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Dance Leadership

T0082 Outstanding Leadership of a Dance Department London: Wednesday 01 July 2026

A-Level Dance

T0071 Teaching A-Level Dance for the First Time London: Thursday 25 June 2026

T0070 AQA A-Level Dance: Aiming for A/A* London: Thursday 02 July 2026

GCSE Dance

T0077 GCSE Dance: Next-Level Teaching London: Wednesday 08 July 2026

T0075 New to Teaching GCSE Dance London: Friday 12 June 2026

T0078 Developing Outstanding Choreography in GCSE Dance London: Wednesday 10 June 2026

T0074 GCSE Dance Component 1, Assessment Task 1 London: Thursday 11 June 2026

T0287 AQA GCSE Dance: Aiming for Grades 7-9 in the Written Paper London: Tuesday 30 June 2026

BTEC Dance

T0366 New to Teaching the BTEC Level 1/2 Tech Award: Dance Approach London: Friday 26 June 2026

T0073 BTEC Tech Award in Dance: Component 1 Assessment Workshop London: Friday 03 July 2026

KS3 Dance

T0081 Brilliant KS3 Dance Teaching London: Thursday 18 June 2026

T0386 Confidently Teaching KS3 Dance as a PE Teacher London: Monday 08 June 2026

Outstanding Leadership of a Dance Department

Course Code: **T0082**
 Course Leader: **Pippa Fisher-Coldwell**
 London: **Wednesday 01 July 2026**

OVERVIEW

Leading Dance in a school can be both exciting and challenging. The curriculum is complex, qualified specialists are often in short supply, and leaders must balance recruitment, promoting the subject, achieving strong outcomes, and supporting non-specialist teachers. This course explores what it takes to build and sustain an excellent Dance department and the crucial role of the Head of Dance in leading this success.

Delegates will leave with practical strategies to address everyday challenges, develop their team, and shape a clear vision for Dance in their school. Whether you are an experienced Head of Dance or aspiring to the role, the course will provide valuable insights and tools to lead with confidence.

BENEFITS OF ATTENDING

- Consider what makes a dance department excellent, and the role of the Head of Dance in achieving excellence.
- Look at ways in which a 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.
- Reflect on strategies for dealing with the challenges and making the most of the opportunities presented by a Head of Dance position.
- Understand the importance of key documents and processes including inspections, appraisals and observations.

PROGRAMME

10.00am: Leadership and Vision: The Qualities and Skills of an Outstanding Head of Dance

- Exploring the different skills needed to be excellent as a teacher, effective as a manager and inspirational as a leader.
- What is the position of dance within your school: variables, challenges and opportunities.
- Exploring what makes an outstanding dance department and how staff can collaborate to make this happen.

10.30am: Effective Techniques to Drive Department Improvement

- Planning for accurate department self-evaluation.
- Evaluating your department and acting upon this effectively.
- Preparing your department for inspections – how can you make sure you are ready?
- Documents and paperwork- what is important and how to complete them effectively.

11.20am: Break

11.40am: Outstanding Leadership in Teaching and Learning: High Expectations, High Challenge, High Reward

- Implementing effective strategies to ensure a consistent and effective experience for all learners.
- Modelling outstanding teaching and learning.
- Developing curricula and schemes of work from key stage 3.
- Making effective use of assessment and data.
- Motivating all students.
- Selecting appropriate pathways for learners: recognising exceptional circumstances and balancing the needs of the student and school/college

12.40pm: Lunch

1.40pm: Creating the Buzz

- Ensuring a stimulating, motivational and valuable learning experience in dance to attract and retain students into GCSE and A Level dance.
- Engaging interest outside of the curriculum.
- The super-curriculum: beyond the classroom and the curriculum.
- The importance of partnerships, networking and opportunities.
- Making your department stand out.

2.30pm: Break

2.40pm: How it Works: The Head of Dance

- Managing one's time and workload: variables and the work-life balance.
- Planning ahead and finding time to do so.
- Challenges and how to deal with them.
- The life cycle of the Head of Department.
- Maintaining freshness and enthusiasm: professional and intellectual development.
- Supporting teachers of dance through different career stages.

3.30pm: Plenary

3.40pm: Depart

Teaching A-Level Dance for the First Time

Course Code: **T0071**
 Course leader: **Claire Noonan**
 London: **Thursday 25 June 2026**

OVERVIEW

A practical introduction for teachers new to A-Level Dance. The course provides guidance on the specification, assessment criteria, and exam requirements, alongside effective teaching strategies for choreography, performance, and written components to help students maximise their potential and achieve strong results.

PROGRAMME INCLUDES

- The Specification in Depth
- Component 1: Performance (Solo and Quartet)
- Component 1: Effectively Teaching Choreography
- Teaching the Set Work Rooster (1991)
- Teaching the Rambert Dance Company (1966-2002)
- Approaches to Teaching Singin' In The Rain & Jazz
- Planning, Milestones and Time Management

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

Course Code: **T0070**
 Course leader: **Claire Noonan**
 London: **Thursday 02 July 2026**

OVERVIEW

This ever-popular course, refreshed for 2026, supports teachers in helping students achieve the highest grades in A-Level Dance. It explores the characteristics of A and A* performance across both practical and written components, sharing strategies, exemplar materials, and exam insights to stretch high-attaining students and maximise success.

PROGRAMME INCLUDES

- Summarised Feedback from the most recent exams
- Focus on Assessment Demands for the High Grades
- Achieving Top Grades in Component 2: Critical Engagements/The Written Papers
- Achieving Top Grades in Component 1: Performance and Choreography
- Exam Techniques and Tactics

GCSE Dance: Next-Level Teaching

Course Code: **T0077**
Course Leader: **Louise Judd**
London: **Wednesday 08 July 2026**

OVERVIEW

This revised GCSE Dance course is designed for teachers who want to deliver high-quality teaching and learning in GCSE Dance. It explores effective teaching approaches, resources and techniques to help raise attainment for students of all abilities, while developing confidence and a clear understanding of what examiners expect.

The course will also consider strategies to support high-attaining students and those with SEND, alongside guidance on planning and structuring a successful two-year course with effective use of assessment, retrieval and recall.

BENEFITS OF ATTENDING

- Create a first-rate teaching and learning experience in GCSE Dance
- Strengthen the breadth and depth of student knowledge, understanding and skills
- Design a dance super-curriculum which goes well beyond GCSE
- Discover how to match tasks effectively to students' ability levels
- Apply techniques and approaches to help top-level students achieve their potential
- Analyse assessment grids, question demands and mark schemes in depth

PROGRAMME

10.00am: What is Brilliant Teaching in GCSE Dance?

- What do we mean by brilliant teaching in GCSE Dance? What do our students expect, want and need?
- What makes outstanding critical appreciation teaching in Dance and why?
- Exploring the theory behind a creative, imaginative, and stimulating classroom environment
- Develop a range of approaches to tackling key areas of GCSE Dance
- Taking balanced risks, extending boundaries – combining creative, imaginative, motivational teaching which inspires learning

11.00am: Break

11.15am: Challenging our Most Able Dancers

- Who are our most able dance students?
- How are Grades 8 – 9 achieved?
- What are the common barriers for achieving Grades 8 – 9 for GCSE dance students in components 1 and 2?
- Going above and beyond to inspire outstanding learning in dance with all students

12.00am: Tackling the Areas that Weaker Students Struggle with

- Where do students struggle according to the exam board and what can we do about it?
- Creating the right environment to encourage, motivate and stimulate unmotivated or reluctant learners
- Approaches to encourage dance students to produce high level written work
- Rigorously evaluating learning and teaching approaches and techniques to enable robust improvement and progress
- Effective feedback for the weaker student – using the assessment grids: encouraging great work with our students

1.00pm: Lunch

2.00pm: Tackling the Written Paper: Techniques and Tactics

- What are examiners expecting to see in a top-grade student?
- Creative and motivational teaching approaches and methods for the toughest topics and questions eg aural setting, choreographic, and comparison questions
- Analysing and evaluating in detail a range of 6 and 12 marker responses
- Learning and techniques to develop the skills to plan and build a good, written response

3.00pm: Break

3.10pm: High Expectations: Going Above and Beyond GCSE Dance

- Developing the breadth and depth of the GCSE dance curriculum to enhance students' horizons, develop their dance curiosity
- The super-curriculum in dance – stimulate, motivate and create opportunities for your students to extend their dance understanding, skills, landscape, understanding of practitioners
- Ensuring expert teacher subject dance knowledge to promote deep knowledge, understanding and high-level skills across the dance curriculum

3.40pm: Depart

New to Teaching GCSE Dance

Course Code: **T0075**
Course Leader: **Kathryn Sexton**
London: **Friday 12 June 2026**

OVERVIEW

A practical introduction for teachers new to GCSE Dance, focusing on understanding the AQA specification and delivering the course with confidence. The course shares effective teaching approaches, guidance on performance, choreography, and the written paper, and strategies to help students of all abilities maximise their potential grades.

PROGRAMME INCLUDES

- Subject content of the specification
- Component 1: Approaches for performance and choreography
- Teaching Component 2: The Written Paper
- Tackling the Written Examination
- Planning your Course and Assessments over 2 years

Developing Outstanding Choreography in GCSE Dance

Course Code: **T0078**
Course Leader: **Louise Judd**
London: **Wednesday 10 June 2026**

OVERVIEW:

This practical course helps teachers strengthen their approach to teaching GCSE Dance choreography. It explores strategies for generating creative ideas, developing students' choreographic skills, and understanding assessment criteria, while providing practical methods to inspire students and support them in producing high-quality choreography compositions.

PROGRAMME INCLUDES

- Outstanding Learning & Teaching in Choreography
- Getting Started: Generating Differentiated Ideas, Activities, Creating Motifs
- Moving On: Developing Advanced Choreography Skills to Achieve High Standards of Excellence
- Responding to a Choreography Brief
- Choreography Deep Dive – Example 1 (Non-Practical)
- Choreography Deep Dive – Example 2
- Putting it all together: The Refining Process

GCSE Dance Component 1, Assessment Task 1: The Set Dances

Course Code: **T0074**
 Course Leader: **Claire Noonan**
 London: **Thursday 11 June 2026**

OVERVIEW

This practical course is designed for GCSE Dance teachers looking to maximise student success in the Performance Component 1 Set Dances. The course will explore engaging and creative approaches to teaching the set phrases and supporting students of all abilities to reach their full potential.

Delegates will also focus on accurate assessment, including understanding and applying assessment grids, marking performance evidence effectively, and using teaching strategies to help students improve their performance and achieve higher grades.

BENEFITS OF ATTENDING

- Discuss a range of approaches to teaching the Set Dance and as part of the wider GCSE course
- Take away practical approaches and key advice on how to ensure students achieve the highest grades possible for the set phrases
- Take away teaching techniques, methods and feedback strategies to raise attainment and to demonstrate to the moderator
- Understand the marking criteria and what is expected to gain full marks in the set dances
- Explore how to utilise motifs to integrate into a performance piece

PROGRAMME

10.00am: Achieving in The Set Dances

- Analyse the content and structure of Component
- What do the examiners want to see? Understand what is expected for outstanding performances and how to support less experienced students
- Explore how you can teach and rehearse the phrases with equal emphasis on all three skills areas
- Developing concentration, commitment, movement memory and confidence in your students as critical essentials - fundamental skills to turn your students into dancers

10.45am: Break

11.00am: Practical Workshop: Achieving Success in the Set Works “Breathe” and “Shift”

- Creative approaches to teaching these two set dances
- Practical session on two dances focusing on physical, technical and expressive skills
- Reinvigorated ways to get across the challenging key points
- Overall performance—ways to get students to convey effectively the dance style of these two dances and to perform for the camera to access the top marks

12.00am: Assessing, Analysing and Marking “Breathe” and “Shift”

- Examination and analysis of the solo and duet/trio performances
- Using the mark scheme to look at the performance at various levels, from the first sketches through to final performance | Assessment—examining the typical differences between Grade4/5 and grade8/9 performances and how to help students move through the grades to access the top marks

12.40pm: Lunch

1.40pm: Assessing, Analysing and Marking “Flux” and “Scoop”

- Examination and analysis of solo and duet/trio performances
- Using the mark scheme to look at the performance at various levels, from the first point of assessments through to final performance
- Highlighting typical differences between Grade4/ 5and grade8/9 performances
- Helping students move through the grades to access the higher marks
- Tackling key areas that students struggle with through real-life examples

2.15pm: Practical: Session: “Flux” and “Scoop”

- Learning key phrases from these two dances
- Practical ideas of developing these phrases for your students
- How to include these phrases in performance pieces
- Look at examples of development in a number of exemplar performance pieces

3.00pm: Break

3.15pm: Refinement & Fine Tuning

- Making a performance outstanding
- Integrating the four mental skills in your teaching to maximise marks
- Final presentation; communicating to the examiner
- Top performance tips and techniques

3.45pm: Depart

AQA GCSE: Aiming for Grades 7-9 in the Written Paper

Course Code: **T0287**
 Course Leader: **Louise Judd**
 London: **Tuesday 30 June 2026**

OVERVIEW

This revised course is aimed for all teachers looking to maximise the attainment of their candidates into the top-level bands in the written paper. This course focuses on meeting the demands of the higher-level marking bands in component 2, examining the characteristics of work produced by candidates working at the highest levels. Delegates will take away a range of teaching approaches, ideas and activities designed to ensure candidates achieve a 7-9 grade in the AQA GCSE Dance written paper.

BENEFITS OF ATTENDING

- Understand the assessment demands of the AQA GCSE Dance written paper
- Develop strategies for meeting the requirements of the higher bands
- Explore exemplar materials to identify characteristics of outstanding work
- Increase confidence in preparing candidates to achieve grades 7-9
- Consider examiner’s reports from previous exam sessions and discuss what they are looking to see in high quality responses
- Understand the formats of different styles of questions.

PROGRAMME

10.00am: Achieving Grades 7 – 9 in the Written Paper: what does it involve?

- Review characteristics of grades 7 – 9 candidates.
- Grades 7, 8, and 9- what are the differences between these?
- Making the transition into the top band.
- A two-year course overview with the focus on top grades.
- Lessons learnt from the most recent examination series for able candidates on the written paper.

10.45am: Discussion and coffee break

11.00am: Achieving Well in Questions in Sections A and B

- Creative and stimulating ways to stretch and challenge candidates when linking to choreographic intent.
- Drilling the short mark answers- creating simple yet effective hypothetical choreography responses.
- Exploring AO3- Performance and Choreography terminology- how can candidates use the fundamentals within top band answers.
- Exploring AO4 and how candidates’ can comment on their own experience of performance and choreography in a succinct manner.
- Using practical lessons to assist with retrieval.
- How to write a grade 9 motif.
- It’s the little things that count – focusing on the details.
- Review examples for grade 7 – 9 section A & B responses: what top level candidates do.

12.30pm: Lunch

1.30pm: Achieving Top Grades in Section C

- Describing, analysing, interpreting, evaluating- how can candidates achieve top marks for each skill?
- Creating effective structured responses.
- Exploring AO4- the importance of a candidate’s own opinions.
- Exploring 12 mark extended questions- successful and less successful responses.
- Dissecting the two 12-mark questions, examples of top-grade responses.

2.40pm: Break

2.40pm: Strategies to Really Stretch Top End candidates

- Effective, realistic and interesting ways to stretch the most able candidates in the written papers.
- The toughest questions, the key things to avoid and common mistakes.
- Using resources, materials and technology well; organisation is key.
- Using in school assessment to stretch the most able.
- Exam tactics and techniques.
- Collaboratively complete extended responses to ensure a deeper understanding of the specification.

3.30pm: Depart

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

Course Code: **T0366**
 Course Leader: **Justine Reeve**
 London: **Friday 26 June 2026**

OVERVIEW

This 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

10.00am: Getting to know the BTEC Tech Award in Performing Arts with a Dance Approach

- The structure: Celebrating this purely dance course
- Exploring the key similarities to the legacy BTEC Tech Award
- Discovering what is new and how this will affect our planning?
- Planning the overview and discovering assessment opportunities

11.15am: Break

11.00am: Unpicking the Knowledge Component: Comp 1: Exploring the Performing Arts

- 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
- Discovering what a set assignment is for an internal component with examples
- Understanding how the numerical assessment criteria works in practice and what the terminology actually demands of learners in terms of evidence
- Assessing examples of learner work to further our comprehension of this comp

12.30pm: Lunch

1.15pm: Exploring the Skills Component: Comp 2: Developing Skills and Techniques in the Performing Arts

- 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
- Discovering what a set assignment is for an internal component with examples
- Understanding how the numerical assessment criteria works in practice and what the terminology actually demands of learners in terms of evidence
- Assessing examples of learner work to further our comprehension of this comp also discussing the appropriate ways to feedback to learners

2.15pm: Break

2.30pm: Unravelling the Externally Assessed Component: Comp 3: Responding to a Brief

- An overview of the tasks and investigating the expectations of teachers to plan ahead
- Diving deeper into each of the four tasks, breaking down the assessment criteria and what is being asked of the learner
- Approaches to the external brief, effective planning and rehearsal tips
- Overview of how external assessments contribute to overall achievement

3.15pm: Successfully Managing your BTEC Tech Award

- 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
- It's a numbers game: Working out the overall grade calculations making sense again of the numbers

3.45pm: Depart

BTEC Tech Award in Dance: Component 1 Assessment Workshop

Course Code: **T0073**
 Course Leader: **Justine Reeve**
 London: **Friday 03 July 2026**

OVERVIEW

This popular course focuses on the internal assessment of Component 1: Exploring the Performing Arts for the BTEC Tech Award Level 1/2. It is designed for teachers looking for effective teaching approaches to help students access the top mark bands while developing confidence in their own internal assessment practice.

Delegates will explore what successful learner work looks like and how to ensure students can meet the higher assessment criteria. The course will also provide a range of practical teaching ideas, resources and materials. Teachers are encouraged to bring anonymous examples of learner work to support discussion and deepen understanding of assessment.

BENEFITS OF ATTENDING

- Discover how to approach Component 1 to maximise success for all students
- Develop creative teaching for learners and take away a tool kit of innovative ideas
- Gain the confidence to plan and assess your course with imagination
- Engage with a full range of example assessments, including examples of good and bad practice

PROGRAMME

10.00am: Overview, Principles and Assessment of Component 1. Understanding this Component

- Summarised overview of the content and structure of the specification components
- Detailed analysis of Component 1 content, structure, and assessment
- The process of student selection of approaches and organising your scheme of assessment, when to deliver and assess
- Examples of the (PSA) Pearson Set Assignment is for Component 1 – Pass, Merit and Distinction examples
- Examples of professional dance works that are appropriate for this component
- Pieces with education packs and how to pick out the information needed for delivery
- What is the PSA asking of learners

11.15am: Break

11.30am: Breaking Down the Assessment Grids with Examples

- Creative teaching ideas and methods for your learners on the stylistic qualities, features and influences on practitioners' work
- Ways to explore the interrelationships between constituent features
- Ways to support students in demonstrating understanding of the processes used in the development and rehearsal of professional works, and in the techniques used in performance
- Approaches to teaching using one professional work of your choice.
- What it takes to secure a Distinction in Component 1 and how to work this out with the new assessment criteria.
- Engaging with example material to standardise your internal marking.
- Learning from past series learner work

1.00pm: Lunch

2.00pm: Your Assessment Workshop: Please feel free to bring examples of learner work (unnamed) with you

- Assessing examples of extracts of learner work from a range of dance styles and from all bands
- Assessing together to help understand what is required and where delivery can address any gaps
- Exploring the various forms of evidence that make this component inspiring
- Sharing effective ideas and ways to help learners achieve the higher bands
- Practical strategies and ideas to help with missing evidence, it's all in the planning!
- How do you complete the learner feedback form, templates, and ways to save time.

3.00pm: Break

3.05pm: Planning an Exciting Delivery for Component 1

- Discussing ways to support students to produce final component evidence to access the 10 – 12-mark bands, now from an informed perspective
- Practical approaches on how to make the learners' experience interactive
- Examples of how to plan your course with imagination and resources to use immediately, designing your scheme and timescale.
- Preparing for Components 2 and 3, what does Comp 1 give us.

3.30pm: Depart

Brilliant KS3 Dance Teaching

Course Code: **T0081**
 Course Leader: **Claire Noonan**
 London: **Thursday 18 June 2026**

OVERVIEW

This part-practical course explores how to create enthusiasm for Dance at KS3 for both boys and girls. Delegates will gain practical ideas and teaching approaches to help students develop confidence, skills and enjoyment in Dance. Designed for Dance and PE teachers delivering KS3 Dance, the course will also explore how key knowledge and skills can be embedded in KS3 to support strong recruitment into GCSE Dance.

BENEFITS OF ATTENDING

- Routines and Rituals-take away important tips on establishing high level learning
- 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
- Fresh approaches to teaching performance, choreography and appreciation to students using a variety of themes, professional works and musical theatre
- Engaging and raising attainment of middle to lower achieving student

PROGRAMME

10.00am: KS3 Dance Teaching – the Challenges and Opportunities

- 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
- Considering issues space, constraints of timetable issues and how to effectively work around these
- Student motivation, attendance
- Creating a culture: boys dance too

10.40am: Break

11.00am: Putting the Wow Factor into your Dance Lessons to create advance culture, relationships and rapport

- Key essentials: the importance of creating the right relationships, rapport and atmosphere for students to succeed
- What is the 'Wow' factor? And how best, with effective practical approaches to put this into your Dance lessons
- Approaches to including diversity in your dance KS3/KS4 lessons
- How we can help students get the dopamine download required to engage fully and take creative risks in their work

12.30pm: Lunch

1.30pm: Studio - Practical Session: How to teach brilliant dance

- Practical ideas and takeaways – warm-ups and short phrases
- Building Choreographic skills – introducing students to choreography, building up and developing skills and the confidence to work on their own and in groups.
- Picking the stimulus – tips on which professional works you should choose for the needs of your students.
- Ways to motivate and engage boys
- Music as a motivator – how to select music to create an appropriate environment in the studio
- Differentiation- how to meet the needs of all of your learners
- How to meet the needs of all of your students to stretch and challenge as well as adapt for specific students

3.00pm: Break

3.05pm: Getting Assessment at KS3 right

- Ensuring rigorous assessment at KS3 to make for rapid progress and excellent student learning
- Building in excellent feedback into your assessment processes – what counts as excellent feedback in KS3 Dance
- Best practice methods to tracking, monitoring and measuring progress at KS3
- What are the barriers to KS3 dance learning and methods to overcome them

3.45pm: Depart

Confidently Teaching KS3 Dance as a PE Teacher

Course Code: **T0386**
 Course Leader: **Pippa Fisher-Coldwell**
 London: **Monday 08 June 2026**

OVERVIEW

Many PE teachers find teaching Key Stage 3 Dance unfamiliar. This one-day course builds confidence and provides practical strategies for delivering engaging and effective dance lessons. Delegates will explore key terminology, lesson structures and planning approaches tailored for PE teachers teaching dance as a second subject, helping them engage students and deliver high-quality KS3 Dance lessons.

BENEFITS OF ATTENDING

- Develop understanding of dance concepts, lesson structures and effective teaching techniques
- Gain practical strategies for balancing dance teaching alongside core PE responsibilities
- Learn essential dance terminology, movement principles and effective lesson structure
- Discover how to make dance accessible, engaging and confidence-building for all students
- Access schemes of work, assessments and lesson ideas to simplify planning
- Address challenges like student reluctance, confidence and limited space or resources

PROGRAMME

10.00am: Addressing Barriers and Getting Comfortable with Teaching Key Stage 3 Dance

- Exploring the purpose and value of dance within education
- What is the position of dance within your school: variables, challenges and opportunities
- Exploring current barriers and how we can overcome them

10.30am: Themes, Structures and Language

- Introduction to key language needed in dance education
- Discussing what knowledge and skills dance students need
- Introduction to schemes of work and themes
- Understanding the structure of a dance lesson

11.20am: Break

11.40am: Practical Exploration of Key Stage 3 Dance

- Understanding how to sequence and deliver lessons.
- Modelling outstanding teaching and learning in dance.
- Developing curricula and schemes of work for key stage 3.
- Motivating all students.
- Selecting appropriate themes that you are comfortable with.

12.40pm: Lunch

1.40pm: Implementing Learning Experiences

- Ensuring a stimulating, motivational and valuable learning experience in dance to attract and retain students.
- Plan and deliver your own lesson plan.
- The importance of partnerships, networking and opportunities.

2.30pm: Break

2.40pm: Managing a Second Subject

- Making effective use of assessment and data
- Sourcing resources to save workload
- Challenges and how to deal with them
- Maintaining freshness and enthusiasm for a second subject.

3.30pm: Plenary

3.40pm: Depart

Empowering Educators, Inspiring Learners, Transforming Futures Delivering Excellence in Education for Over 25 Years

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At Keynote Educational, we believe in the power of high-quality teaching and learning development to transform classroom practice and raise student outcomes. For more than two decades, we have worked alongside schools, teachers, and students to deliver training that is impactful, practical, and forward-thinking. Let us support your school's objectives with a tailored package, including teacher and leadership CPD courses, bespoke staff training, impactful student revision events, and expert exam marking.

DANCE

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"As an international school, we benefitted from a tailored CPD course delivered online to our teachers. The trainer's expert guidance allowed us to apply strategies immediately and address follow-up questions. This year, our cohort achieved 100% A-A grades, and the training was key in helping our teachers support pupil success."*

Harrow International School

National Conferences

Our national conferences bring together leading experts, practitioners, and school leaders to explore the most pressing priorities and challenges in education and leadership. Each conference offers high-impact insight, practical strategies and the latest thinking - equipping delegates with knowledge they can take straight back and implement in school.

In-School Teacher Events

Whether it's whole-school training, department development, or leadership support, our in-school sessions provide a flexible, cost-effective way to bring expert-led professional learning to your staff. All our subject and leadership CPD courses can be delivered directly in your school and tailored to meet your specific priorities.

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