

Imperial Society of
Teachers of Dancing

Level 4 Diploma in Teaching Community Dance Specification

For teaching from
September 2024

Qualification number

610/4451/9

Ref/DTCD001 version 1.0

**Summary of ISTD Diploma in Teaching Community Dance
Ref/DTCDo01 version 1.0 changes**

| Summary of changes made between the previous issue and this current issue | Page number |
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If you need further information on these changes or what they mean, contact us via email at: **education@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. 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 and aims

The Diploma in Teaching Community Dance (DTCD) is designed as an initial teaching qualification to support learners in taking their first steps into dance teaching. This course provides the skills and support needed to embark on a dance teaching career, underpinned by knowledge that is essential to all dance teachers delivering dance in community settings. The ISTD's core vision is to enable dance education for all, and this programme champions diversity by providing inclusive study opportunities that are focused on ensuring that the wider dance teaching community is well-trained, safe, and knowledgeable.

The Diploma in Teaching Community dance aims to develop professional dance teachers who show:

- sound practical and theoretical knowledge used with initiative and independence
- the ability to identify, adapt, analyse, interpret, and evaluate
- the ability to use cognitive and practical skills
- the ability to work in practical contexts, independently
- an understanding of current professional practice
- the ability to use appropriate professional skills, techniques, and practices associated with the sector.

On achieving the DTCD, graduates hold a regulated dance teaching qualification that demonstrates a high level of understanding of both the theoretical and practical responsibilities and competencies required of a community dance teacher.

Employability skills/Transferable knowledge and skills for further training

The DTCD provides evidence of Level 4 initial teacher training to employers in the sector.

Holders of the DTCD can receive exemptions for Units 1, 2, and 5 from the ISTD's Diploma in Dance Education (DDE) and can thereby progress onto the DDE to study Units 3 and 4 if they wish to gain Full Teaching Membership status with the ISTD and enter pupils for ISTD examinations.

The DTCD also provides a pathway onto the Level 6 Diploma in Dance Pedagogy (DDP) which is a standalone higher teaching qualification. Graduates from the DDP are eligible to apply for QTLS training if they wish to teach dance in formal education settings working with students aged 14+.

Problem solving, the application of teaching methods and creativity are the key skills that enable DTCD holders to understand teaching as a subject area and these transferable skills can be used in a wide variety of settings, beyond the dance studio.

3. Qualification introduction

The content of the Diploma in Teaching Community Dance provides Level 4 initial teacher training.

Regulation - UK

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

- Office of Qualifications and Examinations Regulation (Ofqual) in England
- Qualification Wales

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>.

The 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), and personal study time, which together make the 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. Qualifications at Level 4 in the UK equate to Level 5 on the EQF.

Qualification Structure

The full DTCD qualification awards 52 credits at Level 4 on the Regulated Qualification Framework (RQF) in England and the Credit and Qualifications Framework in Wales (CQFW). This equates to 52 credits at Level 5 on the European Qualification Framework (EQF).

The DTCD covers 3 main areas of study that are split into 3 units:

Unit 1: Preparing for Safe Teaching Practice

Unit 2: Applied Teaching Practice

Unit 5: Child Development

The combination of units provides a comprehensive understanding of the practical elements of dance teaching, underpinned by theoretical knowledge in safe dance practice and child development.

| Unit Title | Regulator Code | Unit Level | Credit Value | GLH | TQT |
|---|----------------|------------|--------------|-----|-----|
| Unit 1 Preparing for Safe Teaching Practice | L/616/9449 | 3 | 15 | 50 | 150 |
| Unit 2 Applied Teaching Practice | D/651/2365 | 4 | 20 | 50 | 200 |
| Unit 5 Child Development | A/618/8191 | 4 | 17 | 60 | 170 |

The Total Qualification Time for the full qualification is 520 hours.

Target Learners

The DTCD is appropriate for learners wishing to start a career as a professional dance teacher. Learners need to be at least 18 years of age to enrol on the course.

The skills acquired will equip graduates with knowledge of structuring lessons, safe practice, development of creative tasks and an understanding of individual participants. The qualification is for those who need to acquire and embed practical initial teaching skills and is suitable for a range of learners including:

- Those currently completing a dance degree/vocational dance training
- Dance graduates
- Those currently teaching/assisting dance classes in participatory settings

Entry Requirements

Essential

- Dance knowledge and experience, e.g. dance training for a number of years, performing, teaching.
- Minimum age 18 years
- Learners need to hold an enhanced DBS check if they are based in England, a PVG check if they are based in Scotland and have satisfied any local criminal records checks in international settings.
- It is up to the Approved Dance Centre to satisfy itself that learners have met the entry requirements and that they have provided satisfactory evidence, which may be requested by the ISTD, if required.

Recommended

- It is recommended that learners have undertaken some teaching or assisting prior to starting the course.
- It is recommended that learners have achieved GCSE English (or equivalent) prior to starting the course.

Understanding the delivery of units and assessments

The DTCD is delivered by Approved Dance Centres (ADCs). These Centres are approved by the ISTD to run the DTCD and are subject to regular quality assurance measures to ensure that the standard of assessment is rigorous and consistent with the ISTD's expectations.

ADCs have access to the Society's LMS, Totara, which houses all of the approved course materials. Totara is an online learner management system that supports the learner journey. The ADCs enrol their students onto the courses via the ISTD, enabling the student to have their own webpage where they can upload their work. Tutors are linked to their students so that they can see the units they teach, and the students enrolled within those units. Assessments are uploaded onto this secure system and are marked by ISTD Assessors.

5. Prior Accreditation and Achievement - Exemptions

Planned Exemptions

The Diploma in Teaching Community Dance allows student teachers the opportunity to build on their current dance qualifications and experiences. Where student teachers have achieved certificated qualifications that meet the learning outcomes and assessment criteria of one or more units, they may apply to claim an exemption from the relevant unit(s). The Society holds a list of tabled exemptions that maps the DTCD units with other dance awarding organisations' qualifications. This list is available on the ISTD website.

The ISTD recognises those qualifications that are on the Regulated Qualifications Framework (RQF) and are offered by Ofqual recognised awarding organisations in the same sector and level and includes certain other established recognised higher level qualifications from those organisations. The table of exemptions is reviewed and updated as necessary.

Please note that a maximum of 50% of the credits of the DTCD can be gained from exemptions for qualifications from another awarding body. If a learner is eligible for more than 50% of the credits they will need to choose which units they feel they would like to use them against. This means that a maximum of 26 credits can be given through exemptions for the DTCD.

Individually Requested Exemptions

If the learner has other learning that relates to units of the DTCD, but it is not on the planned exemptions table, then they can apply for an individual unit exemption request. When applying the candidate should send copies of certificates, including transcripts of modules, and any relevant evidence, depending on the unit exemption being applied for. Learners wishing to do this should contact education@istd.org to request an application form.

If the candidate achieves other qualifications whilst already registered for and taking the DDE, they can apply for an exemption at any time as appropriate, with evidence. There is an administration payment for non-members to access this process via Education and Training. A fee will only be taken if an exemption can be applied. A full fee is charged for partial or full exemptions.

Equivalence of qualifications is determined by the relevant ISTD staff, and learners are notified of the final decision. If it is determined that the qualification is an acceptable equivalent, the candidate will be able to be exempted from the learning and assessment of the specified unit. If the qualification is not considered equivalent, learners must undertake the ISTD unit. Decisions about equivalence are at the discretion of the ISTD.

6. Assessment Methods

Assessments are marked by the ISTD and are graded using a Pass/Fail system. In order to Pass an assessment in Units 1 and 5 learners must meet 75% of the Assessment Criteria within each Learning Outcome. For Unit 2 (Applied Teaching Practice) learners must meet all Assessment Criteria within each Learning Outcome. Learners receive feedback on all assessments and if an assessment is graded as failed, learners can use the feedback they have been given to resubmit their work at a later date. The first assessment opportunity for units in the DTCD

| Unit | Assessment Methods |
|--|---|
| Unit 1: Preparing for Safe Teaching Practice | 3 worksheets |
| Unit 2: Applied Teaching Practice | Scheme of Work for 4 lessons Final Teaching Assessment – taught class Viva voce with an ISTD Assessor |
| Unit 5: Child Development | 3 worksheets |

Level 4 benchmarks

Learners are expected to show:

- sound practical and theoretical knowledge
- some initiative and independence
- able to identify, adapt, analyse, interpret and evaluate
- able to use cognitive and practical skills
- able to work in practical contexts under guidance, and independently
- show an understanding of current professional practice
- use some of the basic and routine professional skills, techniques, and practices associated with the sector.

Re-sits

Students have up to 5 years from the date of enrolment to complete the programme. Learners may re-sit this qualification any number of times within this time.

7. 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 processes, assessment fees and exam regulation, please contact the Quality Assurance department at csqa@istd.org .

Recognised Tutor Requirements

All trainers must have the skills, 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 and must have undertaken Mandatory Training with the Society before teaching any elements of the DTCD. In 2024/25 the DTCD is being piloted by the ISTD Academy only and is not open to delivery by other ADCs during this time.

Tutors delivering the DTCD must:

- Be qualified to minimum of Level 6 (undergraduate degree level) or equivalent, AND
- Demonstrate adequate evidence of professional competence in teaching student teachers.

Inclusivity and accessibility of 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 Adjustment

We are committed to providing fair access to our assessments for candidates with specific needs by putting in place access arrangements and reasonable adjustments. A reasonable adjustment is a process that is made before a learner takes an assessment. It ensures that they have fair access to demonstrate the requirements of the assessments taking into account the needs of individual learners. However, it would also 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.

Special Consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances. The Society has a process in place for special consideration for candidates who participated in an examination but may have been disadvantaged by temporary illness, injury or indisposition, or adverse circumstances which arose immediately before or during the examination. This could apply to the Viva voce element of Unit 2 of the DTCD, if relevant.

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.

8. 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.

9. Unit Specifications

| Unit 1 Preparing for Safe Teaching Practice | | |
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| Unit Aims and Outcomes | This unit is designed to provide an introduction to the teaching qualification. It covers much of the essential information that a dance teacher requires in order to maintain professional conduct and to keep themselves and others safe. Unit 1, Preparing for Safe Teaching Practice, is endorsed by Safe in Dance International (SIDI). | |
| Learning Outcomes | | |
| Assessment Criteria | | |
| LO1. Evaluate the dancing environment with a view to ensuring best safe dance practice | 1.1 | Identify the properties of a safe dance environment |
| | 1.2 | Identify strategies to manage teaching within a less than optimal dancing environment |
| | 1.3 | Demonstrate knowledge of the practicalities of responding to accident and emergency situations |
| | 1.4 | Demonstrate an understanding of the fundamental principles of injury management |
| LO2. Demonstrate an understanding of dancers` health and readiness for participation | 2.1 | Identify appropriate attire (clothing, footwear hair, body adornment) in relation to safe and healthy dance practice |
| | 2.2 | Demonstrate an ability to undertake and apply pre-activity health and injury checks |
| | 2.3 | Describe the key components of effective physiological warm-up and cool-down |
| | 2.4 | Identify the key aspects of nutrition and hydration that support healthy dance participation |
| LO3. Demonstrate understanding of the importance of codes of practice and legal requirements within your own dance context | 3.1 | Describe Health and Safety principles and policies relevant to the dance teacher |
| | 3.2 | Demonstrate a working understanding of the need for insurance, criminal records checks, safeguarding and other possible legal requirements within your own dance environment |
| | 3.3 | Demonstrate an ability to identify hazards and assess risk in your dance environment |
| LO4. Demonstrate a fundamental understanding of anatomical and biomechanical principles | 4.1 | Demonstrate a fundamental understanding of joint and muscle structure and function |
| | 4.2 | Identify key muscle roles, relationships and types of contraction |
| | 4.3 | Demonstrate an applied understanding of alignment (both neutral and genre specific) |

Unit 1 Indicative Content

Identify the properties of a safe dance environment

- a) The size of the space and access to it
- b) The structure and condition of the floor
- 1.1 c) Working temperature and ventilation
- d) Lighting and noise levels

Identify strategies to manage teaching within a less than optimal dancing environment

- a) Ensure that the internal space is suitable for use
- 1.2 b) Modify or adapt teaching plans and content in response to environmental properties and facilities

Demonstrate knowledge of the practicalities of responding to accident and emergency situations

- a) Planning for and reacting to emergency scenarios
- 1.3 b) Understanding of the needs of different participation groups in evacuation procedures, for example, special/additional actions for specific participants (for example young children, elderly dancers, or those with physical disabilities)

Demonstrate an understanding of the fundamental principles of injury management

- 1.4 a) Intrinsic and extrinsic risk factors and specific risk factors for the style, level, and context of the dance session, for the group and individuals
- b) Responsibility of the dance leader in injury management
- c) Documentation of accident and injury occurrence for both legal and reflective practice purposes

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Identify appropriate attire (clothing, footwear, hair, body adornment) in relation to safe and healthy dance practice

- a) Understanding the reasoning for dance attire requirements
- 2.1 b) Appropriate genre specific footwear
- c) Jewellery and piercings
- d) Risk of injury from all of the above

Demonstrate an ability to undertake and apply pre-activity health and injury checks

- 2.2 a) Collecting participant health and injury information directly before the start of the dance session
- b) Adapting session **material and content** in response to health and injury status of individuals
- c) Compliance with any infection control measures

Describe the key components of effective physiological warm up and cool down

Understanding of the recommended stages of physiological preparation for and recovery from dance sessions

- a) Recommended stages of warm-up and the most effective sequencing of warm-up elements
- b) Recommended stages of cool-down and sequencing of cool-down activities
- 2.3 c) Application of the recommended principles to different participant groups and contexts.
- d) The rationale for different types of stretching, and the appropriate context in which to perform each one.

Identify the key aspects of nutrition and hydration that support healthy dance participation

- a) Understanding the basic effects of good nutrition and hydration on the dancing body.
- 2.4 b) Food and drink as fuel for dance activity

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Describe health and safety principles and policies relevant to the dance teacher

- 3.1
- a) Health and safety for the dance space
 - b) Upholding equal opportunities, avoiding discrimination, and promoting equality and diversity
 - c) Data collection and control: secure storing and maintaining of accurate records
 - d) Awareness of the breadth of other procedures relevant to the dance teacher, for example, Complaints or Hands on/Touch policies

Demonstrate a working understanding of the need for insurance, criminal records checks, safeguarding and other possible best practice and or legal requirements within your own dance environment

- 3.2
- a) Country-specific legal requirements
 - b) Safe and healthy teaching behaviour

Demonstrate an ability to identify hazards and assess risk in your dance environment

- 3.3
- a) Hazards in the dance context
 - b) Responsibilities of the dance leader in minimising risk
 - c) Awareness of the possibility of infection transmission as a potential hazard

Demonstrate a fundamental understanding of joint and muscle structure and function

- 4.1
- Joint and muscle relationships

Identify key muscle roles, relationships and types of contraction

- 4.2
- a) Fundamental muscle anatomy and structure
 - b) Muscle working relationships
 - c) Muscle action

Demonstrate an applied understanding of alignment (both neutral and genre specific)

- 4.3
- a) The concept of neutral alignment
 - b) Potential deviations from ideal alignment and individual anomalies

Unit 2
Applied Teaching Practice

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| Unit Aims and Outcomes | This unit is designed to develop practical understanding of dance teaching in community settings. Meeting the needs of individual participants, using a range of teaching methods, and developing creativity are all explored, and are applied to the learner's own specific setting. Developing understanding of the requirements of a community dance teacher are key to this unit and this awareness is underpinned by reflection on personal teaching values and inclusive practice. |
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| Learning Outcomes | Assessment Criteria |
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| <p>LO1 Plan dance classes that enable all participants to develop physical, creative, and social skills, progressively.</p> | 1.1 | Plan a programme of dance lessons that enables all participants to develop creative awareness. |
| | 1.2 | Plan a programme of dance lessons that enables all participants to make physical progression. |
| | 1.3 | Devise adaptive lesson aims, objectives and strategies that are appropriate for the group. |
| | 1.4 | Devise dance classes that support the holistic wellbeing of the participants. |
| <p>LO2 Deliver motivational dance classes that respond to the needs of the identified group and use reflective practice as a self-evaluation tool.</p> | 2.1 | Communicate clearly through verbal instruction and physical demonstration. |
| | 2.2 | Use a variety of teaching methods and make necessary adaptations in response to the group's needs. |
| | 2.3 | Demonstrate an ability to offer constructive feedback to support progression. |
| | 2.4 | Demonstrate an ability to engage and motivate all learners in the group and enable a positive learning environment. |
| | 2.5 | Demonstrate an ability to safely support participants in physically developing creative skills. |
| | 2.6 | Reflect upon your own practice to develop awareness of your strengths, areas for development and values as a teacher. |

Unit 2 Indicative Content

1.1 Plan a programme of dance lessons that enables all participants to develop creative awareness.

- Identifying a creative starting point.
- Identifying creative goals – participant led, and teacher led.
- Identifying the stepping stones to get from Lesson 1 – Lesson 4
- Consideration of how to assess progress.
- Consideration of whether top down or bottom-up planning is best for your creative practice and your group. For example, do you start with your goal and work backwards or build from the bottom incrementally.
- The importance of flexible planning for community groups and how to create adaptable plans.

1.2 Plan a programme of dance lessons that enables all participants to make safe physical progression.

- Identifying a physical starting point.
- Identifying physical goals that can be safely achieved.
- Identifying the stepping stones to get from Lesson 1 – Lesson 4

1.3 Devise adaptive lesson aims, objectives and strategies that are appropriate for the group.

- Planning for individual and group development/achievement.
- Consideration of implicit and explicit differentiation
- Identification of appropriate strategies and how they are applied.
- Consideration of how autonomy can be developed
- The use of resources and how they can support planning for individual needs.

1.4 Devise dance classes that support the holistic wellbeing of the participants.

- Developing a positive psychological space.
- Consideration of the value of social interaction and how it can be supported in the dance class.
- Supporting psychological safety in the dance class
- Consideration of what the community participant gains from attending a dance class.
- Awareness of cultural and religious practices that need to be considered in community dance

2.1 Communicate clearly through verbal instruction and physical demonstration.

- Consideration of how to use instruction and the options available
- Consideration of practical demonstration as a teaching tool.
- The use and value of peer demonstration in physical demonstration.

2.2 Use a variety of teaching methods and make necessary adaptations in response to the group's needs.

- Teaching methods as applied to dance
- Consideration of the value of a range of teaching methods

2.3 Demonstrate an ability to enable constructive feedback.

- How to give constructive feedback? What makes it valuable?
- Physicalizing of feedback
- Ways of delivering feedback
- Learning from feedback
- Understanding feedback within the community context.

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| 2.4 | <p>Demonstrate an ability to engage and motivate all learners in the group and enable a positive learning environment.</p> <ul style="list-style-type: none"> • Consideration of how to practically implement the following motivational strategies • Creating a positive learning environment. |
| 2.5 | <p>Demonstrate an ability to safely support participants in physically developing creative skills.</p> <p>Safe Dance Practice:</p> <ul style="list-style-type: none"> • Appropriate warm up • Effective cool down • Accuracy in technical feedback • Providing an appropriate level of challenge for age and ability. • Considering the number of repetitions of exercises in relation to age, level • Being inclusive and developing emotional safety for every learner. • Awareness of and response to any specific health needs amongst the participants. • Risk assessment <p>Creative skills development:</p> <ul style="list-style-type: none"> • Consideration of how to evaluate creative skills and how to know when they are working. • Evaluating responses from the group. • Adapting creative material for a range of individual needs. |
| 2.6 | <p>Reflect upon your own practice to develop awareness of your strengths, areas for development and values as a teacher.</p> <ul style="list-style-type: none"> • How to reflect • How to use reflection as a self-evaluation tool and to consider how effective your practice was. • How to use reflection to inform individual teaching practice. • Consideration of what makes an effective dance teacher. • Consideration of the values that you would like to bring to your classes • Consideration of legal issues around dance and disability to include understanding of employment rights regarding your own accessibility. |

Unit 5 Child Development

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| Unit Aims and Outcomes | Through this unit student dance teachers will gain an understanding of the key developmental stages relating to cognitive and psychosocial development and typical growth and motor development in children and adolescents. Student dance teachers will learn how to identify typical and atypical development and assess appropriate strategies for inclusivity and diversity in the dance class. |
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| Learning Outcomes | Assessment Criteria | |
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| LO1. Demonstrate understanding of typical patterns of growth and motor development relative to the context of dance. | 1.1 | Demonstrate knowledge of the key developmental stages relating to typical growth and motor development in children. |
| | 1.2 | Identify and assess appropriate teaching strategies for teaching dance to children during the various stages of a child's development. |
| | 1.3 | Identify and assess appropriate teaching strategies for supporting adolescent dance students during the growth spurt. |
| LO2. Demonstrate understanding of cognitive and psychosocial development of children and adolescents relative to the context of dance. | 2.1 | Demonstrate understanding of cognitive development in childhood and adolescence. |
| | 2.2 | Demonstrate understanding of psychosocial development in childhood and adolescence. |
| | 2.3 | Assess how different teaching strategies may be used to consider cognitive and psychosocial development within the dance class. |
| LO3. Demonstrate understanding of appropriate strategies for creating an inclusive and diverse dance environment. | 3.1 | Demonstrate an understanding of the learning needs specific to children and adolescents with atypical development. |
| | 3.2 | Demonstrate knowledge of how the dance teacher can approach tasks to ensure inclusivity across a range of different learning needs. |
| | 3.3 | Identify and assess how an inclusive and diverse learning environment can be created by the dance teacher. |

| Unit 5 Indicative Content | |
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| 1.1 | <p>Demonstrate knowledge of the key developmental stages relating to typical growth and motor development in children.</p> <ul style="list-style-type: none"> • Typical stages in growth and motor development in the stages of childhood from age 2 to 10 years (early childhood (2-5 years), middle to late childhood (6-10 years), and consider changes to body proportions, height, limb growth, pattern of growth, growth relating to bones, joints, and muscles, as applies to the teaching of dance. |
| 1.2 | <p>Identify and assess appropriate strategies for teaching dance to children during the various stages of a child's growth and motor development.</p> <ul style="list-style-type: none"> • Motor skills such as coordination, balance, control, and speed in relation to dance learning • Appropriate teaching strategies for addressing the challenges associated with growth and motor development in the dance class e.g., providing movement choices, positive teaching approaches, scaffolding of tasks. |
| 1.3 | <p>Identify and assess appropriate strategies for supporting adolescent dance students (around 10-18 years) during the growth spurt.</p> <ul style="list-style-type: none"> • Key physical changes associated with puberty – increase in height and weight, development of secondary sexual characteristics (e.g., breast development), shifts in body proportions. • The process of the growth spurt (i.e., the growth of the skeletal system and the soft tissues), its duration and timing (i.e., age ranges for average development) and differences by gender. • The implications of the growth spurt for dance learning and teaching (e.g., strength, flexibility, coordination). • Appropriate teaching strategies for addressing these challenges in order to accommodate the growth spurt e.g., providing movement choices, positive teaching approaches, scaffolding of tasks. |
| 2.1 | <p>Demonstrate understanding of cognitive development in childhood and adolescence.</p> <ul style="list-style-type: none"> • Key aspects of cognitive development in early childhood (2-5 years), middle to late childhood (6-10 years) • Key aspects of cognitive development in the adolescent in relation to dance teaching, such as changes in ways of thinking and reasoning. |
| 2.2 | <p>Demonstrate understanding of psychosocial development in childhood and adolescence.</p> <ul style="list-style-type: none"> • Key aspects of psychosocial development in early childhood (2-5 years) and middle to late childhood (6-10 years) such as development of emotional competencies e.g., emotional regulation, expression and knowledge, and social skills. • Key aspects of psychosocial development in the adolescent (around 10-18 years) such as increasing independence from family unit/increasing reliance on peers, peer comparison and evolving understanding of the role of dance in their lives. |

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| 2.3. | <p>Assess how the dance teacher can consider cognitive and psychosocial development in the context of the dance class.</p> <ul style="list-style-type: none"> • The contribution of cognitive development to the dance learning process at all stages of childhood and adolescence • The changes in psychosocial development that relate to dance learning and teaching for different ages and developmental stages |
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| 3.1. | <p>Demonstrate an understanding of the learning needs specific to children and adolescents with atypical development.</p> <ul style="list-style-type: none"> • Atypical physical development and the implications that this may have on specific movement material. This should include information related to specific conditions that affect a child's development and offer solutions to working with children and adolescents with atypical development. • A range of special educational learning needs and disabilities (SEND) that can be found among children and adolescents within the dance class related to physical ability and/or learning ability such as Dyspraxia, ADHD, Downs Syndrome, Autism etc. Considerations related to age, gender and / or culture might also feature as part of the specific learning need identified. |
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| 3.2. | <p>Demonstrate knowledge of how to approach tasks to ensure inclusivity across a range of different learners.</p> <ul style="list-style-type: none"> • The teacher's use of language and their respect for the individuals within the group and how these can have a positive impact on a range of learners, within the dance class. • Appropriate teaching strategies and activities to ensure an inclusive environment which supports learning and progression for all. These must include alternative task design and content for the individual participants identified. Further examples of strategies might include differentiated learning outcomes, differentiated resources, groupings, individual learning plans, scaffolding opportunities etc. • Individual Learning Plans - how they support learners with their learning and progression, and how a teacher devises and develops these throughout the learner journey. Ideally as a learner makes progress within class, a teacher would adjust and adapt their strategies when planning for learning. |
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| 3.3. | <p>Identify and assess how an inclusive and diverse learning environment can be created by the dance teacher.</p> <ul style="list-style-type: none">• Appropriate ways in which a teacher can support the needs of each individual learner within the group through modifications to the environment, resources, class content and teaching approaches.• Social and environmental considerations related to diversity, as well as factors relating to diversity within the dance class.• Appropriate strategies for developing an inclusive and diverse learning environment within the dance class. These might include person- centred approaches that consider and value the whole person at the various stages of development, alongside approaches that facilitate the flourishing or thriving of each individual as a person as well as a dance learner |
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