

Keynote
educational

SPRING 2024

DANCE



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NEW: LEADING A THRIVING AND FLOURISHING DANCE DEPARTMENT

CODE 9598

ABOUT THIS COURSE

Leading in dance can be both exciting and challenging. However, it's no secret that leading dance in your school comes with its challenges and complexities. The curriculum is intricate and there are shortages of qualified dance specialists and you'll bear the responsibility of recruitment to dance, maintaining a position for dance in your school, promoting the subject, achieving excellence in outcomes and for supporting the development of non-specialist teaching staff in dance.

In this new course, we'll consider what it takes to achieve excellence in a dance department and the pivotal role of the Head of Dance in maintaining this excellence. 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.

PROGRAMME

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

10.00 – 10.30am

- 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.

Effective techniques to drive department improvement

10.30 – 11.20am

- 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.

Discussion: coffee break

11.20 – 11.40am

Outstanding leadership in teaching and learning: High Expectations, High Challenge, High Reward

11.40 – 12.40pm

- 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.

Lunch and informal discussion

12.40 – 1.40pm

Creating the buzz

1.40 – 2.30pm

- 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.

Discussion: afternoon tea

2.30 – 2.40pm

How it works: the Head of Dance

2.40 – 3.30pm

- 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.

Plenary and depart

3.30 – 3.40pm

LOCATION/DATE

London

Friday 02 February 2024

Friday 05 July 2024

COURSE LEADER

Pippa Fisher-Coldwell holds a diverse array of qualifications including BA (Hons), MA, AIDTA, QTS, ANATD, and RAD RTS, is a multi-faceted dance educator that has developed into an esteemed and award winning dance teacher and Principal.

Pippa has worked in six different schools in both the state and grammar sectors as both a Head of Dance and Head of Creative Arts, in a teaching career that has spanned over 13 years. In this time she has taught both GCSE and A-level Dance traditionally and in a time limited environment.

WHO SHOULD ATTEND?

- Current Heads of Dance
- Aspiring Heads of Dance
- Heads of Performing Arts Faculties
- Heads of PE
- Senior Leaders responsible for Dance

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.
- Look at innovative and exciting opportunities for students including partnerships and community events.
- Examine the importance of networking.
- Ensuring your curriculum is mirrored with extracurricular.

NEW: LEADING OUTSTANDING DANCE IN YOUR SCHOOL

CODE 9502

ABOUT THIS COURSE

This NEW leadership course is designed for all current Heads of Dance, Heads of PE, Heads of Performing Arts and those teachers aspiring to become Head of Dance who are looking for a stimulating, up to the minute leadership course - which addresses specifically the current key priorities for Heads of Dance - to refresh their outlook on the exciting, wide ranging and important role of leading dance in school.

It will examine ways to create the right culture and environment to establish and maintain a position for dance within a school, provide strategies for successful recruitment of students for curriculum dance and for optimizing teaching and learning, offer active, effective guidance and advice and for managing experienced and inexperienced dance teachers.

The course will conclude with an overview of what the working year of a Head of Dance involves, and of the opportunities and challenges the job presents at various stages in its life cycle.

PROGRAMME

TIME

What is a successful Dance Department?

10.00 - 10.30am

- Creating the right culture and environment to maximise the position of Dance within a school:
- The importance of student recruitment
- The quality of teaching and learning
- Expectations and outcomes: senior leadership, the intellectual environment, public exams and progression to higher education
- How to evaluate your dance effectively and use this as a tool for improvement

Student Recruitment For GCSE Dance

10.30 - 11.30am

- Ensuring your Key Stage 3 Dance curriculum is attractive and builds the skills and understanding to promote engaged interest and take-up at GCSE
- Stretch and challenge without intimidation
- Promoting and advertising Dance
- Beyond the classroom and the curriculum: educational visits and trips

Discussion: coffee break

11.30 - 11.45am

Teaching and Learning

11.45 - 12.45pm

- Ensuring your assessment and data processes are effective in monitoring and tracking student progress in dance at KS3, 4 and 5
- Ensuring high quality learning and teaching across the curriculum, including stretch and challenge for all students
- Developing curricula and schemes of work for KS3, 4 and 5 - how expert is the planning and programming?
- Selecting appropriate pathways for your dancers; recognising exceptional ability and balancing the needs of all students

Lunch and informal discussion

12.45 - 1.45pm

Managing others and being managed by others

1.45 - 2.30pm

- Strategies for managing experienced, less experienced and NQT teachers in dance
- How to make observation and appraisal processes as effective as possible
- How to involve others in dance decision-making, planning and delivery
- Senior Leaders- working with your senior leaders to promote the best of dance and what it can give to the overall curricula and to the whole school
- Dealing with senior leadership: compliance, challenge and picking one's battles

Discussion: afternoon tea

2.30 - 2.45pm

How it works: the Head of Dance

2.45 - 3.40pm

- Managing one's time and workload: variables and the work-life balance
- Planning ahead and finding time to do so
- Preparing for Inspections
- The life cycle of the HoD
- Department evaluation - driving up improvements to enhance performance
- Maintaining freshness and enthusiasm: professional and intellectual development
- Peaks, troughs and the long run: responding to success and failure

LOCATION/DATE

London

Monday 15 April 2024

COURSE LEADER

Claire Noonan is an experienced Head of Dance, and a Specialist Leader in Education (SLE) who has improved the quality of dance provision in a number of schools. She also has a wealth of experience in working with a range of professionals to ensure her students feel inspired for dance theory and prepared for their future dance training.

She has been teaching GCSE and A-Level Dance for over twenty years. GCSE Results for 2022 for her students were 39% grades 8 - 9, 50% grades 7 - 9 and 100% grades 5 - 9. Progress 8 score 1.45. At A Level her students attained 35% A*, 64% A*/A grades and 100 A* - C grades. She continually receives outstanding grade 1s on lesson observations.

WHO SHOULD ATTEND?

- Heads of Dance
- Aspiring Heads of Dance Departments
- Heads of Performing Arts Faculties
- Heads of PE
- Senior Leaders responsible for Dance

BENEFITS OF ATTENDING

- Gain strategies for establishing and maintaining a position for dance in your school
- Consider what makes a department excellent, and the role of the Head of Dance in achieving excellence
- Look at a range of strategies for improving and maintaining recruitment of students
- Look at ways in which a Head of Dance can develop and improve teaching and learning within the Dance department
- Enhance their ability to lead, support and nurture teachers in the department
- Examined the yearly workload of a Head of Dance and the life cycle of the job
- Reflect on strategies for dealing with the challenges and making the most of the opportunities presented by a Head of Dance position

NEW: TEACHING A-LEVEL DANCE FOR THE FIRST TIME

CODE 9503

ABOUT THIS COURSE

This course 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.

PROGRAMME

The Specification in depth

10.00 – 10.45am

- An overview – what's involved in the course – Performance/Choreography/Critical Engagement
- Making successful the transition from GCSE to A-Level
- The challenges and what to expect from students
- Structuring a flexible course that allows you to respond to students' needs
- Understanding the assessment criteria
- Explore the key challenges of delivery and ways to structure your teaching to give time to the most demanding sections

Discussion: coffee break

10.45 – 11.00am

Teaching Component 1: Performance (solo and quartet)

11.00 – 11.45am

- Preparing for success in Component 1, practical approaches and methods to teaching dance technique
- How to effectively introduce the technique and stylistic features of Rambert practitioners
- Improving feedback to students using the marking criteria.
- Exemplar solo and quartet work, with a focus on understanding the grading and giving feedback

Teaching Component 1: Effectively Teaching Choreography

11.45 – 12.30pm

- Where to start and how to develop choreography skills
- Top Techniques and methods for teaching choreography in Year 12
- Choreography: planning and preparation
- Supporting students in developing the vital skills necessary to achieving good compositions
- The choreography questions – creativity and complexity.
- Understanding the grading – examining exemplar solo and group choreography

Lunch and informal discussion

12.30 – 1.15pm

Teaching the Set Work Rooster (1991)

1.15 – 1.45pm

- Understanding and meeting the demands of the written paper
- Teaching each Rooster in an inspiring, motivating and informative way
- Learning phrases inspired by Rooster and repertoire from Ghost Dances to understand the characteristic features of Bruce.
- Teaching essay writing, devising questions, marking and feedback
- Approaches to questions and question styles on Rooster

Teaching the Rambert Dance Company (1966-2002)

1.45 – 2.30pm

- Ways to choose two named practitioners within Rambert: what students need to know.
- Stimulating and creative ways to teach the key points and information on teaching Rambert's history using a variety of resources.
- The 25 mark questions – helping students to write excellent responses – examples

Discussion: afternoon tea

2.30 – 2.40pm

Approaches to Teaching Singin' In The Rain & Jazz

2.40 – 3.00pm

- Developing an understanding of the influences, importance and context to American jazz dance from 1940-1975
- How to build student understanding between the contextual background of the practitioner and the area of study

Planning and Structuring

3.00 – 3.30pm

- Planning and structuring your 2-year scheme of work
- Milestones – assessment time tables, when, what and how to balance this with whole school assessment schedules
- Time management – how to plan so that you can mark efficiently and effectively, use of peer assessment

LOCATION/DATE

London

Monday 22 January 2024

Monday 24 June 2024

COURSE LEADER

Claire Noonan is an experienced Head of Dance in a mixed state comprehensive school and has been dedicated to dance in education for over twenty years. She is also a Specialist Leader in Education (SLE). Claire continually receives outstanding grade 1's on lesson observations. She has improved the quality of dance provision within a number of schools, she has a wealth of experience in working with a range of professionals, a diverse set of students and how to work effectively within time and budgetary restraints.

WHO SHOULD ATTEND?

- Teacher new to A-Level Dance
- Teachers in their first three years of teaching A-Level Dance
- Heads of Dance
- Heads of Performing Arts

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.
- Understanding of how to differentiate using scaffold and stretch strategies for essay writing
- Understand the exams, mark schemes, standards and what examiners and moderators will be looking for
- Examples of A-Level questions; how to prepare students to get the best possible marks
- Find out more about the best ways to transition the gap between gap between GCSE and A-Level Dance

A-LEVEL

ACHIEVING WELL IN A-LEVEL DANCE

CODE 9504

ABOUT THIS COURSE

This is an advanced course offering in-depth training for teachers looking for ideas which will help their students achieve at the highest levels. Sessions will target the skills needed for the different A-Level Dance component and offer practical advice as to how to implement these ideas within the classroom progressively during the two year course.

The day includes workshop sessions, designed to help turn theory into practice, exploring exemplar materials to identify characteristics of outstanding work, and a Q&A session in order to trouble-shoot explanations for the trickiest areas of Component 2.

Teachers will take away key approaches and practical strategies for maximising students' ability to access the top grades in each of the practical and written components.

PROGRAMME

TIME

What is Needed to Succeed in Both the Written and the Practical Components

- What do the examiners want to see? Develop a greater understanding of the precision and details that examiners are looking for in A/A8 students
- Issues raised by examiners Solo Performance, Performance in a Quartet
- The barriers to progression in the written paper and ways to support them
- Map of the two year teaching course: how to build the essential knowledge and skills throughout Yr12 and Yr13

Discussion: coffee break

10.45 – 11.00am

Component 2: Focus on the Pedagogy: how can it unlock the potential of A/A* students?

- Review characteristics of A and A* A-Level students in the written paper
- The key topics A/A* students find most challenging
- How to scaffold techniques for retrieval and recall and application to examination questions
- Professional learning - advanced methods and practical approaches to enable your able students to excel in questions on Rambert's practitioners and its history

A look at some of the challenging areas of the 25 mark questions

Component 2: Exam Techniques and Tactics

12.00 – 12.45pm

- Predicting the paper: familiarise your students with the characteristics of previous exam questions and knowing how to answer them.
- The key topics A/A* students find most challenging and how to scaffold techniques for memory retrieval and recall and application to examination questions
- Dissecting examination questions- vocabulary & command words
- Examining top grade exemplar responses – how to embed the academic rigour required to maximise marks

Lunch and informal discussion

12.45 – 1.45pm

The key challenges for A/A* students in Component 1: Performance and Choreography

1.45 – 2.45pm

- Developing a deep understanding of core Performance and Choreography excellence
- Giving top level feedback to ensure rapid progress and drive forward high quality performances and choreography
- Using advanced pedagogical tools to stretch and challenge your students in the lead up to the practical exam.
- Exemplar solo and quartet work, and of group choreography of A/A* students with a focus on understanding the grading and learning from the examiner's report.
- Characteristics of the most successful candidates in the choreography component

Discussion : afternoon tea

2.45 – 2.55pm

Stretching and Challenging the most able students

2.55 – 3.30pm

- Starting from the beginning of Year 12 – establishing moving on from GCSE approaches – highlighting the teaching differences from the start of the A-Level course
- Dance resources and materials – using a range of different resources and various questions over and above that required to answer A-Level Dance exam questions
- Creating an inspired space in dance lessons for inspired learning
- Creating an environment where creativity, imagination, intellectual curiosity can flourish to stretch the most able students in Dance
- Strategies for stretching A/A* students in a mixed-ability classroom and challenging complacent high-achievers

LOCATION/DATE

London

Monday 11 March 2024

Monday 17 June 2024

COURSE LEADER

Claire Noonan is an experienced Head of Dance in a mixed state comprehensive school and has been dedicated to dance in education for over twenty years. She is also a Specialist Leader in Education (SLE). Claire continually receives outstanding grade 1's on lesson observations. She has improved the quality of dance provision within a number of schools, she has a wealth of experience in working with a range of professionals, a diverse set of students and how to work effectively within time and budgetary restraints.

WHO SHOULD ATTEND?

- Teachers of A-Level Dance
- Head of Dance
- Directors of Faculties of Performing Arts
- New teachers of AQA A-Level Dance

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 2023 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.

A-LEVEL DANCE COMPONENT 1: Creating Outstanding Performance and Group Choreography for 2024

CODE 9505

ABOUT THIS COURSE

In this course you will maximise success with effective strategies for the crucial non-examined Component 1. This is an advanced course offering in-depth training for teachers looking for ideas which will help their students achieve at the higher level. Delegates will actively engage with a full range of example assessments and also improve their ability to show candidates how the assessment criteria can shape the process of developing excellence in performance and choreography, rather than a mark scheme designed to assess a final product.

Proven strategies for weaker or underconfident students will be suggested, along with ways of developing performance and choreographic skills across KS3-5, with the aim of encouraging a love of choreography underpinned by an understanding of the creative process.

The course will show how to organise, teach and assess student work through the 2 year course, and provide effective approaches for rapid progress to enable students to succeed in A-Level dance Component 1.

PROGRAMME

TIME

Overview, principles and aims of the assessment

10.00 - 10.30am

- Key messages from the examiners from 2023
- The Assessment criteria – content and structure
- What makes the best students stand out?
- Helping students see the connections between NEA and exam work: teaching techniques that work

Success with the Performance: Solo & Quartet

10.30 - 11.30am

- Teaching requirements to ensure successful NEA in the practical areas in which students struggle and how to approach these when teaching
- In-depth coverage of the moderation and activity requirements
- Practical performance – analyse exemplars and expectations for successful approaches
- Ways to present evidence to maximise the chances of problem-free moderation
- Evaluate, assess and apply grading to exemplar performances in a Solo and within a Quartet

Discussion: coffee break

11.30 - 11.45am

Unpacking Choreographic Briefs

11.45 - 12.45pm

- Unpacking choreographic briefs – exploring
- Types of composition briefs
- Researching briefs
- Strategies for the weaker or underconfident student
- Balancing creative freedom and with the expectations of the examiner
- Actively explore examples including using Broadway Boogie Woogie

Lunch and informal discussion

12.45 - 1.30pm

Success in Choreography

1.30 - 2.00pm

- Explore, analyse and evaluate a range of choreograph compositions
- What are the key characteristics of A/A* choreographic compositions and how can we apply this into our teaching?
- Potential hazards to avoid
- Analyse in-depth the depth, rigour and detail required for high quality, top level choreography compositions and what this means for your student learning and best practice for your teaching

Developing Choreographic Skills

2.00 - 2.45pm

- Hidden aspects to the mark schemes
- Questions, and feedback – getting students thinking
- Developing students skills – ways to encourage your students to be original, creative, exciting
- Essential skills – using the “choreography toolkit”
- Key terms and more considerations
- Effective and stimulating ways to use professional works to inspire and solidify choreographic principles

Discussion: afternoon tea

2.45 - 2.55pm

Monitoring and Feedback Processes

2.55 - 3.30pm

- Verbal feedback vs. written feedback
- Minimising time for teachers but maximising feedback value
- Minimising time for teachers but maximising feedback value
- Monitoring processes
- The power of assessment as a part of the process

Making a piece of choreography outstanding

3.30 - 3.45pm

- Making a piece of choreography outstanding

LOCATION/DATE

London (Studio based)
Monday 26 February 2024
Monday 01 July 2024

COURSE LEADER

Claire Noonan is an experienced Head of Dance, and has been teaching GCSE and A-Level Dance for over twenty years. GCSE Results for 2022 for her students were 39% grades 8 – 9, 50% grades 7 – 9 and 100% grades 5 – 9. Progress 8 score 1.45. At A-Level her students attained 35% A*, 64% A*/A grades and 100 A* – C grades. She continually receives outstanding grade 1s on lesson observations.

WHO SHOULD ATTEND?

- A-Level Dance Teachers
- Heads of Dance
- Heads of Performing Arts

BENEFITS OF ATTENDING

- Take away proven strategies, approaches and monitoring processes for Performance and Choreography at A-Level
- Gain a range of effective methods that encourage low, mid and high ability students
- Raise academic and skills standards in performance
- Raise academic and skills standards in choreography
- Learn ways to mitigate the risk of subjectivity
- Gain confidence in tackling the choreographic process
- Improve understanding of assessment criteria and how to use them

ACHIEVING 7 – 9 IN AQA GCSE DANCE WRITTEN PAPER

CODE **9599**

ABOUT THIS COURSE

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.

PROGRAMME

	TIME
Achieving Grades 7 – 9 in the Written Paper: what does it involve?	10.00 – 10.45am
<ul style="list-style-type: none"> 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. Key considerations for the 2024 exam. 	
Discussion: coffee break	10.45 – 11.00am
Achieving Top Grades in Sections A and B	11.00 – 12.30pm
<ul style="list-style-type: none"> 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. 	
Lunch and informal discussion	12.30 – 1.30pm
Achieving Top Grades in Section C	1.30 – 2.30pm
<ul style="list-style-type: none"> 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. 	
Discussion: afternoon tea	2.30 – 2.40pm
Strategies to really stretch top end candidates	2.40 – 3.20pm
<ul style="list-style-type: none"> 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. 	
Plenary and depart	3.20 – 3.30pm

LOCATION/DATE

London

Monday 11 March 2024

Tuesday 25 June 2024

COURSE LEADER

Pippa Fisher-Coldwell holds a diverse array of qualifications including BA (Hons), MA, AIDTA, QTS, ANATD, and RAD RTS, is a multi-faceted dance educator that has developed into an esteemed and award winning dance teacher and Principal.

Pippa has worked in six different schools in both the state and grammar sectors as both a Head of Dance and Head of Creative Arts, in a teaching career that has spanned over 13 years. In this time she has taught both GCSE and A-level Dance traditionally and in a time limited environment.

WHO SHOULD ATTEND?

- All teachers of GCSE Dance
- Heads of Department for Dance
- Heads of Performing Arts

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.

MANAGING THE CHALLENGES OF TEACHING GCSE DANCE IN LIMITED TIME

CODE 9600

ABOUT THIS COURSE

Dance teaching often has to be compressed into already busy timetables or taught in extra-curricular or fast tracked over a year. This new course will tackle key questions about how candidates can be brought up to GCSE level in limited time. It will provide practical advice for structuring an accelerated performance and choreography course and will suggest priorities for preparing candidates for the written examinations.

The course will be of benefit to teachers who are already entering candidates for exams and to those who are considering doing so.

PROGRAMME

Planning an accelerated course

10.00am – 11.00am

- Key first steps – planning a curriculum to time constraints.
- Ways to build on and use the experience and prior knowledge your candidates already have.
- Establishing the key priorities, challenge points, issues and the shortcuts that can be made.
- Utilising homework and assessment to aid learning time.
- Using resources, materials and technology well.
- Key dates and timeline.
- Moderation preparation.

Discussion: coffee break

11.00am – 11.15am

Performance (set phrases and duet/trio performance)

11.15am – 12.15pm

- Building from day one– developing the performance skills required.
- Preparing candidates for the performance moderation.
- How to access the set phrases and duet/trio performance to utilise time.
- Documenting the performance units.
- Common errors and how to address them.
- Explore performance work created during a fast tracked course.

Keeping on track and focused

12.15 – 12.30pm

- How to confidently assess your candidates, give effective feedback, and ensure they remain on track.

Lunch and informal discussion

12.30 – 1.30pm

Teaching Choreography in Limited Time

1.30 – 2.15pm

- Knowledge and understanding of the skills of choreography.
- Exploring stimuli, making the correct decisions and building exceptional responses.
- Preparing candidates for the choreography moderation.
- How to access the choreography to utilise time.
- Writing a programme note.
- Common errors and how to address them.
- Explore choreography work created during a fast tracked course.

Discussion: afternoon tea

2.15 – 2.25pm

Teaching Dance appreciation in limited time

2.25 – 3.25pm

- Utilising booklets for organisation and content delivery.
- Drilling the short mark answers– creating simple yet effective hypothetical choreography responses.
- Exploring AO3– Performance and Choreography terminology and how candidates can comment on their own experience in a succinct manner.
- Describing, analysing, interpreting, evaluating– how can candidates understand the differences quickly.
- Creating effective structured responses.
- Exploring 12 mark extended questions– successful and less successful responses.
- Discussing the exam questions and techniques.
- Common errors and how to address them.

Plenary and depart

3.25 – 3.35pm

LOCATION/DATE

London

Wednesday 20 March 2024

Tuesday 09 July 2024

COURSE LEADER

Pippa Fisher-Coldwell holds a diverse array of qualifications including BA (Hons), MA, AIDTA, QTS, ANATD, and RAD RTS, is a multi-faceted dance educator that has developed into an esteemed and award winning dance teacher and Principal.

Pippa has worked in six different schools in both the state and grammar sectors as both a Head of Dance and Head of Creative Arts, in a teaching career that has spanned over 13 years. In this time she has taught both GCSE and A-level Dance traditionally and in a time limited environment.

WHO SHOULD ATTEND?

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

BENEFITS OF ATTENDING

- Enhance the ability to manage the challenge of limited time for GCSE Dance.
- Develop ways to plan an accelerated course.
- Gain practical advice for structuring a fast track course.
- Find out how to ensure your most able candidates achieve top grades in limited time.
- Explore exemplar materials to identify characteristics of outstanding work.
- Develop ways to prepare candidates in limited time for examinations.
- Consider examiner's reports and discuss what they are looking to see in quality responses.
- Develop knowledge of what topics to prioritise and where shortcuts can be made.

GCSE BRILLIANT TEACHING IN GCSE DANCE

CODE 9506

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.

PROGRAMME

TIME

What is Brilliant Teaching in GCSE Dance?

10.00 – 11.00am

- 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

Discussion: coffee break

11.00 – 11.15am

Challenging Our Most Able Dancers

11.15 – 12.00pm

- 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

Tackling the Areas that Weaker Students Struggle with

12.00 – 1.00pm

- 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

Lunch and informal discussion

1.00 – 2.00pm

Tackling the Written Paper: Techniques and Tactics

2.00 – 3.00pm

- 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

Discussion: afternoon tea

3.00 – 3.10pm

High Expectations: Going Above and Beyond GCSE Dance

3.10 – 3.40pm

- 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

LOCATION/DATE

London

Thursday 08 February 2024

Thursday 02 May 2024

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

- 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

DEVELOPING OUTSTANDING CHOREOGRAPHY IN GCSE DANCE

CODE 9507

ABOUT THIS COURSE

This new choreography course is designed to be invigorating, informative and valuable. It is aimed for all teachers of GCSE Dance who are looking to enhance and extend further their choreography pedagogical skills and knowledge to establish the maximum opportunities for their students.

The course will also give focus to choreography assessment, examine recent feedback on GCSE choreographic compositions, assessment criteria and consider how best to enthuse and motivate students to develop a love for choreography.

The course will include practical sessions as well as non-practical sessions, and will be held in a Dance Studio in Central London. Teachers are advised to wear clothes they feel comfortable to move in.

PROGRAMME

	TIME
Outstanding Learning & Teaching in Choreography <ul style="list-style-type: none"> ● Creating an inspirational setting for creative choreography ● Planning a sequenced choreography programme that challenges all students ● Ensuring your assessment of pupils' choreography is highly effective and pupils understand, how to make rapid progress ● Practical ways to ensure your students understand how to achieve excellent standards in their choreography compositions 	10.00 – 11.00am
Discussion: coffee break	11.00 – 11.15am
Getting Started: generating differentiated ideas, activities, creating motifs <ul style="list-style-type: none"> ● Generating visibly differentiated ideas, activities, resources, materials which work across the ability range, from non-dancers to highly able pupils ● Different ways to create motifs, from the initial start to building on from them ● Building in creative, imaginative, musical understanding in student learning ● Using high quality external stimuli for inspiration ● Examples drawn from a broad range of dance styles 	11.15 – 12.00pm
Moving On: Developing advanced choreography skills to achieve high standards of excellence: Practical Session <ul style="list-style-type: none"> ● Practical approaches and methods that achieves exceptional standards across the abilities for students of all abilities ● Ways to extend pupils' choreographic skills, knowledge and understanding ● Ways to develop the breadth and depth of pupils' choreographic thinking, dance curiosity ● Methods to develop creative and effective dynamic content in students 	12.00 – 12.45pm
Lunch and informal discussion	12.45 – 1.30pm
Responding to a Choreography Brief <ul style="list-style-type: none"> ● Exploring how to achieve real choreographic development ● Considering different compositions imaginatively: ● How to teach for genuine stylistic growth ● How to write idiomatically ● Using existing practitioner works to arrange and stimulate ideas ● Relating the brief to its intended audience 	1.30 – 2.15pm
Choreography Deep Dive – Example 1 (Non-Practical) <ul style="list-style-type: none"> ● Why did this example attain an excellent grade 8 – 9? ● Examining this composition at various stages, from first sketches through to final submission ● How does this example show imaginative, with strong shape and direction? ● How does this composition bring the elements together to create a strong sense of style and coherence 	2.15 – 3.50pm
Discussion: afternoon tea	2.50 – 3.00pm
Choreography Deep Dive – Example 2 <ul style="list-style-type: none"> ● This is an example of a choreography in a contrasting style to Deep Dive 1 above ● Why did this example attain a grade 8 – 9? ● How does this example create atmosphere, moods and characters ● Considering textural variety and tension ● How does this composition bring the elements together to create a strong sense of style and coherence 	3.00 – 3.30pm
Putting it all together: The Refining Process <ul style="list-style-type: none"> ● Refining the process into a polished piece of choreography ● Making a composition outstanding at GCSE ● Marking and giving good feedback on compositions ● How to give effective feedback on candidates' work ● Range of examples and chance to mark and discuss work; assessing accurately 	3.30 – 3.50pm

LOCATION/DATE

**London (Dance Studio)
Wednesday 24 January 2024**

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?

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

BENEFITS OF ATTENDING

- Develop your teaching to raise standards in choreography
- Learn a range of effective strategies to generate and develop choreographic ideas
- Take away differentiated choreographic techniques and methods which work across the full student choreography range
- Deepen your understanding of assessment criteria to inform your teaching

GCSE DANCE COMPONENT 1, ASSESSMENT TASK 1: THE SET DANCES

CODE 9508

ABOUT THIS COURSE

This NEW course is aimed for all GCSE Dance teachers looking to maximise the success of their students in the Performance Component 1 Set Dances.

The course is a part-practical Course and will be held in Dance Studio in Central London. The course is designed to stimulate and excite creative ideas for teaching the set dances to maximise student grade potential. Using a range of varied, interesting and motivational learning and teaching methods you will practically develop the set phrases, implement pedagogical methods and techniques which stretch and challenge students of all abilities, from grades 4/5 to 8/9.

Focus will also be assessing accurately students' set dance, marking the task assessment evidence, the assessment grids and applying the assessment grids. Pedagogical approaches to ways of maximising grade potential will be explored - ranging from Grades 4 - 5 to 8 - 9 together with best practice ways to support students to raise their performance levels and access the high grades.

PROGRAMME

Achieving in The Set Dances

10.00 - 10.40am

- Analyse the content and structure of Component 1
- 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

Discussion: coffee break

10.40 - 11.00am

Practical Workshop: Achieving Success in the Set Works "Breathe" and "Shift"

11.00 - 12.00pm

- 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

Assessing, Analysing and Marking "Breathe" and "Shift"

12.00 - 12.40pm

- 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 Grade 4/5 and grade 8/9 performances and how to help students move through the grades to access the top marks

Lunch and informal discussion

12.40 - 1.40pm

Assessing, Analysing and Marking "Flux" and "Scoop"

1.40 - 2.15pm

- 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 Grade 4/5 and grade 8/9 performances
- Helping students move through the grades to access the higher marks
- Tackling key areas that students struggle with through real-life examples

Practical: Session: "Flux" and "Scoop"

2.15 - 3.00pm

- 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

Discussion: afternoon tea

3.00 - 3.15pm

Refinement & Fine Tuning

3.15 - 3.45pm

- 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

LOCATION/DATE

London (Studio based)
Monday 22 April 2024

COURSE LEADER

Claire Noonan is an experienced Head of Dance, and has been teaching GCSE and A-Level Dance for over twenty years. GCSE Results for 2022 for her students were 39% grades 8 - 9, 50% grades 7 - 9 and 100% grades 5 - 9. Progress 8 score 1.45. At A-Level her students attained 35% A*, 64% A*/A grades and 100% A* - C grades. She continually receives outstanding grade 1s on lesson observations.

She is a Specialist Leader in Education (SLE) and has improved the quality of dance provision in a number of schools. She also has a wealth of experience in working with a range of professionals to ensure her students feel inspired for dance theory and prepared for their future dance training.

WHO SHOULD ATTEND?

- Teachers of GCSE Dance
- Heads of Dance
- Heads of PE
- Teachers with responsibility for Dance co-curricular activities

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

TEACHING THE THEORY FOR THE FIRST TIME IN GCSE DANCE

CODE **9552**

ABOUT THIS COURSE

This course, NEW for Autumn 2023 is designed for all teachers of GCSE Dance who are new to, or in their first years of teaching GCSE Dance Component 2 theory and all PE teachers who find themselves teaching GCSE Dance. The course will support teachers who, whilst feeling confident delivering the C1 practical components, are looking for creative, effective approaches to teaching C2 appreciation content.

Teachers will take away a range of creative approaches, techniques strategies for teaching Component 2 to raise attainment in students of all abilities, including ways to support the weaker GCSE Dance student and challenge more able students.

The course will also examine recent feedback on GCSE Dance C2, the assessment criteria, and consider how best to enthuse and motivate students to develop a love for critical appreciation in their Dance learning.

PROGRAMME

	TIME
What Do We Mean By Excellent Theory Teaching in GCSE Dance? <ul style="list-style-type: none"> Teaching GCSE Dance theory - the challenges and opportunities Ensuring our students become better dancers through creative theory learning Developing creative and imaginative teaching which gives breadth and depth to students' horizons and expands their learning 	10.00 - 10.40am
Discussion: coffee break	10.40 - 11.00am
Exploring How Students Engage with GCSE Dance Theory <ul style="list-style-type: none"> How do students see dance theory? What are the barriers to learning in dance theory? Methods and approaches to stimulate learning excitement in dance theory with your students How might we create a coherent dance theory journey over the two years? What are the key subject knowledge factors that we need to brush up on as teachers to engage fully in dance theory learning and teaching? 	11.00 - 11.45am
Developing a Range of Approaches, Techniques and Practical Strategies <ul style="list-style-type: none"> Introducing and establishing motivating and engaging pedagogical methods and approaches for teaching the theory content of each section of the written paper Exploring assessment and feedback strategies to ensure rapid progress in learning Integrating differentiation from the start Ways to integrate dance theory with C1 performance and choreography 	11.45 - 1.00pm
Lunch and informal discussion	1.00 - 2.00pm
Taking Risks and Extending Boundaries in Your Dance Theory Teaching <ul style="list-style-type: none"> 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 	2.00 - 2.50pm
Discussion: afternoon tea	2.50 - 3.00pm
The Written Examination: Tackling the Questions <ul style="list-style-type: none"> Introducing excellent study habits and skills Introduction to ways to prepare students for examination Exploring the different types of questions across the exam papers Extracting the correct Information from the question - command words, terminology Applying the knowledge appropriately to the correct question 	3.00 - 3.40pm

LOCATION/DATE

London

Thursday 21 March 2024

Thursday 20 June 2024

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?

- Teachers new to GCSE Dance theory Component 2
- Teaching in their first years of teaching GCSE Dance
- PE teachers who find themselves teaching GCSE Dance
- Heads of Dance
- Heads of PE

BENEFITS OF ATTENDING

- Gain a range of creative and imaginative C2 teaching strategies to maximise the potential of all students
- Gain specific techniques to support the weaker students and specific techniques to support able students to access the high marks
- Take away proven methods and techniques to enable all students to critical appreciate dance successfully
- Take away expertise on how students can gain high marks in the theory paper
- Deepen your understanding of assessment criteria to inform your teaching
- Find out more about what the examiner is looking to see in the exam paper

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

Subject content of the specification

- | | TIME |
|--|-----------------|
| Subject content of the specification | 10.00 – 10.45am |
| <ul style="list-style-type: none">● 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
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Component 1: Approaches for performance and choreography

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|---|-----------------|
| Component 1: Approaches for performance and choreography | 11.00 – 12.30pm |
| <ul style="list-style-type: none">● 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
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Teaching Component 2: The written Paper

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|--|---------------|
| Teaching Component 2: The written Paper | 1.30 – 2.30pm |
| <ul style="list-style-type: none">● 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

- | | |
|---|---------------|
| Tackling the Written Examination | 2.30 – 3.10pm |
| <ul style="list-style-type: none">● 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
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Planning your course and assessments over 2 years

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|--|---------------|
| Planning your course and assessments over 2 years | 3.15 – 3.45pm |
| <ul style="list-style-type: none">● 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

London

Thursday 01 February 2024

Thursday 04 July 2024

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

CODE 9511

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 also 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.

PROGRAMME

TIME

KS3 Dance Teaching – the Challenges and Opportunities

10.00 – 10.40am

- 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

Discussion: coffee break

10.40 – 11.00am

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

11.00 – 12.30pm

- 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

Lunch and informal discussion

12.30 – 1.30pm

Studio – Practical Session: How to teach brilliant dance

1.30 – 3.00pm

- 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

Discussion: afternoon tea

3.00 – 3.05pm

Getting Assessment at KS3 right

3.05 – 3.45pm

- 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

LOCATION/DATE

London**Monday 29 January 2024****Monday 13 May 2024****COURSE LEADER**

Claire Noonan has been a Head of Dance in a mixed state comprehensive school and has been dedicated to dance in education for over twenty years. In addition, Claire is a Specialist Leader in Education (SLE) and has taken on consultancy roles at both primary and secondary level, within a variety of demographics. Claire has improved the quality of dance provision within a number of schools, she has a wealth of experience in working with a range of professionals, a diverse set of students and how to work effectively within time and budgetary restraints.

WHO SHOULD ATTEND?

- Head of Dance
- Head of PE
- Dance Teachers
- PE Teachers
- Teachers with responsibility for extra curricular activities

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 students

TEACHING THE NEW 2024 BTEC LEVEL 1/2 TECH AWARD: DANCE APPROACH

CODE **8926**

ABOUT THIS COURSE

This course will cover the new BTEC Dance Level 1 / 2 Tech Award in Performing Arts with a Dance Approach, which is for first teaching 2022 and first certification 2024 with the discount code LB1. You will explore each component gathering ideas for course delivery, insight into the application of the new numerical assessment criteria and discover what a Pearson set assignment briefs is. This course will give you the confidence to plan your course, an understanding of how to engage students with examples of learner work to aid understanding.

PROGRAMME

	TIME
Getting to know the NEW BTEC Tech Award in Performing Arts with a Dance Approach <ul style="list-style-type: none"> The new structure: Celebrating this purely dance course Exploring the key similarities to the legacy BTEC Tech Award Discovering what has changed and how will this might affect our planning? Planning the overview and discovering assessment opportunities 	10.00 – 11.15am
Discussion: coffee break	11.15 – 11.30am
Unpicking the knowledge component: Comp 1: Exploring the Performing Arts <ul style="list-style-type: none"> 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 	11.30 – 12.30pm
Lunch and informal discussion	12.30 – 1.15pm
Exploring the skills component: Comp 2: Developing Skills and Techniques in the Performing Arts <ul style="list-style-type: none"> 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 	1.15 – 2.15pm
Discussion: afternoon tea	2.15 – 2.30pm
Unravelling the externally assessed component: Comp 3: Responding to a Brief <ul style="list-style-type: none"> 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 	2.45 – 3.15pm
Successfully managing your BTEC Tech Award <ul style="list-style-type: none"> 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 	3.15 – 3.45pm

LOCATION/DATE

London

Friday 26 January 2024

Friday 14 June 2024

COURSE LEADER

Justine Reeve has taught for over 24 years teaching across all age ranges as teacher, Head of Department, Director, choreographer and consultant (The BRIT School, BHASVIC, South Downs College). She has been a standards verifier for Edexcel's/ Pearson's BTEC Level 2 and 3 and was an A-Level Dance examiner/moderator. She has written published dance resources for South East Dance, Pavilion Dance South West, Pearson Education, RSL and her book 'Dance Improvisations' is published by Human Kinetics.

WHO SHOULD ATTEND?

- Teachers of BTEC Tech Award: Dance
- Teachers about to start teaching BTEC Tech 2024
- Heads of Dance
- Heads of PE
- Heads of Performing Arts

BENEFITS OF ATTENDING

- Develop a clear insight into all three components of the NEW 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

TEACHING COMPONENT 1 IN THE NEW 2024 BTEC LEVEL 1/2 TECH AWARD

CODE **9046**

ABOUT THIS COURSE

This course focuses on the internal Component 1 on the new 2022 BTEC Tech Award Level 1 / 2 Performing Arts (Dance approach). It is aimed for all teachers who are looking for refreshed, new, effective teaching approaches and ways to ensure student success in Component. 1

The course is packed full of new and effective teaching strategies, approaches, and techniques, expanding component 1 opportunities for all students across the ability range.

Teachers will take away a range of teaching resources and materials in an excellent, practical and highly complemented pack of notes – invaluable for successful teaching, learning and achievement.

PROGRAMME

Overview, Principles and Assessment of Component 1

TIME

10.00 – 11.15am

- 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
- Examples of the 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

Discussion: coffee break

11.15 – 11.30am

Creative Teaching Approaches for Success with Component 1

11.30 – 1.00pm

- 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

Lunch and informal discussion

1.00 – 2.00pm

Presenting Final Component Evidence to Access the Higher Mark Bands

2.00 – 3.00pm

- Ways to support students to produce final component evidence to access the 10 – 12 mark bands
- Exploring example extracts of learner work- ZooNation, Matthew Bourne, Bob Fosse, Ballet Boyz, and more
- Exploring forms of evidence
- Sharing effective ideas
- Practical strategies and ideas to help with missing evidence
- Preparing for Components 2 and 3

Discussion: afternoon tea

3.00 – 3.05pm

Planning an Exciting Delivery for Component 1

3.05 – 3.30pm

- Practical approaches on how to make the learners' experience as practical as possible
- Examples of how to plan your course with imagination and resources to use immediately
- Preparing for Components 2 and 3

Final questions and depart

3.30 – 3.45pm

LOCATION/DATE

London

Friday 28 June 2024

COURSE LEADER

Justine Reeve has taught for over 24 years teaching across all age ranges as teacher, Head of Department, Director, choreographer and consultant (The BRIT School, BHASVIC, South Downs College). She has been a standards verifier for Edexcel's/ Pearson's BTEC Level 2 and 3 and was an A-Level Dance examiner/moderator. She has written published dance resources for South East Dance, Pavilion Dance South West, Pearson Education, RSL and her book 'Dance Improvisations' is published by Human Kinetics.

WHO SHOULD ATTEND?

- Heads of Dance
- Teachers of BTEC Dance
- Heads of Performing Arts
- Teachers of PE teaching BTEC Dance

BENEFITS OF ATTENDING

- Get to grips with the 2022 BTEC specification requirements of Component 1
- Enhance your understanding as to how Component 1 is assessed.
- Preparing your students for the Set Assignment brief with suggested strategies for delivery and assessment
- Take away teaching strategies and approaches to maximise student success in Component 1
- Engage with a full range of example assessments, including examples of good and bad practice
- Gain further ideas on how to plan your course with imagination

TEACHING COMPONENT 2 IN THE NEW 2024 BTEC LEVEL 1/2 TECH AWARD

CODE 9161

ABOUT THIS COURSE

This is a new BTEC Dance course with a difference; we are delighted to welcome a professional dancer from the Russell Maliphant Dance Company to co-deliver, alongside renowned BTEC Dance leader, Justine Reeve. Together, they will deliver innovative dance repertoire to engage, motivate and challenge BTEC Dance learners with evidence building ideas to help enhance attainment and achievement with the internal Component 2.

As one of the afternoon sessions is practical, the course is being held in a central London Dance Studio. This is a great opportunity for all BTEC teachers, who will also take away from the course a range of teaching resources and materials.

Pearson-Set-Assignments: please note that emphasis and focus will be given to the specific Pearson-Set-Assignments made available at the beginning of September 2023. In this course on Friday 29 September 2023.

PROGRAMME

	TIME
Getting to Grips with the Demands of Component <ul style="list-style-type: none"> Summarised overview of the content and structure of Component 2 The key challenges, key aspects, and key expectations of learners Key attributes of high mark band students in the classroom/studio Analysis of the assessment criteria and where the PSA theme is assessed 	10.00 – 11.00am
Discussion: coffee break	11.00 – 11.15am
Success with Component 2: Aiming high with the practical <ul style="list-style-type: none"> Refreshed and effective practical approaches to teaching and learning repertoire, including resources, to help students develop their knowledge and understanding of performance styles and skills needed Piece selection and sequence selection – what are good choices, less good, how to select for your calibre of students and to allow them to perform to the best of their abilities Analysing the key practical challenges of Component 2 How to get students to effectively and successfully review their own practices to support development and progress in the moment 	11.15 – 12.30pm
Lunch and informal discussion	12.30 – 1.30pm
Aiming for Excellence: professional dancer from RMDC offers key points on Preparing for Performances, using interpretative and stylistic skills <ul style="list-style-type: none"> Creative approaches to helping students prepare for Component 2 relating to professional practises Teaching approaches to access Mark Band 4 in Tasks 1 and 2 Demonstration of key skills needed to dance this style effectively with reference to moments within the repertoire where dancers can excel Pinpointing what dancers can do to improve their phrasing like a professional dancer Advantaging the learner: adapting and exploring ways to develop confident technical and expressive skills with learners Questions and discussion 	1.30 – 2.00pm
Practical Session Using ‘Silent Lines’ and ‘Vortex’ Professional Dancers advice <ul style="list-style-type: none"> Practical warmups by RMDC professional dancer to reference ‘professional working practices’ The rehearsal process – effectively applying technical and performance skills, demonstrating a confident and disciplined approach in readiness to the performance The Performance – effectively expressing stylistic qualities of the pieces during the performance Practical exploration: learn 4 key phrases from the repertoire, the selection has been carefully considered to include floorwork, travelling, duet moments and will help learners to access a range of dynamics, musicality, as well as technical, stylistic, interpretative, and expressive skills. Advantaging the learner: adapting and exploring ways to develop confident technical and expressive skills with learners 	2.00 – 3.00pm
Discussion: afternoon tea	3.15 – 3.30pm
Short grading workshop <ul style="list-style-type: none"> Grading learners’ work together How to aid, encourage and push learners to achieve How this unit relates to Component 3 and any other administration processes 	3.30 – 3.45pm
Final questions and depart	3.45pm

LOCATION/DATE

London (Studio based)
Friday 05 July 2024

COURSE LEADERS

Justine Reeve has taught for over 24 years teaching across all age ranges as teacher, Head of Department, Director, choreographer and consultant (The BRIT School, BHASVIC, South Downs College). She has been a standards verifier for Edexcel’s/ Pearson’s BTEC Level 2 and 3 and was an A-Level Dance examiner/moderator.

The Russell Maliphant Dance Company, established in 1996, is one of the leading contemporary dance companies in the UK. They have received two Olivier awards, three South Bank Show awards and three Critics’ Circle National Dance awards for best modern choreography and one for best independent company, amongst many other national and international awards and nominations.

WHO SHOULD ATTEND?

- Heads of Dance
- Teachers of BTEC Dance
- Heads of Performing Arts
- Teachers of PE teaching BTEC Dance

BENEFITS OF ATTENDING

- Learn how to approach Component 2 both practically and theoretically
- Develop creative teaching for learners and take away a tool kit of innovative ideas to collect evidence
- Learn professional repertoire directly from a professional dancer
- Gain the confidence to plan your course with imagination
- Discover how you can teach Component 2 to maximise success for all students
- Be inspired by a refreshing, lively and stimulating day, packed full of ideas, strategies to take back to school

BIOGRAPHIES

Pippa Fisher-Coldwell holds a diverse array of qualifications including BA (Hons), MA, AIDTA, QTS, ANATD, and RAD RTS, is a multi-faceted dance educator that has developed into an esteemed and award winning dance teacher and Principal. Pippa has worked in six different schools in both the state and grammar sectors as both a Head of Dance and Head of Creative Arts, in a teaching career that has spanned over 13 years. In this time she has taught both GCSE and A-level Dance traditionally and in a time limited environment. GCSE results in 2022 saw 93% of candidates achieving a 7-9 grade. At A-level, most recently her candidates achieved 100% A*-C, with 72% of candidates achieving A* and A grades. The centre average score for GCSE and A-level was significantly above similar centres and AQA centres, for both practical and theoretical components.

Pippa has worked as a moderator and examiner since 2012. Pippa opened her own dance school in 2019 and has a wealth of experience working with partnership companies including New Adventures and U Dance, ensuring her knowledge is up to date and relevant.

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. This is also reflected by achieving 'outstanding' during repeated Ofsted inspections in her current School. Louise also supports local schools in developing their dance curriculum for Primary and secondary teachers.

Toni Knight has been teaching at a highly successful 6th Form College for 7 years, covering A-level Dance, BTEC Dance, A-level PE and BTEC Sport. For 4 years, she has held the position of Head of PE, Sport and Dance, and led the department to gaining 'National Teaching Team of the Year' in Oct. 2019 at the Pearson National Teaching Awards hosted on the BBC. On taking on the leadership of the Dance provision, it has not only grown in size with the cohort being one of the largest in the country for A-level, but most notably the course attainment has drastically improved under her leadership; highlighted in 2019 by a 100% A*-B rate and a high ALPs grade 2 on A-level Dance with students from very mixed background. Toni has experience of examining in both Dance and PE, and has worked with several exam boards over the years.

Claire Noonan has been a Head of Dance in a mixed state comprehensive school and has been teaching GCSE and A-Level Dance for over twenty years. In addition, Claire is a Specialist Leader in Education (SLE) and has taken on consultancy roles at both primary and secondary level, within a variety of demographics. Claire has improved the quality of dance provision within a number of schools, she has a wealth of experience in working with a range of professionals, a diverse set of students and how to work effectively within time and budgetary restraints.

Claire trained as a professional dancer at LCDS. She believes that subject knowledge is paramount and that teachers should work closely with professional dancers to maintain momentum and knowledge. Claire has maintained and established links with dancers and choreographers (closely affiliated with the set works at GCSE and A-Level) to ensure that my students experience an array of artists and feel inspired for dance theory and prepared for their future dance training. Results in A-Level Dance in 2019 were 64% A*-A and 91% A*-B.

Claire continually receives outstanding grade 1's on lesson observations, she is passionate about teaching and passionate about sharing her knowledge and good practice to inspire teachers who in turn, inspire their students.

Justine Reeve has taught for over 24 years teaching across all age ranges as teacher, Head of Department, Director, choreographer and consultant (The BRIT School, BHASVIC, South Downs College). She has been a standards verifier for Edexcel's/Pearson's BTEC Level 2 and 3 and was an A-Level Dance examiner/moderator. She has written published dance resources for South East Dance, Pavilion Dance South West, Pearson Education, RSL and her book 'Dance Improvisations' is published by Human Kinetics. She has been involved in the writing of many syllabi for vocational qualifications as well as educational resources for Dance companies such as Rambert, Russell Maliphant, English National Ballet and more. In 2015 she was the Developer/Writer for London Curriculum Dance Module for Sadler's Wells. She has been devising and delivering continued professional development courses for Keynote Educational since 2005 and was an amateur with Rambert Dance Company for ten years. Justine is well known to dance practitioners as the creator of the 'Dance Teachers agony aunt' facebook group providing online support for more than 1600 dance teachers in the UK. She is presently an external expert for OFQUAL.

The Russell Maliphant Dance Company established in 1996, is one of the leading contemporary dance companies in the UK. They have received two Olivier awards, three South Bank Show awards and three Critics' Circle National Dance awards for best modern choreography and one for best independent company, amongst many other national and international awards and nominations. Edd Arnold is a Professional Dancer with RMDC. He trained at Rambert School, graduating with a 1st Class Honours degree in 2017. He was a member of the National Youth Dance Company from 2012-2014 and has danced for Akademi before joining Balletboyz in 2017.

Kathryn Sexton has been teaching Dance in mixed state comprehensive schools for 34 years during which time she has also been a Head of Dance and Head of Performing Arts. She is a Specialist Leader in Education for Dance with extensive examining experience, particularly at GCSE level and a highly experienced presenter for teacher training provision by one of the major examination boards, Keynote, Arts Pool and East London Dance.

GCSE and A-Level In-School Student Revision Sessions

We know that every school is unique, and we can work with you to create a tailored student revision session that is bespoke to your needs.

We can offer a full range of subject specific, exam board specific GCSE and A-Level student revision sessions, all of which can be tailored and customised by your school's requirements.

Benefits of bringing Keynote Educational into Your School

- Over 20 years of experience **providing student revision sessions**, regularly running multiple sessions throughout the year at individual schools
- **Dedicated team of specialist examiner experts**; these individuals are not only experts in their particular fields but also familiar with delivering to student groups, and understand the need to make the days enriching, stimulating, informative and worthwhile
- **Invaluable, reliable and enriching** source of extra boost for students, and teachers
- Receive **key messages and feedback** from the 2023 June examinations
- Students will take away **first hand guidance** and crucial insight along with great strategies for structuring their answers and techniques to **build strong answers for success in the 2024 examinations**

You may also be interested in bringing into your school our new student sessions that specifically focus on **successful study habits, good retrieval, recall and revision techniques**, how successful students learn differently and so on. These are generic sessions, and can be tailored for specific year groups, for half days or full days, tailored once again to suit.

Find out more:

 keynoteeducational.co.uk/in-school

 online@keynote.org.uk

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