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# Dance

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**Summer & Autumn 2025**

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## Upcoming Courses

London &amp; Manchester: £289.00+VAT | Online: £249.00+VAT

### Dance Leadership

T0082	Outstanding Leadership of a Dance Department	London: Tuesday 17 June 2025 Manchester Thursday 27 November 2025 London: Wednesday 10 December 2025
T0270	<b>NEW</b> Dance Strong Foundations: A Guide for Early Career Teachers	London: Monday 07 July 2025 London: Monday 03 November 2025

### A-Level

T0070	AQA A-Level Dance: Aiming for A/A*	London: Monday 09 June 2025 London: Monday 10 November 2025
T0071	Teaching A-Level Dance for the First Time	London: Monday 16 June 2025 London: Monday 17 November 2025
T0280	A-Level Dance Component 1: Achieving Success in Choreography and Performance	London: Monday 02 June 2025 London: Monday 01 December 2025

### GCSE

T0367	<b>NEW</b> AQA GCSE Dance: Reviewing the 2025 Exams	Online: Monday 13 October 2025
T0288	<b>NEW</b> AQA GCSE Dance: Strategies for Success in the 2026 Exams	London: Monday 30 June 2025
T0287	AQA GCSE Dance: Aiming for Grades 7-9 in the Written Paper	London: Tuesday 09 December 2025
T0074	GCSE Dance Component 1, Assessment Task 1	London: Monday 23 June 2025 London: Monday 24 November 2025
T0075	New to Teaching GCSE Dance	London: Friday 04 July 2025 London: Friday 21 November 2025
T0076	New to Teaching GCSE Dance Theory	London: Friday 11 July 2025 London: Friday 05 December 2025
T0077	Brilliant GCSE Dance Teaching	London: Thursday 05 June 2025 London: Thursday 06 November 2025
T0078	Developing Outstanding Choreography in GCSE Dance	London: Thursday 26 June 2025 London: Thursday 09 October 2025
T0080	Managing the Challenges of Teaching GCSE Dance in Limited Time	Online: Wednesday 02 July 2025 London: Thursday 20 November 2025

### BTEC

T0366	<b>NEW</b> New to Teaching the BTEC Level 1/2 Tech Award: Dance Approach	London: Friday 20 June 2025 London: Friday 14 November 2025
T0281	BTEC Tech Award in Dance: Achieving Success in External Component 3	London: Friday 30 January 2026

### Key Stage 3

T0386	<b>NEW</b> Confidently Teaching KS3 Dance as a PE Teacher	London: Thursday 26 June 2025 London: Monday 10 November 2025
T0081	Creating the WOW Factor in KS3 Dance	London: Monday 14 July 2025 London: Monday 08 December 2025



## Outstanding Leadership of a Dance Department

Course Code: **T0082**  
 Course Leader: **Pippa Fisher-Coldwell**  
 Online: **Monday 12 May 2025**  
 London: **Tuesday 17 June 2025**  
 Manchester: **Thursday 27 November 2025**  
 London: **Wednesday 10 December 2025**

### ABOUT THIS COURSE

What does it take to achieve excellence in a Dance department and what pivotal role does the Head of Dance play in maintaining this excellence? In this course, updated for 2025, delegates will take away practical and actionable strategies on how to tackle day-to-day challenges, develop the team and work towards a shared strategic vision.

Whether you are currently a Head of Dance or aspire to hold such a position, this course is designed to cater to your interests and needs, unlocking the tools and insights to lead with confidence and success.

### BENEFITS OF ATTENDING

- Consider what makes a dance department excellent
- How the Head of Dance can develop and improve teaching and learning within the department
- Enhance your ability to lead, support and nurture non-specialist teachers in dance
- Strategies for dealing with the challenges and making the most of the opportunities presented
- The importance of key documents and processes: Inspections, appraisals, and observations

### PROGRAMME

<b>Leadership and Vision: The Qualities and Skills of an Outstanding Head of Dance</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• The different skills needed as a teacher, effective as a manager and inspirational as a leader</li> <li>• What is the position of dance within your school: variables, challenges, and opportunities</li> <li>• What makes an outstanding dance department and how staff can collaborate</li> </ul>	
<b>Effective Techniques to Drive Department Improvement</b>	<b>10.30am</b>
<ul style="list-style-type: none"> <li>• Department self-evaluation. Evaluating your department and acting upon this effectively</li> <li>• Preparing your department for inspections – How can you make sure you are ready?</li> <li>• Documents and paperwork - What is important and how to complete them effectively</li> </ul>	
<b>Break</b>	<b>11.20am</b>
<b>Outstanding Leadership in Teaching and Learning: High Expectations, High Challenge, High Reward</b>	<b>11.40am</b>
<ul style="list-style-type: none"> <li>• Implementing effective strategies for a consistent and effective experience for all learners</li> <li>• Modelling outstanding teaching and learning. Developing schemes of work from KS3</li> <li>• Making effective use of assessment and data</li> </ul>	
<b>Lunch</b>	<b>12.40pm</b>
<b>Creating The Buzz</b>	<b>1.40pm</b>
<ul style="list-style-type: none"> <li>• Ensuring a stimulating, motivational and valuable experience to attract and retain students</li> <li>• Engaging interest outside of the curriculum</li> <li>• Making your department stand out</li> </ul>	
<b>Break</b>	<b>2.30pm</b>
<b>How It Works: The Head of Dance</b>	<b>2.40pm</b>
<ul style="list-style-type: none"> <li>• Planning ahead and finding time to do so. Managing workload: The work-life balance</li> <li>• Challenges and how to deal with them</li> <li>• The life cycle of the Head of Department. Maintaining freshness and enthusiasm</li> </ul>	
<b>Depart</b>	<b>3.30pm</b>

### DANCE T&L

## Dance Strong Foundations: A Guide for Early Career Teachers

Course Code: **T0270**  
 Course Leader: **Claire Noonan**  
 London: **Monday 07 July 2025**  
 London: **Monday 03 November 2025**

### ABOUT THIS COURSE

This new course, part of our 'Guide for Early Careers Teachers' range is designed for new teachers of Dance in their induction period, equipping them with the knowledge and skills required for effective Dance education. It covers Dance pedagogy, creative choreography, inclusive practices, assessment strategies, and exam-level preparation for GCSE and A-Level.

### BENEFITS OF ATTENDING

- Gain foundational knowledge in dance pedagogy
- Learn practical performance and choreography techniques to engage learners
- Explore inclusive practices for diverse learners
- Routines and rituals that ensure high standards of progress and learning in dance
- Acquire strategies for exam-level teaching and assessment



### PROGRAMME

<b>Introduction and Objectives</b>	<b>10.00am</b>
<b>Fundamentals of Dance Education</b>	<b>10.15am</b>
<ul style="list-style-type: none"> <li>• Teaching dance in an educational setting- the bits beyond the studio.</li> <li>• Principles of Dance Pedagogy and understanding the subject-specific vocabulary.</li> <li>• Structuring effective dance lessons with routine and rituals in mind.</li> <li>• Designing a dance curriculum that suits you and your school, looking at a variety of dance styles and exam qualifications.</li> <li>• Promoting dance to staff, learners and the school community: being an advocate for the subject.</li> </ul>	
<b>Break</b>	<b>11.15am</b>
<b>Creative Choreography and Student Engagement</b>	<b>11.30am</b>
<ul style="list-style-type: none"> <li>• Conservatoire trained or a non-specialist? Ways to improve your confidence in teaching dance</li> <li>• Key essentials: the importance of creating the right relationships, rapport and atmosphere for learners to succeed</li> <li>• Inspirational starting points and themes to motivate learners in dance. How to select the right music and professional works for your classes</li> </ul>	
<b>Lunch</b>	<b>12.30pm</b>
<b>Inclusive Practices in Dance</b>	<b>1.15pm</b>
<ul style="list-style-type: none"> <li>• Differentiation: Adapting dance activities for all abilities and needs</li> <li>• Promoting an inclusive and supportive environment</li> <li>• How to support the reluctant learners and the non-participant</li> <li>• Recognising talent and how to nourish it</li> </ul>	
<b>Break</b>	<b>2.15pm</b>
<b>Assessment and Feedback</b>	<b>2.30pm</b>
<ul style="list-style-type: none"> <li>• Methods for assessing dance skills and performance</li> <li>• Providing constructive feedback to learners without burdening the workload</li> </ul>	
<b>Exam-Level Teaching for GCSE and A-Level</b>	<b>3.00pm</b>
<ul style="list-style-type: none"> <li>• Preparing students for dance exams</li> <li>• Effective exam strategies and practice</li> <li>• Look at exemplar materials to understand the assessment criteria</li> </ul>	
<b>Depart</b>	<b>3.30pm</b>



## Teaching A-Level Dance for The First Time

Course Code: **T0071**  
 Course Leader: **Claire Noonan**  
 London: **Monday 16 June 2025**  
 London: **Monday 17 November 2025**

### ABOUT THIS COURSE

This course, revised and updated for 2025, is designed for teachers who are new to teaching A-Level Dance, or who wish to improve their understanding to enable their students to achieve higher grades. The sessions are designed to improve delegates' understanding of the Dance specification and ensure that candidates have the best opportunity to maximise their potential grades.

Delegates will receive new teaching approaches as well as key guidance in how to develop exceptional examination and NEA techniques in A-Level Dance to maximise students' success when delivering the course for the first time.

### BENEFITS OF ATTENDING

- Gain an excellent understanding of the complexities of the A-Level Dance specification
- Gain insight into the content, the exam structure and the how exams are marked
- Understand the exams, mark schemes, standards and what examiners will be looking for
- Examples of A-Level questions; how to prepare students to get the best possible marks

### PROGRAMME

<b>The Specification in Depth</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Making successful the transition from GCSE to A-Level</li> <li>• The challenges and what to expect. Structuring a flexible course in response to students' needs</li> <li>• Explore the key challenges of delivery and ways to structure your teaching</li> </ul>	
<b>Break</b>	<b>10.45am</b>
<b>Teaching Component 1: Performance (Solo and Quartet)</b>	<b>11.00am</b>
<ul style="list-style-type: none"> <li>• Success in Component 1, practical approaches, and methods to teaching dance technique</li> <li>• How to effectively introduce the technique and stylistic features of Rambert practitioners</li> <li>• Exemplar solo and quartet work, understanding the grading and giving feedback</li> </ul>	
<b>Teaching Component 1: Effectively Teaching Choreography</b>	<b>11.45am</b>
<ul style="list-style-type: none"> <li>• Techniques and methods for teaching choreography</li> <li>• Supporting students in developing the skills for achieving good compositions</li> <li>• The choreography questions - Creativity and complexity.</li> </ul>	
<b>Lunch</b>	<b>12.30pm</b>
<b>Teaching the Set Work Rooster (1991)</b>	<b>1.15pm</b>
<ul style="list-style-type: none"> <li>• Teaching each Rooster in an inspiring, motivating, and informative way</li> <li>• Teaching essay writing, devising questions, marking and feedback</li> <li>• Approaches to questions and question styles on Rooster</li> </ul>	
<b>Teaching the Rambert Dance Company (1966-2002)</b>	<b>1.45pm</b>
<ul style="list-style-type: none"> <li>• Ways to choose two named practitioners within Rambert: What students need to know</li> <li>• Ways to teach the key points and information on Rambert's history using a variety of resources</li> <li>• The 25-mark questions – Helping students to write excellent responses - examples</li> </ul>	
<b>Break</b>	<b>2.30pm</b>
<b>Approaches to Teaching Singin' in The Rain &amp; Jazz</b>	<b>2.40pm</b>
<ul style="list-style-type: none"> <li>• Developing an understanding of the influences and context to American jazz dance, 1940–1975</li> <li>• Building student understanding between the contextual background and the area of study</li> </ul>	
<b>Approaches to Teaching Singin' in The Rain &amp; Jazz 2</b>	<b>3.00pm</b>
<ul style="list-style-type: none"> <li>• Planning and structuring your 2-year scheme of work</li> <li>• Assessment timetables, how to balance this with whole school assessment schedules</li> <li>• Time management – Planning to mark efficiently and effectively, use of peer assessment</li> </ul>	
<b>Depart</b>	<b>3.30pm</b>

### AQA A-LEVEL DANCE



## AQA A-Level Dance: Aiming for A/A\*

Course Code: **T0070**  
 Course Leader: **Claire Noonan**  
 London: **Monday 09 June 2025**  
 London: **Monday 10 November 2025**

### ABOUT THIS COURSE

Rewritten and updated for 2025, this popular course is focused on how to ensure your students achieve the highest marks in all areas of the AQA A-Level Dance exam. It will centre on exploring the characteristics of work produced by students working at the highest levels and explore a range of teaching materials that stretch and challenge your students to achieve A and A\* grades.

### BENEFITS OF ATTENDING

- Gain fresh approaches to creative teaching ideas that push A and A\* students
- Explore exemplar materials to identify characteristics of outstanding work
- Consider lessons learnt from the examination series in 2024 and how to apply these to your teaching
- Take away key methods for ensuring students get A and A\* in each of the practical and written components
- Build into your teaching top grade assessment criteria for successful outcomes

### PROGRAMME

<b>Lessons Learnt from the 2024 Exams</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Understand examiner expectations for outstanding performances</li> <li>• Identify common barriers to achieving higher marks in written exams</li> <li>• Review insights from 2024 exams for Grade A and A* students</li> </ul>	
<b>Focus on Assessment Demands for the High Grades</b>	<b>10.30am</b>
<ul style="list-style-type: none"> <li>• Explore assessment objectives and feedback strategies</li> <li>• Define A/A* student characteristics within this specification</li> <li>• Clarify the requirements of the range of questions in the written exam to ensure the most able students can meet this to the highest level</li> <li>• Use mark scheme vocabulary to enhance feedback and progress</li> </ul>	
<b>Break</b>	<b>11.00am</b>
<b>Achieving Top Grades in Component 2: Critical Engagements/The Written Papers</b>	<b>11.15am</b>
<ul style="list-style-type: none"> <li>• Plan, retrieve and review- how to engage and succeed on the journey to the written exam</li> <li>• Analyse Rooster questions and command words for maximum marks</li> <li>• Expand knowledge of Rambert and related areas of study</li> <li>• Refining the delivery and their understanding of Rambert's history using a variety of resources</li> <li>• Prepare students for the 25-mark essay with refined writing techniques</li> <li>• Example responses and marking tasks with feedback</li> </ul>	
<b>Lunch</b>	<b>12.30pm</b>
<b>Achieving Top Grades in Component 1: Performance and Choreography</b>	<b>1.30pm</b>
<ul style="list-style-type: none"> <li>• Strengthen performance and technique using marking criteria</li> <li>• High expectations: tools to stretch and challenge your students in the practical exam</li> <li>• Review exemplar solo/quartet work for A/A* insights</li> <li>• Guide students in choreography with meaningful feedback</li> <li>• Learn from exemplar group choreography and examiner reports</li> <li>• Highlight top candidates' characteristics in choreography</li> </ul>	
<b>Break</b>	<b>2.15pm</b>
<b>Exam Techniques and Tactics</b>	<b>2.30pm</b>
<ul style="list-style-type: none"> <li>• Fun and motivating ways to prepare your students in the final days and weeks before the practical and written exams</li> <li>• Predicting the paper: familiarise your students with the characteristics of previous exam questions</li> <li>• Strategies to prepare your students for the assessments and examination</li> <li>• Understand the highest demands of outstanding use of dance vocabulary – What examiners expect to see from A and A* students</li> </ul>	
<b>Depart</b>	<b>3.15pm</b>



## New to Teaching GCSE Dance

Course Code: **T0075**  
 Course Leader: **Kathy Sexton**  
 London: **Friday 04 July 2025**  
 London: **Friday 21 November 2025**

### 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.

### 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

### PROGRAMME

<b>Subject content of the specification</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• What's involved in the course? (Performance/ Choreography/ Appreciation)</li> <li>• Where can I streamline?</li> <li>• What are the standards in each component?</li> <li>• Securing key information, Using e-AQA effectively.</li> <li>• Exploring the key challenge spots, and ways to structure your teaching to give time to the most demanding sections</li> <li>• Component 1: Performance tasks –exploring in more depth</li> <li>• Component 1: Choreography task – exploring in more depth</li> <li>• Component 2: Written paper: structure and areas of knowledge</li> </ul>	
<b>Break</b>	<b>10.45am</b>
<b>Component 1: Approaches for performance and choreography</b>	<b>11.00am</b>
<ul style="list-style-type: none"> <li>• Practical strategies to layer the learning of subject content linking to assessment of C1 &amp; C2</li> <li>• Ways to develop the skills students need to demonstrate for the set phrases and duet/ trio assessment</li> <li>• What might excellent teaching of handling different types of stimuli look like to develop students' choreographic skills?</li> <li>• How do I know when a student has reached the top of the assessment bands?</li> <li>• Teaching lower and higher ability students to ensure success</li> </ul>	
<b>Lunch</b>	<b>12.30pm</b>
<b>Teaching Component 2: The written Paper</b>	<b>1.30pm</b>
<ul style="list-style-type: none"> <li>• How to approach the teaching of the Dance Anthology works: effective, strategies, methods and techniques</li> <li>• Teaching ideas with associated questions and resources</li> <li>• Making complicated topic areas easy.</li> <li>• Techniques to help students construct excellent written work and where and why they can struggle in GCSE with this skill</li> <li>• What are the key points for examination success in component 2?</li> <li>• Standards and examiner expectations – How do I know if my students are writing well?</li> </ul>	
<b>Tackling the Written Examination</b>	<b>2.30pm</b>
<ul style="list-style-type: none"> <li>• Why is the written paper challenging for many students?</li> <li>• Types of examination questions – what to expect and how to achieve good marks</li> <li>• Looking at the themes and dance styles of anthology works</li> <li>• Differentiated approaches to encourage learning and using appreciation skills for the written paper</li> </ul>	
<b>Break</b>	<b>3.10pm</b>
<b>Planning your course and assessments over 2 years</b>	<b>3.15pm</b>
<ul style="list-style-type: none"> <li>• Effectively structuring your course to maximise end outcomes</li> <li>• 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</li> <li>• Strategies to prepare your students for the assessments and examination.</li> </ul>	
<b>Depart</b>	<b>3.45pm</b>

### GCSE DANCE

## Brilliant Teaching in GCSE Dance

Course Code: **T0077**  
 Course Leader: **Louise Judd**  
 London: **Thursday 05 June 2025**  
 London: **Thursday 06 November 2025**

### ABOUT THIS COURSE

This revised GCSE Dance course is designed for all teachers who are looking to create a first-rate teaching and learning education in GCSE Dance for all their students. The course focuses on high quality teaching approaches, methods, resources, and techniques to help teachers raise attainment in students of all abilities by improving student confidence, knowledge and a stronger understanding of what examiners are looking for.

The course includes stretch and challenge approaches for high attaining students, as well as a range of approaches for special educational needs students. Emphasis will also be on ways to plan and structure your 2-year course and schemes of work to embed the essentials of assessment, retrieval and recall, to make for excellent knowledge, skills and understanding in students.

### BENEFITS OF ATTENDING

- Professional Learning - How to create a first-rate, excellent teaching and learning education in GCSE Dance
- Take away approaches and methods to develop the breadth and depth of student knowledge, understanding and skills
- Develop a dance super-curriculum which goes well beyond GCSE
- Find out more about how to match tasks effectively to students ability levels
- Take away techniques and approaches to ensure your top level students achieve 8 - 9
- Explore assessment grids, question demands and mark schemes in depth



### PROGRAMME

<b>What is Brilliant Teaching in GCSE Dance?</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• What do we mean by brilliant teaching in GCSE Dance? What do our students expect, want and need?</li> <li>• What makes outstanding critical appreciation teaching in Dance and why?</li> <li>• Exploring the theory behind a creative, imaginative, and stimulating classroom environment</li> <li>• Develop a range of approaches to tackling key areas of GCSE Dance</li> <li>• Taking balanced risks, extending boundaries – combining creative, imaginative, motivational teaching which inspires learning</li> </ul>	
<b>Break</b>	<b>11.00am</b>
<b>Challenging our Most Able Dancers</b>	<b>11.15am</b>
<ul style="list-style-type: none"> <li>• Who are our most able dance students?</li> <li>• How are Grades 8 – 9 achieved?</li> <li>• What are the common barriers for achieving Grades 8 – 9 for GCSE dance students in components 1 and 2?</li> <li>• Going above and beyond to inspire outstanding learning in dance with all students</li> </ul>	
<b>Tackling the Areas that Weaker Students Struggle with</b>	<b>12.00pm</b>
<ul style="list-style-type: none"> <li>• Where do students struggle according to the exam board and what can we do about it?</li> <li>• Creating the right environment to encourage, motivate and stimulate unmotivated or reluctant learners</li> <li>• Approaches to encourage dance students to produce high level written work</li> <li>• Rigorously evaluating learning and teaching approaches and techniques to enable robust improvement and progress</li> <li>• Effective feedback for the weaker student – using the assessment grids: encouraging great work with our students</li> </ul>	
<b>Lunch</b>	<b>1.00pm</b>
<b>Tackling the Written Paper: Techniques and Tactics</b>	<b>2.00pm</b>
<ul style="list-style-type: none"> <li>• What are examiners expecting to see in a top-grade student?</li> <li>• Creative and motivational teaching approaches and methods for the toughest topics and questions eg aural setting, choreographic, and comparison questions</li> <li>• Analysing and evaluating in detail a range of 6 and 12 marker responses</li> <li>• Learning and techniques to develop the skills to plan and build a good, written response</li> </ul>	
<b>Break</b>	<b>3.00pm</b>
<b>High Expectations: Going Above and Beyond GCSE Dance</b>	<b>3.10pm</b>
<ul style="list-style-type: none"> <li>• Developing the breadth and depth of the GCSE dance curriculum to enhance students' horizons, develop their dance curiosity</li> <li>• The super-curriculum in dance – stimulate, motivate and create opportunities for your students to extend their dance understanding, skills, landscape, understanding of practitioners</li> <li>• Ensuring expert teacher subject dance knowledge to promote deep knowledge, understanding and high-level skills across the dance curriculum</li> </ul>	
<b>Depart</b>	<b>3.40pm</b>



## **NEW** New to Teaching the BTEC Level 1/2 Tech Award: Dance Approach

Course Code: **T0366**  
 Course Leader: **Justine Reeve**  
 London: **Friday 20 June 2025**  
 London: **Friday 14 November 2025**

### ABOUT THIS COURSE

This brand-new essential course is a must-attend for teachers new to delivering the BTEC Dance Level 1/2 Tech Award in Performing Arts with a Dance Approach. You'll gain vital insight into each component, ensuring your course delivery is structured, engaging, and aligned with the new numerical assessment criteria. You'll also demystify Pearson set assignment briefs and explore real examples of learner work, so you leave feeling fully prepared and confident in delivering this qualification.

### BENEFITS OF ATTENDING

- Develop a clear insight into all three components of the BTEC Performing Arts Tech Award with a Dance Approach
- Know what is expected of learners for both internal and external assessment
- Uncover how the specification can really work in practice
- Have the confidence to plan your course with insight into the set assignments and new numerical assessment criteria
- Discover how you can deliver this new specification with insight from a dance specialist

### PROGRAMME

<b>Getting to know the BTEC Tech Award in Performing Arts with a Dance Approach</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• The structure: Celebrating this purely dance course</li> <li>• Exploring the key similarities to the legacy BTEC Tech Award</li> <li>• Discovering what is new and how this will affect our planning?</li> <li>• Planning the overview and discovering assessment opportunities</li> </ul>	
<b>Break</b>	<b>11.15am</b>
<b>Unpicking the Knowledge Component: Comp 1: Exploring the Performing Arts</b>	<b>11.30am</b>
<ul style="list-style-type: none"> <li>• Unpicking the terminology used and how this can aid our understanding of what is required and support a scheme of work that is both relevant and inspiring</li> <li>• Discovering what a set assignment is for an internal component with examples</li> <li>• Understanding how the numerical assessment criteria works in practice and what the terminology actually demands of learners in terms of evidence</li> <li>• Assessing examples of learner work to further our comprehension of this comp</li> </ul>	
<b>Lunch</b>	<b>12.30pm</b>
<b>Exploring the Skills Component: Comp 2: Developing Skills and Techniques in the Performing Arts</b>	<b>1.15pm</b>
<ul style="list-style-type: none"> <li>• Unpicking the terminology used and how this can aid our understanding of what is required and support a scheme of work that is both relevant and inspiring</li> <li>• Discovering what a set assignment is for an internal component with examples</li> <li>• Understanding how the numerical assessment criteria works in practice and what the terminology actually demands of learners in terms of evidence</li> <li>• Assessing examples of learner work to further our comprehension of this comp also discussing the appropriate ways to feedback to learners</li> </ul>	
<b>Break</b>	<b>2.15pm</b>
<b>Unravelling the Externally Assessed Component: Comp 3: Responding to a Brief</b>	<b>2.30pm</b>
<ul style="list-style-type: none"> <li>• An overview of the tasks and investigating the expectations of teachers to plan ahead</li> <li>• Diving deeper into each of the four tasks, breaking down the assessment criteria and what is being asked of the learner</li> <li>• Approaches to the external brief, effective planning and rehearsal tips</li> <li>• Overview of how external assessments contribute to overall achievement</li> </ul>	
<b>Successfully Managing your BTEC Tech Award</b>	<b>3.15pm</b>
<ul style="list-style-type: none"> <li>• It's all in the planning: Assessment planning in your centre, what resources are available, what Ideas can we share, where to look for support</li> <li>• It's a numbers game: Working out the overall grade calculations making sense again of the numbers</li> </ul>	
<b>Depart</b>	<b>3.45pm</b>



## Creating the WOW Factor for KS3 Dance

Course Code: **T0081**  
 Course Leader: **Claire Noonan**  
 London Studio: **Monday 14 July 2025**  
 London Studio: **Monday 08 December 2025**

### ABOUT THIS COURSE

This new part-practical course will explore how you can create a buzz for Dance throughout KS3 for all boys and girls in your school. You will leave with a wide range of ideas, methods and approaches on how to work with your students on all ways to maximise their potential. The course is designed to give fresh ideas to Dance teachers and to PE teachers teaching KS3 Dance working in schools where Dance is already embedded. Finally, the course will also share ways in which the knowledge, understanding and skills required for GCSE Dance can be effectively built into KS3 planning and structuring to gain healthy numbers for recruitment into GCSE Dance

### BENEFITS OF ATTENDING

- Routines and Rituals-take away important tips on establishing high level learning from the moment students enter the studio.
- Find out ways to put the Wow Factor into your dance lessons and dance clubs
- Explore contemporary, street and musical theatre and leave ready to teach with confidence in these styles.
- Take away a range of different and fresh approaches to teaching performance, choreography and appreciation to students using a variety of themes and professional works and musical theatre
- Engaging and raising attainment of middle to lower achieving student

### PROGRAMME

<b>KS3 Dance Teaching – the Challenges and Opportunities</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Understanding the key challenges and considering how and what you can be doing to ensure these don't stand in the way of effective dance teaching</li> <li>• Considering issues space, constraints of timetable issues and how to effectively work around these</li> <li>• Student motivation, attendance</li> <li>• Creating a culture: boys dance too</li> </ul>	
<b>Break</b>	<b>10.40am</b>
<b>Putting the Wow Factor into your Dance Lessons to create advance culture, relationships and rapport</b>	<b>11.00am</b>
<ul style="list-style-type: none"> <li>• Key essentials: the importance of creating the right relationships, rapport and atmosphere for students to succeed</li> <li>• What is the 'Wow' factor? And how best, with effective practical approaches to put this into your Dance lessons</li> <li>• Approaches to including diversity in your dance KS3/KS4 lessons</li> <li>• How we can help students get the dopamine download required to engage fully and take creative risks in their work</li> </ul>	
<b>Lunch</b>	<b>12.30pm</b>
<b>Studio - Practical Session: How to Teach Brilliant Dance</b>	<b>1.30pm</b>
<ul style="list-style-type: none"> <li>• Practical ideas and takeaways – warm-ups and short phrases</li> <li>• Building Choreographic skills – introducing students to choreography, building up and developing skills and the confidence to work on their own and in groups</li> <li>• Picking the stimulus – tips on which professional works you should choose for the needs of your students</li> <li>• Ways to motivate and engage boys</li> <li>• Music as a motivator – how to select music to create an appropriate environment in the studio</li> <li>• Differentiation- how to meet the needs of all of your learners</li> <li>• How to meet the needs of all your students to stretch and challenge as well as adapt for specific students</li> </ul>	
<b>Break</b>	<b>3.00pm</b>
<b>Getting Assessment at KS3 right</b>	<b>3.05pm</b>
<ul style="list-style-type: none"> <li>• Ensuring rigorous assessment at KS3 to make for rapid progress and excellent student learning</li> <li>• Building in excellent feedback into your assessment processes – what counts as excellent feedback in KS3 Dance</li> <li>• Best practice methods to tracking, monitoring and measuring progress at KS3</li> <li>• What are the barriers to KS3 dance learning and methods to overcome them</li> </ul>	
<b>Depart</b>	<b>3.45pm</b>

# Unlock Success with Keynote Educational

At Keynote Educational we are dedicated to excellence and inspiring both teachers and students. As a leading national provider, we offer a range of services, including Teacher CPD Courses, National Conferences, In-School Teacher Events, Student Revision Events and Exam Marking. With an innovative and rich history spanning over 25 years, our commitment remains strong in empowering teachers and supporting students in maximising their potential.

## Teacher CPD Courses

Informative and engaging CPD courses in a vast range of subjects and leadership areas, designed by our expert in-house team and dynamic course leaders.

“

More practical courses like this, please! I left with lots of ideas I started applying the next day. It was absolutely brilliant, and the instructor was amazing. Please do more like it, Keynote!

Hammersmith Academy

The conference exceeded my expectations, which were already high. Excellent takeaways, fun and engaging sessions. I can easily imagine using it in my school!

Loughborough Grammar School

”

## National Conferences

Our national conferences bring together leading experts and practitioners, focusing on the key priorities and challenges in education.

## In-School Teacher Events

All our courses can be offered and delivered as in-school sessions and tailored to your schools' specific needs.

“

Keynote delivered another informative and engaging CPD event at Harris Crystal Palace. Teachers from across the Academy benefited from expert-led Teaching and Learning sessions, with ample opportunities to share good practice and implement new curriculum strategies.

Harris Federation

We were delighted to welcome back Keynote Educational for an in-school student event. This interactive revision day was packed with high-impact strategies students could immediately apply to their exam preparation. With high-quality resources delivered by an experienced AQA examiner, the day ensured students felt confident and fully prepared for their exams.

West Kirby School & College

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GCSE and A-Level revision sessions delivered in school by expert examiners, tailored to your student's needs.

## Exam Marking

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Keynote has been a game-changer, ensuring our mock exams mirror the real thing, maintaining high accuracy and quality. This invaluable service lightens teacher workload and empowers them to concentrate on impactful classroom interventions. Our students experience a seamless transition from mocks to the actual exams, setting them up for success.

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educational

☎ 01625 532974  
✉ [online@keynoteeducational.co.uk](mailto:online@keynoteeducational.co.uk)  
🌐 [www.keynoteeducational.co.uk](http://www.keynoteeducational.co.uk)  
📍 Pentland House, Dean Row Road, Wilmslow SK9 2GH

Opening New Doors in Teaching & Learning