

CODE **9045**

**ABOUT THIS COURSE**

This new GCSE Dance course is for all teachers of AQA GCSE Dance looking to help students reach the highest grades. It offers new and innovative ways of teaching both Components which will ensure able students achieve their Grades 8 and 9.

The course will focus on exploring the characteristics of work produced by students working at the highest levels and examine a range of teaching materials designed to secure the best possible outcomes. The course will cover what is expected of high ability students and outline ways in order to successfully build on your own teaching practice and embed new methods of working.

The course is aimed for All teachers of GCSE Dance with high achieving, capable and/or gifted and talented GCSE students of Dance, Heads of Dance Department in their groups, and Senior leaders with responsibility for PE overall or the Arts.

**PROGRAMME**

**Grades 8-9 in GCSE Dance: What do they involve?** 10.00 - 10.45am

- Structure of the GCSE Dance exams and what this requires of the best students
- Feedback and grading analysis from the most recent exams; what distinguishes the best candidates?
- Analysis of the mark schemes – what are the examiners looking for?
- Grades 8-9: what are the differences between these?
- Consider the most effective models for delivery of the course to ensure effective assessment practice across 2 years and in both components
- Review characteristics of Grade 7-9 GCSE students in the Eduqas GCSE

Discussion: coffee break 10.45 - 11.00am

**Outstanding Performance in Component 1: Performance** 11.00 - 11.40am

- Review example Component 1 NEA at Grades 8-9: what top level students do
- Characteristics of the most successful candidates in the Performance and Choreography component
- Building the essential skills – introducing students to the course, arming them with skills and the confidence to work on their own.
- Enabling students to spot what is working and what needs to be binned
- Understanding the structure and requirements of an effective Performance for students aiming for the highest grades
- How to approach the evaluation

**Achieving Top Grades in Component 1: Choreography** 11.40 - 12.30pm

- What is excellent Choreography?
- Review example Choreography at Grades 8-9: what top level students do
- Characteristics of the most successful candidates in the Choreography component

Lunch and informal discussion 12.30 - 1.30pm

**Achieving Grades 8-9 on the Component 2 Written Paper** 1.30 - 2.30pm

- Identifying and understanding question types in all sections
- Building high quality 6 mark answers
- Outstanding answers to questions- identifying traits
- What examiners are looking for
- Preparing students – teaching concise responses
- Techniques to improve depth rather than length of writing
- How to move a student from a Grade 7 to Grades 8 and 9 on the exam

**Achieving on the 12 mark answers in Section C** 2.30 - 3.00pm

- Fun games and writing frames to help students reach Grades 7 - 9
- Building strong compare and contrast answers: what examiners are looking for in able students and how to teach these skills

Discussion: afternoon tea 3.00 - 3.05pm

**Strategies to really stretch top end students** 3.05 - 3.40pm

- Discover ways to take a good dancer and make them a great dancer.
- How to structure a performance and choreography which allows for student autonomy.
- Creating opportunities to learn from peers, and using the resources available within your school.
- Use whole class research to reduce revision for the written papers. Use student led presentations to enhance learning.
- Act out your written answers to ensure complete clarity in the exam hall.

LOCATION/DATE

**London**

**Thursday 29 June 2023**

**Thursday 23 November 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?**

- Teachers of GCSE Dance
- Heads of Dance
- Heads of PE
- Heads of Performing Arts

**BENEFITS OF ATTENDING**

- Understand the specific assessment demands of the specification for higher level students
- Develop practical strategies for meeting the requirements of the higher bands across all components
- Take away a full range of ideas for teaching high ability GCSE Dance students
- Explore characteristics of outstanding work
- Increase confidence in preparing candidates to achieve the highest outcomes