

OUTSTANDING GCSE DANCE TEACHING TO RAISE ATTAINMENT

CODE 8970

ABOUT THIS COURSE

This course is intended for all teachers who wish to ensure the high achievement of students in GCSE DANCE. The course focuses on excellent teaching approaches, methods, resources, and techniques to help teachers raise attainments in students of all abilities by improving student confidence, knowledge and a stronger understanding of what examiners are looking for.

PROGRAMME

	TIME
Let's PROMOTE Dance	10.00 – 10.30am
<ul style="list-style-type: none"> Welcome and introduction How do we make the subject inclusive for all and put 'Dance' on the school map with a rich and engaging extra curricular/cross curricula programme Building an exciting KS3 curriculum with transition opportunities for KS4 Linking and creating a smooth transition to KS4 to KS5 improving attainment and cohort numbers 	
Modelling and differentiation for lower ability students in GCSE Dance	10.30 – 11.15am
<ul style="list-style-type: none"> Structuring model examples to unlock success Creating an extended programme to support lower ability students Effective modelling to develop creative work and thinking Encourage the use of sentence starters within C2 12 mark answers Exploring ways to engrain the basic facts across the Anthology to access 1-2 marks 'I do, we do, you do' modelling process to give students the opportunity to see common pitfalls or to co-construct responses. 	
Discussion: coffee break	11.15 – 11.30am
Motivating and engaging GCSE students to improve outcomes	11.30 – 12.10pm
<ul style="list-style-type: none"> The use of the toolkit to bring fresh approaches to tasks Keeping consistency with lesson structure to support pace of content Methods to apply retrieval practice to lessons Explore ways to use social media as a positive tool 	
Stretch and challenge the higher level thinkers in GCSE Dance	12.10 – 12.50pm
<ul style="list-style-type: none"> Evaluation of own practice in both C1 & C2 Using feedback forms to encourage analytical responses in accessing higher bands Encouraging the use of personal interpretation when analysing dance Developing and engraining the word 'sophistication' in C1 Encouraging the use of flip learning and going beyond the classroom 	
Lunch and informal discussion	12.50 – 1.30pm
Developing strategies for improving confidence in the Written Paper	1.30 – 2.30pm
<ul style="list-style-type: none"> Looking deeply into the use of meaningful marking and feedback Preparing students for 6 and 12 mark extended questioning Relating practical practice to Section A Encouraging the use of time management for a successful outcome How to use the dance skills as a foundation across the SOW 	
Discussion: afternoon tea	2.30 – 2.40pm
Success in C1: Performance & Choreography	2.40 – 3.45pm
<ul style="list-style-type: none"> Practical approaches to promote creativity and sophistication Ensuring students understanding the importance of choreographic process for a successful outcome Embody successful use of AQA resources within practice Effective use of feedback to boost outcomes Develop confidence in students with the focus on expressive skills 	
Question time and discussion	3.45 – 4.00pm

LOCATION/DATE

London

Thursday 12 January 2023

COURSE LEADER

Louise Judd has been teaching and performing within the Arts for over 20 years. A wealth of practical knowledge and experience from teaching LAMDA Drama, ISTD Dance genres and BG gymnastics.

Head of Dance in her third state school for the past 13 years teaching and managing a department of GCSE, BTEC and A-level Dance students. On developing the department saw a rise in cohort numbers, a noticeable raise in attainment and students dramatically improved outcomes with 100% pass rate.

WHO SHOULD ATTEND?

- Heads of Dance
- Teachers of Dance and NQTs

BENEFITS OF ATTENDING

- Exploring ways to promote the GCSE Dance course
- Develop strategies for improving confidence tackling the written paper
- Exploring ways to motivate and engage students practically and theoretically
- Ways to stretch and challenge the higher-level thinkers
- Develop the use of modelling and differentiation for low ability students
- Take away methods to increase uptake at KS5
- Take away a toolkit of techniques of tips and hints