

CODE **8054**

## ABOUT THIS COURSE

This course is aimed for all teachers of GCSE Dance who are looking to raise their students' attainment across the ability range.

Both Component 1 and Component 2 pose differing challenges. The aim of this course is to give teachers not only guidance in successful planning and teaching approaches, but an understanding of the exam board assessment requirements at the highest level of the mark schemes for both component 1 and 2. You will gain practical teaching approaches to build students confidence, knowledge and skills, to ensure the most able students access the top grades and also those less able students maximise their potential.

Presented by a highly experienced trainer for GCSE Dance, teachers will receive detailed advice and guidance on both Component 1 & 2. Examples of student work will be shown in all sessions. The course is non-practical.

## PROGRAMME

	TIME
<b>Maximising Potential in the Set Phrases and performance in Duo/Trio</b> Examples of student work will be used in this session <ul style="list-style-type: none"> <li>● Feedback on the 2020 examinations: what this tells us about low, mid-range and higher ability student performance and how we make sense of this</li> <li>● Identifying the main challenges for our students to reach their benchmarks?</li> <li>● Managing formative marking and peer feedback through guided practical tasks</li> </ul>	10.00 – 11.15am
Discussion: coffee break	11.15 – 11.30am
<b>Success in Solo &amp; Group Choreography</b> Examples of student work will be used in this session <ul style="list-style-type: none"> <li>● Preparing for the choreography paper: handling stimuli with depth and integrity</li> <li>● Pushing standards higher: Teacher feedback and effective feedback to boost outcomes</li> <li>● Utilising practical lessons to prepare for Section B of the written paper</li> <li>● Examination of strategies to boost performance for the assessment requirements of the Set Phrases, Duo/Trio and Choreography</li> <li>● Marking workshop</li> </ul>	11.30 – 12.30pm
<b>Student and staff choreography support strategies for Level 7-9</b> <ul style="list-style-type: none"> <li>● Candidates' strengths and weaknesses: where higher ability students gained and lost vital marks and how we can build that information into teaching in a powerful way</li> <li>● Successful intervention and support strategies</li> </ul>	12.30 – 1.00pm
Lunch and informal discussion	1.00 – 2.00pm
<b>Component 2 : Improving Outcomes of students at Levels 4 and 5</b> Examples of student work will be used in this session <ul style="list-style-type: none"> <li>● Improving students' writing about performance and choreography from the start</li> <li>● Developing the knowledge requirements and exam technique for Section A &amp; B to ensure success</li> <li>● Making sure that Grade 4 and 5 students retain understanding of vital information</li> <li>● Ensuring student use of accurate subject specific vocabulary</li> <li>● Preparing Grades 4 - 5 students for 6 and 12 mark answers</li> <li>● Useful sentence starters for descriptive, interpretive and evaluative comments</li> <li>● Effective feedback Using mark schemes, including levels of response, effectively to support student progress</li> </ul>	2.00 – 3.00pm
Discussion: afternoon tea	3.00 – 3.15pm
<b>Component 2 – getting the very best out of students at Levels 7 – 9</b> Examples of student work will be used in this session <ul style="list-style-type: none"> <li>● Section A : Defining, explaining and exemplifying key concepts fully for the short answer questions</li> <li>● Section B &amp; C: Writing sophisticated responses to longer questions</li> <li>● Lesson activities and extension material that promotes and maintains high level thinking, learning and writing</li> <li>● How to differentiate for maximum progress in mixed ability classes</li> <li>● Setting valuable homework tasks to stretch and challenge all students</li> </ul>	3.15 – 3.45pm
<b>Plenary and Depart</b>	3.45 – 3.50pm

LOCATION/DATE

**Online**

**Thursday 25 February 2021**

## COURSE LEADER

**Kathryn Sexton** has been teaching Dance in mixed state comprehensive schools for 25 years during which time she has also been aa Head of Dance and Head of Performing Arts. She is currently teaching Dance to KS3 – KS% students in a school in the London Borough of Bromley. She is a Dance expert with examining experience, particularly at GCSE level and a highly experienced presenter for teacher training provision by one of the major examination boards, Keynote, Arts Pool and East London Dance.

## WHO SHOULD ATTEND?

- Teachers of GCSE Dance
- Heads of Dance
- Heads of PE

## BENEFITS OF ATTENDING

- Explore the AQA specification requirements in depth, and have an understanding of how best to build a 2 year scheme of work that facilitates student success
- Take away practical teaching approaches and activities
- Find out more about the different approaches to support students to gain a Grade 7 – 9 success
- Discuss examples of student work on video to identify features of different levels
- Explore in detail exam questions and practical tasks
- Develop a greater understanding of how to incorporate the key skills necessary for success