture is much better now.	
Further Targets		

LEARNER ASSESSMENT SUBMISSION AND DECLARATION

When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own.

Learner name: Emily Browne		Assessor name: Miss Burn
Issue date: 7/1/13	Final submission date: 7/5/13	Submitted on: 5/5/13
Centre Number: 12345	Centre Name: St Mary's School for Girls	
Programme: BTEC Level 1/Level 2 First Award in Performing Arts (Dance)		
Unit: 4 Dance Skills		
Assignment reference and title: Contemporary & Modern Ballet Company		

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Task ref.	Evidence submitted	Page numbers or Description
1	Dance Log	In blue folder
1	Ongoing review	In blue folder
1	Video of Dance work	On DVD – I am the girl with the long sleeved top.
Additional comments to the Assessor:		

Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature: Emily Browne

Date: 7/5/13

Summative Feedback (version 1)

ASSESSMENT RECORD SHEET (Summative Assessment)						
Programme	BTEC Level 1/Level 2 First Award in Performing Arts (Dance)		Learner Name	Emily Browne	Assessor Name	J Burn
Unit No. & Title	4 Dance Skills		Target Learning Aims	A	Assignment No. & Title	Contemporary & Modern Ballet Company (Assignment 1 of 2)
Issue Date	7/1/13		Interim Submission Date	4/3/13	Final Submission Date	7/5/13
Target criteria	Criteria Achieved	Final Assessment Comments				
2A.P1, 2A.M1, 2A.D1	2A.P1, 2A.M1, 2A.D1	Emily, you have shown that you are a technical performer who is able to work with total commitment and concentration during sessions. You respond positively to correction at all times. You have a strong understanding of where your body should be in terms of placement and alignment. Your interpretive skills, particularly the use of contrasting dynamics, is evident in your duo.				
2A.P2, 2A.M2, 2A.D2	2A.P2, 2A.M2, 2A.D2	Emily, you set well-considered SMART targets that you were able to justify. You were also able to evaluate your progress towards these targets.				
Summative comments						
Well done Emily. An excellent effort.						
Resubmission authorisation*				Resubmission Date:		
* All resubmissions must be authorised. Only 1 resubmission is possible per assignment.						
Assessor Signature			<i>J Burn</i>		Date:	<i>8/5/13</i>
Learner comments						
Learner Signature				Date:		

Internal Verification of Assessment Decisions

INTERNAL VERIFICATION – ASSESSMENT DECISIONS				
Programme title	BTEC Level 1/Level 2 First Award in Performing Arts (Dance)			
Assessor	J Burn	Internal Verifier	K Harrison	
Unit(s)	4 Dance Skills	Learning Aim(s)	A	
Assignment title	Contemporary & Modern Ballet Company (Assignment 1 of 2)			
Learner's name	Emily Browne			
First submission / resubmission? (Only one resubmission allowed, authorised by Lead Internal Verifier)			First Submission	
List which assessment criteria the assessor has awarded.	Level 1 (NQF Level 1-2 BTEC Firsts only)	Pass	Merit	Distinction
		2A.P1, 2A.P2	2A.M1, 2A.M2	2A.D1, 2A.D2
INTERNAL VERIFIER CHECKLIST		Comments		
Do the assessment criteria awarded match those targeted by the brief?	Y	Yes		
Has the work been assessed accurately?	N	2A.D2 not agreed. Emily has reviewed her progress (2A.M2) however comments are rather brief and lack a detailed evaluation of progress.		
Is there documented FORMATIVE feedback to the learner that: <ul style="list-style-type: none"> Identifies opportunities for improved performance? Links to relevant learning aim / assessment criteria? Identifies actions? 	Y	Yes, formative feedback is detailed and appropriate. Appropriate actions for improved performance have been given to the learner.		
Is the SUMMATIVE feedback to the learner: <ul style="list-style-type: none"> Constructive? Linked to relevant learning aim / assessment criteria? Justifying each assessment criterion awarded? 	N	Yes, feedback is constructive and linked to the criteria awarded. The justification for awarding 2A.D2 is, however, not sound and is not supported by the evidence presented.		
Does the assessment decision need amending?*	Y	Please amend the grade awarded from 2A.D2 to 2A.M2.		
Assessor signature	<i>J Burn</i>		Date	<i>10/5/13</i>
Internal Verifier signature	<i>K Harrison</i>		Date	<i>10/5/13</i>
Lead Internal Verifier signature (if required)	<i>K Harrison</i>		Date	<i>10/5/13</i>
*Confirm action completed				
Remedial action taken				

Assessor signature		Date	
Internal Verifier signature		Date	
Lead Internal Verifier signature (if required)		Date	

Summative Feedback (version 2)

ASSESSMENT RECORD SHEET (Summative Assessment)						
Programme	BTEC Level 1/Level 2 First Award in Performing Arts (Dance)		Learner Name	Emily Browne	Assessor Name	J Burn
Unit No. & Title	4 Dance Skills		Target Learning Aims	A	Assignment No. & Title	Contemporary & Modern Ballet Company (Assignment 1 of 2)
Issue Date	7/1/13		Interim Submission Date	4/3/13	Final Submission Date	7/5/13
Target criteria	Criteria Achieved	Final Assessment Comments				
2A.P1, 2A.M1, 2A.D1	2A.P1, 2A.M1, 2A.D1	Emily, you have shown that you are a technical performer who is able to work with total commitment and concentration during sessions. You respond positively to correction at all times. You have a strong understanding of where your body should be in terms of placement and alignment. Your interpretive skills, particularly the use of contrasting dynamics, are evident in your duo.				
2A.P2, 2A.M2, 2A.D2	2A.P2, 2A.M2	Emily, you set well-considered SMART targets that you were able to justify. You were also able to review your progress towards these targets.				
Summative comments						
Well-done Emily. A good effort.						
Resubmission authorisation*	Resubmission has been authorised by the Lead IV.				Resubmission Date:	24/5/13
* All resubmissions must be authorised. Only 1 resubmission is possible per assignment.						
Assessor Signature	<i>J Burn</i>				Date:	10/5/13
Learner comments	I am happy with my work in this assignment but I am going to try to improve my grade for my ongoing review.					
Learner Signature	Emily Browne				Date:	13/5/13

Activity 4: Resubmission and Summative Assessment

A retake was authorised for this learner, and the learner has added to their evidence.

Working individually

- 1. Check that the retake is valid.**
- 2. Assess the resubmitted learner work using the blank Summative Assessment Sheet provided.**

Working together

- 3. Discuss your decisions.**

You are advised to spend up to 20 minutes on this activity 4.

Standardisation Activity 4 notes / minutes

Context

The Internal Verifier, who in this case is also the Lead IV, disagreed with the Assessor's decision in relation to the awarding of criterion 2A.D2.

The Assessor followed the actions provided by the Internal Verifier and resubmitted the assessment feedback sheet with the work graded at 2A.M2.

The Lead IV then authorised a resubmission opportunity for the learner who added some work to her ongoing review.

Summative Feedback (version 2)

ASSESSMENT RECORD SHEET (Summative Assessment)						
Programme	BTEC Level 1/Level 2 First Award in Performing Arts (Dance)		Learner Name	Emily Browne	Assessor Name	J Burn
Unit No. & Title	4 Dance Skills		Target Learning Aims	A	Assignment No. & Title	Contemporary & Modern Ballet Company (Assignment 1 of 2)
Issue Date	7/1/13		Interim Submission Date	4/3/13	Final Submission Date	7/5/13
Target criteria	Criteria Achieved	Final Assessment Comments				
2A.P1, 2A.M1, 2A.D1	2A.P1, 2A.M1, 2A.D1	Emily, you have shown that you are a technical performer who is able to work with total commitment and concentration during sessions. You respond positively to correction at all times. You have a strong understanding of where your body should be in terms of placement and alignment. Your interpretive skills, particularly the use of contrasting dynamics, are evident in your duo.				
2A.P2, 2A.M2, 2A.D2	2A.P2, 2A.M2	Emily, you set well-considered SMART targets that you were able to justify. You were also able to review your progress towards these targets.				
Summative comments						
Well-done Emily. A good effort.						
Resubmission authorisation*	Resubmission has been authorised by the Lead IV.				Resubmission Date:	24/5/13
* All resubmissions must be authorised. Only 1 resubmission is possible per assignment.						
Assessor Signature	<i>J Burn</i>				Date:	10/5/13
Learner comments	I am happy with my work in this assignment but I am going to try to improve my grade for my ongoing review.					
Learner Signature	Emily Browne				Date:	13/5/13

Resubmitted Learner Work

Target 1

S	What is your Specific target?	Be able to reproduce an 8 bar movement sequence accurately after seeing it only twice
M	How will you Measure whether you have met the target?	I will ask a partner to demonstrate an 8 bar sequence to me twice and I will copy her. I will then ask her if I reproduced sequence accurately.
A	Is your target Achievable ?	If I work up to the 8 bar sequence by working with my partner on shorter sequences I think I will be able to achieve this.
R	Is it Relevant ?	Yes, movement memory is very important for professional dancers who may need to pick up routines very quickly in rehearsals and auditions.
T	How much Time will you give yourself to achieve this target?	My deadline is 1 st March.

Review of Target

Date	Comment
18/2/13	I am getting better at remembering dance sequences. I have been working in lessons and with my partner Claire in my spare time to improve my movement memory. I can now pick movements up more quickly.
1/3/13	I did a session with Claire in which she demonstrated an 8 bar contemporary sequence which I copied. I got most of it right the first time and all of it right the second time.

Further Targets

I plan to continue to work on my movement memory. I have signed up for Jazz Dance classes at the Carole Hughes Dance Academy and hope this will also improve my memory and accuracy.

Progress review: 20/5/13:

I asked my Jazz dance teacher to test me on my movement memory. I was very pleased as I was able to remember some quite long and complex sequences.

Target 2

S	What is your Specific target?	Be able to skip quickly with a rope for 3 minutes without getting out of breath
M	How will you Measure whether you have met the target?	I will time myself while skipping then monitor my breathing afterwards by reciting a poem.
A	Is your target Achievable ?	If I do different types of cardio work such as running, skipping and jumping jacks my stamina will improve.
R	Is it Relevant ?	Yes, stamina is important for professional dancers who may need to dance long and very physical routines.
T	How much Time will you give yourself to achieve this target?	My deadline is 15 th March.
Review of Target		
Date	Comment	
1/3/13	I have been skipping every day and doing step aerobics once a week with my Mum and sister. I am already seeing improvements	
7/3/13	Today I tested myself when skipping. I was still a little out of breath but not as bad as I used to be.	
15/3/13	My stamina is now improved. I feel less out of breath at the end of high-energy sequences. I am now able to skip for three minutes and then carry on a conversation afterwards. This shows I am not out of breath. I think that skipping has really improved my stamina as it is a very good form of exercise to improve cardiovascular fitness.	
Further Targets		
I am going to continue working to improve my stamina by doing cardio work. I am going to start a spinning class which is a very vigorous form of exercise.		

Target 3

S	What is your Specific target?	Be able to show a noticeable improvement in my posture during warm-ups.
M	How will you Measure whether you have met the target?	I will ask my tutor for feedback and also use the recordings of sessions to review my posture.
A	Is your target Achievable ?	I think if I concentrate and use the mirror to correct my posture I can achieve my target.
R	Is it Relevant ?	Yes, good posture is important for professional dancers as bad posture does not look good and it can also lead to back problems.
T	How much Time will you give yourself to achieve this target?	My deadline is 15 th March
Review of Target		
Date	Comment	
7/3/13	Today I watched back a video of my work in a ballet class. I could see that my posture is improving.	
15/3/13	I have been working to improve my posture by watching myself carefully in the mirror during sessions and correcting my posture when needed. I have also been listening to feedback from Miss Burn. I think that this has all helped me to improve my posture.	
Further Targets		

Evaluation of my long-term goals

20/5/13

1: Improve my movement memory

I am very pleased with my work towards this long term goal and I think I am well on the way to counting this as one of my strengths.

My improvement is mostly down to the practice I have been putting in but I also think it is because I am now more confident. I do not panic like I sometimes used to when trying to pick up dance sequences and this means that I am able to concentrate and focus better.

Next steps - I intend to continue to work on this aspect of my dancing as it is so important if I am going to reach my goal of being a professional dance one day.

2: Improve my stamina

My stamina and general level of fitness is now much better. My dance work has helped as now I am doing the BTEC I am dancing two times a week at school as well as my Saturday dance class. The training work I have done, such as skipping and step aerobics has also helped as this has allowed me to concentrate just on my cardiovascular fitness.

Next steps - I intend to continue to work on my cardio vascular fitness by taking up spinning as this gives you a very vigorous workout but as there is no impact to the joints (like in running or skipping) I will not be risking injury.

3: Improve my posture

I think the ballet work I have done in my BTEC classes has really helped my posture. I am now a much stronger dancer and this has helped me to control my movements. As the dance studio has a mirror I have been able to make corrections to my posture in class.

Next steps - I intend to keep up with my ballet work and when the unit finishes on my BTEC I am going to restart Ballet at my Saturday dance class. I now know that it has not only helped me with my posture but has also improved other skills such as flexibility, alignment and extension.

LEARNER ASSESSMENT SUBMISSION AND DECLARATION

When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own.

Learner name: Emily Browne		Assessor name: Miss Burn
Issue date: 7/1/13	Final submission date: 7/5/13	Submitted on: 5/5/13
Centre Number: 12345	Centre Name: St Mary's School for Girls	
Programme: BTEC Level 1/Level 2 First Award in Performing Arts (Dance)		
Unit: 4 Dance Skills		
Assignment reference and title: Contemporary & Modern Ballet Company		

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Task ref.	Evidence submitted	Page numbers or Description
1	Dance Log	In blue folder
1	Ongoing review	In blue folder
1	Video of Dance work	On DVD – I am the girl with the long sleeved top.
Additional comments to the Assessor:		

Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature: Emily Browne

Date: 24/5/13

Blank Summative Assessment Sheet

ASSESSMENT RECORD SHEET (Summative Assessment)					
Programme		Learner Name		Assessor Name	
Unit No. & Title		Target Learning Aims		Assignment No. & Title	
Issue Date		Interim Submission Date		Final Submission Date	
Target criteria	Criteria Achieved	Final Assessment Comments			
Summative comments					
Resubmission authorisation*				Resubmission Date:	
* All resubmissions must be authorised. Only 1 resubmission is possible per assignment.					
Assessor Signature				Date:	
Learner comments					
Learner Signature				Date:	

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