

Imperial Society of
Teachers of Dancing

Diploma in Dance Pedagogy Level 6 Specification

For teaching from
September 2023

Ref/S3000 version 1.0

**Summary of ISTD Diploma in Dance Education Level 4 Specification
Ref/S2000 version 1.0 changes**

Summary of changes made between the previous issue and this current issue	Page number

If you need further information on these changes or what they mean, contact us via email at: [**hqualifications@istd.org**](mailto:hqualifications@istd.org)

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1 About the Imperial Society of Teachers of Dancing (ISTD)

The Imperial Society of Teachers of Dancing (ISTD) is a registered educational charity and membership association. Our mission is to educate the public in the art of dancing in all its forms: to promote knowledge of dance; provide up-to-date techniques for members and maintain and improve teaching standards.

With approximately 6,000 members in over 55 countries worldwide, the Society conducts over 120,000 examinations each year. We were recently listed by Ofqual as one of the top 20 largest awarding organisations in England and in the top 5 for delivery of performing arts examinations.

The Society aspires to be a world leader in dance education, setting the benchmark for best practice through our extensive syllabi and teacher training. We are committed to becoming a dynamic, future-focused organisation that promotes the social, cultural, physical, and educational benefits of dance for all.

2 Qualification purpose

The Level 6 Diploma in Dance Pedagogy (DDP) is a regulated dance teaching qualification that provides dance teachers and professional dancers with a programme that builds on their previous training, knowledge, and experience. The curriculum places emphasis on the various ways that dance can be delivered, underpinned by theory and critical analysis, so that students graduate as confident, versatile, and highly proficient dance teachers. The DDP is regulated at Level 6.

What does the qualification aim to prepare students for?

The programme aims to develop professional dance teachers who are:

- Knowledgeable
- Up to date and current
- Reflective and self-aware
- Highly skilled, in-studio practitioners
- Adaptable to a range of contexts
- Confident and articulate

On achieving the DDP, graduates are awarded Full Teaching Membership of the Imperial Society of Teachers of Dancing. They are also eligible to apply to the ISTD for Recognised Tutor Status to enable them to teach the initial teaching qualification (DDE) as well as apply to study for a Fellowship, the highest qualification within the ISTD. As an internationally recognised awarding body, the ISTD gives students a mark of quality on an international level and as such, provides a range of unique and diverse employment opportunities.

Employability skills/Transferable knowledge and skills for further/higher education

Students graduate from the programme with a range of real-world skills that are directly related to employment:

- Teaching in the private sector
- Teaching in vocational schools
- Teaching in the community

Transferable skills such as analysis, reflection and communication are key to this programme. Students are also able to go onto postgraduate (Level 7) study in dance and arts related subjects.

3 Qualification introduction

The Diploma in Dance Pedagogy comprises of five units and is structured to give students the opportunity to explore and investigate the specialist field of dance teaching, underpinned by both theoretical and practical enquiry. The DDP is recognised by Ofqual and on the Register of Regulated Qualifications at Level 6 on the Regulated Qualification Framework (RQF) at 120 credits. All units contained within any qualification on the RQF have a credit value and may be accepted by other Awarding Organisations (and universities) towards achievement of their qualifications, as equivalent to similar units within their qualifications.

Regulation

Regulation – UK

ISTD Vocational Graded Examination qualifications are regulated in the UK by:

- Office of Qualifications and Examinations Regulation (Ofqual) in England
- Qualification Wales
- Council for Curriculum, Examinations and Assessment (CCEA Regulation) in Northern Ireland.

The Regulated Qualifications Framework (RQF) in England provides a single, simple system for cataloguing all regulated qualifications, indicating qualifications by their level (degree of difficulty) and size (amount or breadth of learning). There are nine qualification levels in the framework, labelled in order of difficulty from Entry Level to Level 8. For further information, visit <http://register.ofqual.gov.uk>.

Size of the qualification on the RQF is indicated by a credit value, corresponding to a term used in the title. An Award is worth 1-12 credits, a Certificate is worth 13-36 credits, and a Diploma is worth 37 or more credits. One credit corresponds to 10 hours of learning for the typical learner, which is divided into Guided Learning hours (GLH), which is broadly contact time with the teacher, and personal study time, which together make Total Qualification Time (TQT).

Regulation – Europe

The European Qualifications Framework (EQF) is an overarching framework that links the qualifications of different countries together and allows for comparison and translation. The EQF has eight levels across which qualifications can be mapped. The levels do not correspond directly with the UK's Regulated Qualifications Framework (RQF), although they are similar. The following table shows the level of our Vocational Examination qualifications on the RQF and the EQF

Qualification title	RQF Level	EQF Level
ISTD Level 6 Diploma in Dance Pedagogy	Level 6	Level 6

Qualifications can cross boundaries: Guide to comparing qualifications in the UK and Ireland (qaa.ac.uk)

Equivalence of exam qualification structure

ISTD Qualifications	UK National Levels	UK National Qualifications
Primary	Level 0 KS3 (up to year 9)	KS3 (Entry level)
Grade 1, 2 and 3	Level 1 KS4 (year 10 and 11)	GCSE 5-1 (C-G)
Grade 4 and 5 and Intermediate Foundation	Level 2 KS4 (year 10 and 11)	GCSE 9-6 (A*-B)
Grade 6 and Intermediate	Level 3 KS5 (year 12 and 13)	A Levels and T-levels
Advanced 1 and 2, plus Diploma in Dance Education	Level 4 Tertiary, Vocational Or Higher Education	1st Year Degree
2nd Year Degree	Level 5 Tertiary, Vocational Or Higher Education	2nd Year Degree
Diploma in Dance Pedagogy	Level 6 Tertiary, Vocational Or Higher Education	3 rd Year Degree

Qualification Structure

The full DDP qualification awards 120 credits at Level 6 on the Regulated Qualification Framework (RQF) in England and the Credit and Qualifications Framework in Wales (CQFW). This equates to 120 credits at Level 6 of the European Qualification Framework (EQF).

The DDP covers 5 main areas of study that are split into 5 units:

Unit 1: Planning and Evaluating Programmes of Learning

Unit 2: The Practice of Dance Teaching and Learning

Unit 3: Reflective Practice

Unit 4: Teaching in Context

Unit 5: Research

Qualification title	Qualification number	Level	Credits	*GLH	TQT
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ISTD Level 6 Diploma in Dance Pedagogy	610/2746/7	6	120	144	1200
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- GLH – Guided Learning Hours. This represents the number of hours that learners can expect to receive supported learning from tutors.
- TQT – Total Qualification Time. This is the total number of hours that learners will need to study to complete the qualification and includes both guided learning hours and independent study time.

In order to achieve this qualification Learners must achieve 120 credits from the following units:

Unit title		Unit reference number	Unit level	Credit value	GLH	TQT
Unit 1 Planning and Evaluating Programmes of Learning		A/650/7315	6	20	18	200
Unit 2 The Practice of Dance Teaching and Learning		D/650/7316	6	30	18	300
Unit 3 Reflective Practice		F/650/7317	6	20	18	200
Unit 4 Teaching	Unit 4A Teaching Classical Ballet	M/650/7320	6	30	60	300
	Unit 4B Teaching Musical Theatre	R/650/7377	6	30	60	300
	Unit 4C Teaching in Education and Community Settings	J/650/7373	6	30	60	300
Unit 5 Research	Unit 5A Applied Dance Science	K/650/7374	6	20	30	200
	Unit 5B Social, Emotional and Cognitive Development	L/650/7375	6	20	30	200
	Unit 5 Choreography	M/650/7376	6	20	30	200

Target Learners

The DDP is open to candidates from a range of backgrounds and is most suitable for students with significant dance teaching experience and /or professional performing experience.

Entry Requirements

The prerequisites for entry onto the DDP are successful completion of the Level 4 DDE or equivalent teaching qualification and / or extensive performing and teaching experience. Candidates also need to hold GCSE English (or equivalent) at Level 4 or above (or equivalent). Students for whom English is a second language are expected to hold an IELTS at Level 6.

Candidates apply and are offered places for the programme, subject to interview

Learning and Teaching Strategy

The Diploma is delivered through lecture-based seminars and practical dance workshops. Students also receive tutorial support from experienced practitioners and unit leaders between taught sessions. The full programme is designed to be delivered over one year full-time or over a period of two years as a part-time option.

Teaching strategies are designed to support a clear emphasis on independent learning. Experiential learning is the key principle of study with a clear emphasis on practice-based projects which include practical workshops, teaching and facilitation workshops and work based learning experiences. Students are encouraged to adopt a deep approach to learning by developing the ability to understand the material introduced, forge links between areas of study and effectively retain, apply, and evaluate the knowledge gained. This process is developed by providing students with frameworks which encourage them to use appropriate learning resources and to seek out knowledge. The learning strategy is designed to encourage students to be independent learners as well as highly skilled and disciplined practitioners. Consideration is given to both the diverse backgrounds and learning needs of the students progressing from different types of academic and professional backgrounds.

Planning your Programme

The learning and teaching methods used throughout the programme are varied to ensure that students can engage with their studies in a variety of ways:

- Lectures – specialists in the relevant fields deliver and guide students through the content of the units being studied and support students with directing their private study.
- Practical workshops – these may take place either remotely or in a face to face studio environment.
- Mentor sessions – students are allocated a mentor for identified units and they receive regular sessions with their mentor in relation to their practical teaching sessions.
- Online learning – students can access relevant lecture content, research tasks, assignment briefs, wider reading, and discussion forums.
- Guided learning – these include group tutorials, mentoring, feedback for practical teaching and reflective writing.
- Peer learning – learners are encouraged to take part in discussions and online discussion forums.
- Teaching placement – students develop their understanding of dance teaching within identified teaching placements, providing context to their learning and to ensure practice based knowledge is being consolidated

Assessment Methods

A wide variety of assessment methods are used, to allow students to demonstrate their knowledge in a range of ways, reflecting the needs of the course and of the course's inclusive approach such as written essays, reflective journals, discussions, presentations, observations and reflective reports.

- Teaching portfolios
- Teaching observations
- Viva Voces
- Written self- evaluations
- Lesson Observations
- Reflective journals
- Presentations
- Essays
- Written reports
- Choreographed dances
- Researched reports and resources

Students are issued with Assignment Briefs at the start of each unit, which set out the requirements for each assignment and the dates for draft and final submission. Students are encouraged to submit drafts of written assignments and to apply the feedback they receive to improve their work. Summative assignments are marked by the unit lecturer, and internally moderated by the teaching team before being submitted to the ISTD for moderation. The final results are issued by the ISTD once assessment decisions have been moderated by the ISTD and the results signed off by the Assessment Board.

Each Unit has specific Learning Outcomes and Assessment Criteria, and students are graded on whether they have met or not met each assessment criteria against the Learning Outcomes. In order to pass the unit, all Learning Outcomes must be successfully achieved. A Learning Outcome is achieved when 75% of the corresponding Assessment Criteria are met.

Centres offering Alternative Assessments

In some cases Centres may need to offer alternative assessment formats. This may be in order to meet the needs of a specific groups of students, if they are studying on an ISTD recognised degree programme, or for individuals within the group who require a different assessment method. Alternative Assessments need to be approved by the ISTD prior to learners submitting these assessments. If you would like to offer alternative assessments please contact hqualifications@istd.org to discuss your Centre's requirements.

Re-sits

All students have the right to a referral for every assessment, however if they achieve 50% - 75% of the Assessment Criteria on a referred written or practical submission, they can be granted a Retrieval Assignment. A Retrieval Assignment is undertaken where a student has not met a specific Learning Outcome for the Unit. A new assignment brief and assessment task will be issued, and a new submission deadline agreed by the Programme Manager

Accreditation of Prior Experiential Learning (APEL)

The APEL scheme is designed to allow new entrants to access the ISTD's teaching qualifications at an appropriate level for their professional status. It takes account of professional experience and unregulated qualifications, in order to enable applicants to be granted exemption from usual entry requirements. Applications for APEL can be submitted at any point in the year.

Applications are considered by an interview panel and submitted to the Qualifications Development Panel for final approval. Applicants will be informed of the final decision in writing.

A successful candidate will have three years from receipt of letter to complete the course. After three years the candidate would need to reapply through this process.

Accreditation of Prior Learning (APL)

The below table outlines the qualifications that enable automatic exemptions from units within the DDP. If you hold one of these qualifications you can be automatically exempted from the relevant DDP unit by providing a certificate as evidence of completion of the exempting course.

Qualifications	Relevant unit	Exemption
ISTD Licentiate in ICB / Cecchetti	Unit 4a	Unit 4
ISTD Licentiate Modern Theatre/Tap	Unit 4b	Unit 4
PGCE/PGDE/QTLS/DTTLS/PTLS	Core Units	Unit 1, 2 & 3

4 Quality Assurance

Quality assurance is a set of policies and procedures the Society have in place to ensure that our examinations and assessments are inclusive and accessible, and students completing our qualifications are issued a fair grade based on their performance. Our quality assurance processes are there to safeguard the integrity of our qualifications by ensuring that high standards are always delivered.

The detailed information about the quality assurance of our qualifications and the related policies can be found at www.istd.org/quality-assurance/.

For further guidance on Learner registrations, Intent to Enter process, assessment fees and exam regulation, please contact the Quality Assurance department at csqa@istd.org.

Centre Requirements

The delivery of the DDP qualification is only permitted by Approved Dance Centres who conduct themselves in accordance with the Centre Agreement. In order to meet the level required to conduct training for this qualification, the centre must ensure provision of the following:

- Sufficient qualified staff and resources for the administration, management, delivery, assessment, and internal quality assurance of ISTD qualifications.
- The relevant policies and procedures
- Suitable environment and facilities for conducting practical teaching and assessments of the students
- Learners should be provided with clear and accurate reference books/hand-outs and resources covering the topics included in the qualification
- Sufficient Audio-Visual equipment and training aids should be available to facilitate learning and support the recording of assessments for teaching practice

The training venue must meet acceptable health and safety standards and be conducive to successful learning, with appropriate: space size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness. For more detail and guidance about specific centre requirements please refer to the Centre Handbook.

Recognised Tutor Requirements

All trainers must have the skills, experience, and knowledge to be able to teach and demonstrate their chosen subject discipline. Every trainer wishing to deliver ISTD Qualifications must be part of an Approved Dance Centre (ADC) with the Awarding Organisation.

Tutors delivering the DDP must:

- Be qualified to minimum of BA level or equivalent, in the relevant subject area
- Have demonstrable experience of mentoring, teaching, or coaching.
- Have experience of tutoring at HE level.

We recommend that Tutors delivering the DDP should:

- Undertake and be active in Continuous Professional Development (CPD) in order to keep their occupational expertise up to date. As guidance, suitable CPD activities include but are not limited to the following:
 - Attending relevant training events, conferences, and seminars
 - Increasing professional knowledge through independent study/research

Inclusivity and accessibility of examinations and assessments

The Imperial Society of Teachers of Dancing is fully committed to promoting an environment where all individuals are encouraged to achieve their full potential and develop their skills in dance and in examinations and we encourage teachers to maintain an open approach towards the different abilities offered by all their students.

Reasonable adjustments

We are committed to providing fair access to our assessments for candidates with specific needs by putting in place access arrangements and reasonable adjustments. Reasonable adjustments are changes or adaptations made to the assessment processes to remove or alleviate a barrier caused by a disability, medical condition or learning need. Through the centre's internal processes, the learner's specific needs are reviewed to decide what is 'reasonable' for making adaptations or adjustments to the learner's training leading up to the assessment. However, it would not be deemed reasonable to make changes to assessment standards or requirements as this would undermine the effectiveness of the qualification in providing a reliable indicator of the knowledge, skills and understanding of the candidate.

Enquiries

The Society endorses the principle of the right to enquire a learner result. These appeals may relate to an unexpected exam result, assessment decisions being incorrect, or assessment not being conducted fairly. We ensure that enquiries are dealt with swiftly and fairly within the specified timescales.

Malpractice

Malpractice refers to acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or actions that may damage the authority of those responsible for delivering the assessment and certification.

We take any form of malpractice very seriously. Approved Dance Centres and candidates must follow the requirements set out in this specification, exam regulations and all other ISTD policies about the delivery of our exams. In cases where Approved Dance Centres or candidates have committed malpractice, a sanction or penalty may be given.

5 Awarding and Certification

Certificates for the qualification are issued on successful completion of all units of the qualification. All Units must be passed, each Unit carries equal weight, and the qualification achievement is reported Awarded/Not Awarded. Unit completion certification is available on request from the Quality Assurance department at a fee.

Following successful completion, the Certificates for Learners will be issued and sent direct to Centres within six weeks of completing the qualification. Centres will also be issued with a Certificate of Unit Completion document (CoUC) which is a transcript of the Certificate. The ISTD will not despatch Certificates directly to learners unless it is requested in writing by the Centre.

6 Unit Specifications

Unit 1: Planning & Evaluating Programmes of Learning		
Unit Aims and Outcomes	This unit covers a wide range of elements that support the effective planning of dance learning and assessment. Utilising the planning skills developed in this unit, learners will be able to plan and provide effective and engaging dance learning programmes, that promote inclusion, progression, and challenge through ensuring all individual needs are met within the dance class. Professional Teaching Standards are considered, and the role of the teacher is analysed to ensure understanding of the various responsibilities that teachers hold.	
Learning outcome	Assessment criteria	
LO1 Understand teaching roles and responsibilities	1.1	Analyse own role and responsibilities in education and training context
	1.2	Demonstrate understanding of current legislation, policies and codes of practice which impact upon teaching roles
	1.3	Identify relevant risks within a dance teaching context, and consider how safe practice may be maintained within a programme of learning
	1.4	Consider the links between the Professional Teaching Standards and your teaching setting
LO2 Plan inclusive programmes of learning and assessment to meet the needs of learners	2.1	Demonstrate an awareness of Professional Teaching Standards when devising lessons
	2.2	Review the inclusive needs of a learning group, and devise lesson plans that identify risks and fulfil the learning and assessment requirements in a chosen dance genre
	2.3	Plan opportunities to stretch and challenge learners with extension activities in a chosen dance genre
	2.4	Demonstrate understanding of how theories of learning, can be used within the dance teaching context to develop a successful and targeted programme of learning

Unit 2: The Practice of Dance Teaching and Learning

Unit Aims and Outcomes	This unit is concerned with the dance-specific knowledge and skills required for excellence in dance teaching. In this unit you will undertake 100 hours of dance teaching practice to a range of learners. You will plan, deliver, and evaluate your teaching throughout providing evidence of your work to your mentor, who will set action points for you to implement, and support you in your development as a dance teacher.	
Learning outcome	Assessment criteria	
LO1 Deliver inclusive programmes of learning	1.1	Establish a learning environment that is safe, engaging and meets the needs of all learners
	1.2	Implement a range of inclusive learning activities to meet the learning outcomes of the planned lesson
	1.3	Use a variety of teaching techniques to enable a positive learning environment, and to support learner needs to engage and motivate
	1.4	Evaluate effectiveness of your chosen teaching strategies
LO2 Apply a variety of communication strategies in a practical learning environment	2.1	Use appropriate verbal communication, including the use of imagery, to promote dance learning and support learner understanding
	2.2	Use demonstration activities (practical, visual, and/or using technology) as an effective non-verbal teaching strategy
	2.3	Use additional appropriate support strategies and differentiation to enable learners to overcome barriers to learning
	2.4	Analyse the effectiveness of communication and differentiation strategies and resources used (in discipline/genre) to inform inclusive practice
LO3 Implement assessment systems in dance teaching and learning	3.1	Establish a positive and ongoing assessment environment, using a variety of strategies that are timely, inclusive and support learners in their
	3.2	Provide assessment feedback that motivates and supports learners
	3.3	Use peer assessment and self-assessment strategies to engage and develop students as reflective and autonomous learners
	3.4	Evaluate the effectiveness of own assessment practices to inform future practice

Unit 3: Reflective Practice

Unit Aims and Outcomes	<p>This unit is designed to give the learner increasing autonomy in the process of improving and developing their professional practice. It concerns reflective practice which reviews the impact of practical learning experiences and evaluates activities in the wider context of learning theory. A reflective journal is used to note models of 'best practice', analyse personal strengths and weaknesses, and provide ideas for future development. As well as being concerned with the generic aspects of teaching and learning, it is directed at achieving excellence in dance teaching. Learners analyse the impact of lesson observations upon your own dance teaching practice and reflect upon their ability to establish professional links, identify your own professional development needs, and create a Continuing Professional Development (CPD) Plan to support continued progression.</p>	
Learning outcome	Assessment criteria	
<p>LO1 Critically review and apply models of professional reflective practice</p>	1.1	Critically review the effectiveness of different theoretical models of reflective practice
	1.2	Identify and apply reflective theories to your observations of other teachers
	1.3	Evaluate and analyse the practice of other teachers and record and reflect on learning experiences.
	1.4	Apply theories of reflection to review own practice as a dance teacher
<p>LO2 Be able to evaluate own learning and wider professional development</p>	2.1	Identify where your work meets the Professional Teaching Standards
	2.2	Critically review your own practice, making informed and balanced decisions
	2.3	Identify your potential continued professional developmental needs.
	2.4	Research and analyse activities which support your developmental needs.

Unit 4A: Teaching Classical Ballet

<p>Unit Aims and Outcomes</p>	<p>This unit is concerned with the study of the teaching and training of classical ballet technique for all age ranges and levels of student from pre-school to pre-professional. An in-depth knowledge and critical understanding of the principles and approaches to the teaching of the genre in relation to safe dance practice are developed, including the importance of bio-mechanics relevant to classical ballet technique and differing physiques.</p> <p>As well as focussing on the inherent artistic and stylistic requirements of the genre, learners develop and refine their understanding of the role of music and its relationship to the development of rhythm and expression. Learners gain a full understanding of age-appropriate vocabulary and teaching methods to achieve success in teaching classical ballet to all levels.</p>	
Learning outcome	Assessment criteria	
<p>LO1 Understand the technical and anatomical implications of dance practice in the classical ballet genre.</p>	1.1	Demonstrate an in-depth analytical understanding of dance technique in the classical ballet genre from pre-school to pre-professional
	1.2	Demonstrate an understanding of biomechanics in relation to dance practice.
	1.3	Apply knowledge and skills in the areas of Safe Dance Practice to the practice of dance technique.
<p>LO2 Be able to demonstrate an advanced level of teaching in the analysis and creation of sequences and steps in the classical ballet genre.</p>	2.1	Deconstruct sequences and steps into their component parts.
	2.2	Justify methods of teaching specific steps or sequences.
	2.3	Apply communication methods and use advanced approaches that prove effective in motivating and engaging learners in the genre.
<p>LO3 Be able to devise and apply sequences of movement to meet specific learning aims.</p>	3.1	Use particular combinations of movements or steps to promote greater technical articulation in classical ballet technique.
	3.2	Use particular combinations of movements or steps to promote greater artistry and expression.
<p>LO4 Understand the role of musical accompaniment in enhancing timing, movement quality and expression.</p>	4.1	Select musical accompaniment appropriate to the classical ballet genre.
	4.2	Use musical accompaniment to establish rhythm and timing in classical ballet enchaînements.
	4.3	Use musical accompaniment to enhance the expressive content of dance material appropriate to the classical ballet genre.
	4.4	Be able to discuss & explore appropriate teaching methods, to enable the various age ranges (junior - pre-professional) to develop their performance and communication skills.

Unit 4B: Teaching Dance for Musical Theatre

<p>Unit Aims and Outcomes</p>	<p>This unit is concerned with the study of the teaching of Musical Theatre dance (Jazz and Tap) for all age ranges and levels of student from junior to pre-professional. An in-depth knowledge and critical understanding of the principles and approaches to the teaching of both genres in relation to safe dance practice are assessed, including the importance of biomechanics relevant to the dance techniques and differing physiques. As well as focussing on the inherent artistic and stylistic requirements of each genre, learners develop and refine their understanding of the role of music and its relationship to the development of rhythm and expression. Learners gain a full understanding of age appropriate vocabulary and teaching methods to achieve success in teaching Musical Theatre dance (Jazz and Tap) to all levels.</p>	
<p>Learning outcome</p>	<p>Assessment criteria</p>	
<p>LO1 Understand the technical and anatomical implications of dance practice in the jazz and tap genres</p>	<p>1.1</p>	<p>Demonstrate an in-depth analytical understanding of dance technique across the genres involved in Musical Theatre dance from junior to pre-professional</p>
	<p>1.2</p>	<p>Demonstrate an understanding of bio-mechanics in relation to dance practice</p>
	<p>1.3</p>	<p>Apply knowledge and skills in the areas of Safe Dance Practice to the practice of dance technique</p>
<p>LO2 Be able to demonstrate an advanced level of teaching in the analysis and creation of sequences and steps in the jazz and tap genres</p>	<p>2.1</p>	<p>Deconstruct sequences and steps into their component parts</p>
	<p>2.2</p>	<p>Justify methods of teaching specific steps or sequences</p>
	<p>2.3</p>	<p>Apply communication methods and approaches that prove effective in motivating and engaging learners up to an advanced level of learning in the genre</p>
<p>LO3 Be able to devise and apply sequences of movement to meet specific learning aims</p>	<p>3.1</p>	<p>Use particular combinations of movements or steps to promote greater technical articulation in both Jazz & Tap</p>
	<p>3.2</p>	<p>Use particular combinations of movements or steps to promote greater artistry and expression for learners of varying levels</p>
<p>LO4 Fully appreciate the role of musical 'style' in enhancing movement quality and expression</p>	<p>4.1</p>	<p>Select an appropriate style of music appropriate to the genre of Musical Theatre Dance discussed</p>
	<p>4.2</p>	<p>Use musical accompaniment to establish rhythm and timing in Jazz and/or Tap dance amalgamations</p>
	<p>4.3</p>	<p>Select musical accompaniment to enhance the expressive content of dance material appropriate to the Jazz and / or Tap dance genre</p>
	<p>4.4</p>	<p>Be able to discuss & explore appropriate teaching methods, to enable the various age ranges (junior - pre-professional) to develop their performance and communication skills</p>

Unit 4C: Teaching in Education and Community Settings

Unit Aims and Outcomes	<p>This unit is concerned with the study of teaching dance in education and community settings, with a focus on introducing creative dance to learners who may have little, or varied, previous dance experience. The unit provides a detailed introduction to planning and structuring creative dance lessons and also considers how a teacher effectively adapts their content and delivery to suit a range of learners within different contexts. An in-depth knowledge and practical application of the principles and approaches to planning and teaching creative dance are assessed. This unit introduces learners to a range of contexts within which creative dance is taught such as community dance centres, primary and secondary schools (as part of the wider curriculum, discrete examination subjects and enrichment programmes), further education colleges and youth dance groups and so on.</p>	
Learning outcome	Assessment criteria	
<p>LO1 Understand how to plan and structure a creative learning experience in dance</p>	1.1	Analyse the current context of dance in education and community settings and apply this knowledge to support effective planning and delivery of creative projects
	1.2	Understand how to plan a creative dance project that relates to the learners' prior experience and context
	1.3	Understand the principles of creative dance practice and their application
	1.4	Select themes and movement content to inspire and motivate learners about dance, drawing on a diverse range of approaches
<p>LO2 Demonstrate effective delivery of a creative dance class, taking account of the needs of the learners and the educational context</p>	2.1	Demonstrate a range of strategies for effective facilitation and guiding of creative exploration and student composition
	2.2	Adapt approaches to teaching creative dance to suit the context and to meet the needs of the learners
	2.3	Demonstrate how creativity can be fostered in the dance class
	2.4	Evaluate how the needs of the learners were met through the delivery of the creative project

Unit 5A: Applied Dance Science

Unit Aims and Outcomes	This unit gives learners the skills and understanding to interpret and apply evidence from research in dance science and medicine. Learners critically evaluate best practice and consider how to apply this in their teaching practice in order to promote the health and performance of their students	
Learning outcome	Assessment criteria	
LO1 Critically evaluate and communicate current dance science and medicine research.	1.1	Identify and collate research to investigate a dance science topic.
	1.2	Critically evaluate the impact of research on teaching and learning strategies.
	1.3	Understand the value of evidence based best practice and how this can be applied in dance teaching.
	1.4	Devise methods to effectively communicate dance science knowledge to a range of audiences.
LO2 Apply current research and evidence to promote health and support the improvement development of an area of dance performance	2.1	Identify the training needs of a group of students considering psychological wellbeing and physiological training principles.
	2.2	Apply current research and evidence to the teaching of a chosen dance style/genre.
	2.3	Identify how evidence-based best practice can support individual and
	2.4	Demonstrate how dance science knowledge can support differentiation for a range of physical and learning needs.

Unit 5B: Social, Emotional and Cognitive Development

Unit Aims and Outcomes	<p>This unit presents a considerable range of material relevant to the social, emotional, and cognitive development of children and adolescents. The period of adolescence encompasses young people from age 10 through to the mid-twenties and so this unit is relevant to all those who teach children through to young adults. The unit covers the developmental tasks of childhood and adolescence, how to facilitate healthy development and promote mental health and well-being in children and young people. Healthy development relates not only to a young person's development as a dancer, but to their development as a whole. Issues may arise from the dance context or from a child or young person's familial/wider context. This unit addresses the role of the dance teacher in relation to healthy development, exploring what lies within the teachers remit and when and where to signpost to professional help and resources. Knowledge of these themes has obvious uses for the dance class and in particular for enabling dance teachers to facilitate the best outcomes for their students in the studio and beyond.</p>	
Learning outcome	Assessment criteria	
<p>LO1 Identify and analyse the potential of the dance class to support individual social, emotional and cognitive development</p>	1.1	Demonstrate understanding of social, emotional and cognitive development, as applied to dance teaching
	1.2	Understand the various ways that dance teachers can enable the positive psychological well-being of students
	1.3	Identify and analyse developmentally appropriate teaching strategies which will enable the psychological well-being of students
	1.4	Identify how appropriate autonomy and responsibility for learning by students can be fostered in the dance class
<p>LO2 Identify and analyse the importance of the group and environment in supporting positive psychological development</p>	2.1	Demonstrate an understanding of the ways that group dynamics and management support development
	2.2	Identify developmentally appropriate goals which acknowledge social development and the individual within the group context
	2.3	Analyse the challenges to the dance teacher of diversity (difference) among dance students and how they can be supported
	2.4	Critically review strategies, both individual and in relation to the wider learning environment, for working in a developmentally appropriate way with individuals within the context of the group

Unit 5C: Choreography		
Unit Aims and Outcomes	The emphasis of the unit is on creating dance in performance, using experiential techniques, skills, principles, and concepts to create and shape new material. Learners explore the potential of the body as an expressive tool, and how this expression can be harnessed using improvisation, task-based choreographic explorations, the use of music / the aural environment, observation, and reflection, to create fully developed choreographic work.	
Learning outcome	Assessment criteria	
LO1 Demonstrate an applied understanding of the fundamental principles of choreography and the potential of the body as an expressive tool	1.1	Analyse and evaluate choreographic processes from a range of different perspectives
	1.2	Develop a working knowledge of Laban’s theories which underpin the organization of the body in space and its potential as an expressive tool
	1.3	Demonstrate an understanding of choreography as a process of inquiry through the examination of processes used by established professional artists
	1.4	Critically reflect on how choreographic research impacts your own creative practice
LO2 Conceive, plan and choreograph an original piece of dance on a chosen group	2.1	Identify and use appropriate movement motifs to explore and develop themes in an original piece of choreography
	2.2	Make effective use of strategies and devices to support the themes and fulfil the choreographic intention, including improvisation
	2.3	Demonstrate competency in the creative development and facilitation of choreographic practice by utilizing a range of dance composition skills in order to develop, shape, structure and refine original, expressive movement material
	2.4	Demonstrate the ability to select appropriate choreographic content and aural accompaniment for the age and ability of the chosen group



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