

GCSE TEACHING GCSE DANCE FOR THE FIRST TIME

CODE 8091

ABOUT THIS COURSE

This course is specifically targeted and designed for all teachers new to teaching GCSE Dance. The sessions are designed to improve teachers' understanding of the AQA specification and ensure their students have the best opportunity to maximise their potential grades.

Teachers will receive new teaching approaches and techniques, ideas, as well as key guidance in how to develop with advice on the exam, standards, and best ways to prepare students.

Practical strategies will be demonstrated for teaching across a broad range of student GCSE abilities to maintain student best achievement across the range.

PROGRAMME

TIME

Subject content of the specification

10.00 – 10.45am

- What's involved in the course? (Performance/ Choreography/ Appreciation)
- Where can I streamline?
- What are the standards in each component?
- Securing key information, Using e-AQA effectively.
- Exploring the key challenge spots, and ways to structure your teaching to give time to the most demanding sections
- Component 1: Performance tasks –exploring in more depth
- Component 1: Choreography task – exploring in more depth
- Component 2: Written paper: structure and areas of knowledge

Discussion: coffee break

10.45 – 11.00am

Component 1: Approaches for performance and choreography

11.00 – 12.30pm

- Practical strategies to layer the learning of subject content linking to assessment of C1 & C2
- Ways to develop the skills students need to demonstrate for the set phrases and duet/ trio assessment
- What might excellent teaching of handling different types of stimuli look like to develop students' choreographic skills?
- How do I know when a student has reached the top of the assessment bands?
- Teaching lower and higher ability students to ensure success

Lunch and informal discussion

12.30 – 1.30pm

Teaching Component 2: The written Paper

1.30 – 2.30pm

- How to approach the teaching of the Dance Anthology works: effective, strategies, methods and techniques
- Teaching ideas with associated questions and resources
- Making complicated topic areas easy.
- Techniques to help students construct excellent written work and where and why they can struggle in GCSE with this skill
- What are the key points for examination success in component 2?
- Standards and examiner expectations – How do I know if my students are writing well?

Tackling the Written Examination

2.30 – 3.10pm

- Why is the written paper challenging for many students?
Types of examination questions – what to expect and how to achieve good marks
- Looking at the themes and dance styles of anthology works
- Differentiated approaches to encourage learning and using appreciation skills for the written paper

Discussion: afternoon tea

3.10 – 3.15pm

Planning your course and assessments over 2 years

3.15 – 3.45pm

- Effectively structuring your course to maximise end outcomes
- How to confidently assess your students, give effective feedback, and ensure they remain on track throughout the two year courses – how to structure for this
- Strategies to prepare your students for the assessments and examination

LOCATION/DATE

Online

Friday 05 February 2021

Friday 02 July 2021

COURSE LEADER

Kathryn Sexton is a highly experienced presenter, practitioner and teacher who advises and supports teachers in raising achievement in Dance. With many years' examining experience, Kathryn can provide the perfect solutions.

WHO SHOULD ATTEND?

- Dance RQT's and NQT's
- New teachers of GCSE Dance

BENEFITS OF ATTENDING

- Find out about the core concepts, key challenges, levels of the specification and ways to structure your two year course for end result successful outcomes
- Gain top teaching tips and realistic practical advice based on current practice
- Take away effective strategies on how to teach the course to maximise student potential
- Examine lots of ideas to stimulate classroom delivery and performance
- Discuss examples of student work and how to prepare students to get the maximise possible marks

