



ISTD Level 4 Diploma in Dance Education

Revised version (available from September 2018)

The Level 4 Diploma in Dance Education is an achievable and streamlined dance teaching qualification that provides student teachers with a clear and cohesive pathway to becoming a qualified dance teacher with the ISTD. The qualification allows student teachers the opportunity to engage with up to date research in best practice related to dance teaching and learning, providing an excellent introduction to a career in teaching dance. Through a blended learning approach, the qualification will allow student teachers the flexibility to study anywhere in the world, at their own pace and to gain a regulated qualification around existing commitments. The contextual nature of assessment will also ensure that student teachers are able to focus on developing practical skills and knowledge that will enable them to start their initial journey as a teacher.

Aims

This qualification develops the skills, knowledge and understanding needed to teach dance especially focussing on a knowledge of pedagogy, including other units essential for an appreciation of teaching dance to children and adults. It consists of five mandatory units. Two units relate to dance practice and the teaching of the genres, focussing on the dance knowledge required of pupils up to the beginning of vocational levels; one to generic teaching skills; one to safe dance practice; and one to social and emotional cognitive development. It develops the skills, knowledge and understanding needed to teach dance, primarily in the context of graded dance examinations within the private sector.

The DDE is primarily aimed at learners who have studied Graded and Vocational Graded Examinations in dance and wish to progress to become fully qualified and accredited ISTD dance teachers. Successful learners are able to teach and enter students for all ISTD examinations except the regulated teaching qualifications.

Many learners are based in vocational dance colleges, but the syllabus is designed also to allow the participation of learners in smaller schools, outside the formal college network.

The qualification has a credit value of 120 and its Qualification Accreditation Number is 603/3094/6. The DDE is regulated by Ofqual at Level 4 on the Regulated Qualifications Framework (RQF), which is broadly equivalent to the level attained at first year degree level.

Entry conditions

Student teachers must be 17 years of age in the academic year of enrolment and be 18 years of age before undertaking the Unit 2 teaching practice component.

Method of Study

The qualification is offered by Approved Dance Centres (ADCs) and is currently available throughout the European Union, but will be rolled out worldwide in a rolling programme. Student teachers should contact the Education and Training department for advice relating to their country.

It is supported by an On Line Management Learning system on which the Approved Dance Centres will enrol their students onto the courses via the ISTD, enabling the student to have their own web page where they can upload their work and track their progress. Approved Tutors will be enrolled by the Approved Dance Centre and linked to their students so that again they can see the units they teach and the students enrolled within those units.

Training formats may vary from class seminars, long or short courses, class and individual tutorials, and private study as well as other forms of learning; therefore it is recommended that interested students contact a number of the ADCs in their area to ascertain the form of study available that suits them best. An up-to-date list of ADCs may be found on www.dance-teachers.org or in the ISTD's Dance Extra magazine which is available from the Professional Development Assistant in the Education and Training Department of the ISTD.

Learners wishing to embark on the DDE must complete a Learner Registration Form, available from the ADC or the Professional Qualifications Assistant in the Customer Services and Quality Assurance Department.

Course Content

The course consists of 5 units

Units	Unit Title	Assessment
1	Preparing for Safe Teaching(15 credits at Level 3)	Short answer questions and research
2	Observation, Assisting and Teaching Practice (30 credits at Level 4)	4 lesson observation reports 5 Assisted lessons 5 Lesson plans
3	Vocational Graded Examination in Dance: Intermediate (28 credits at Level 3)	Practical exam
4	Dance Practice(30 credits at Level 4)	Practical exam
5	Social, Emotional and Cognitive Development (17 credits at Level 4)	Growth and Motor Development Resource Learner profiles Mission Statement Promotional leaflet

Summary of Qualification Learning Hours and Credits

DDE Unit	Guided Learning Hours	Independent Study Time	Total Unit Time	Credits	Level
1	50	100	150	15	3
2	100	200	300	30	4
3	150	125	275	28	3
4	200	100	300	30	4
5	60	110	170	17	4
Full Qualification Total	560	635	1195	120	4

Prior Accreditation and Achievement

Exemptions

The DDE allows learners to build on their current qualifications and experiences. Where learners have achieved regulated certificated qualifications that meet the learning outcomes and assessment criteria of a unit(s), they may apply to claim exemption from the relevant unit(s) of the qualification through the exemption route. Where learners feel they can demonstrate where their previously achieved knowledge, understanding or skills meet the learning outcomes and assessment requirements for a unit(s) within the qualification, they may apply to claim credits for the relevant unit(s) through the recognition of prior learning. All applications must be made through the learner's ADC.

The ISTD automatically recognises those qualifications previously offered on the National Qualifications Framework, and the Qualifications and Credit Framework, as well as in the Regulatory Qualifications Framework which are offered by Ofqual approved awarding organisations in the same sector and level, and includes certain other established recognised higher level qualifications from those organisations. It does not include overseas qualifications, as these may not be verified.

Certificated evidence of achievement must be sent with the registration form to the ISTD. The ISTD does not charge an extra fee for these exemptions. Once approved, the learner is registered for the qualification with exemption for the relevant unit(s).

Recognised Prior Learning

If the student teacher has experience that is relevant (e.g. teaching experience) they may request Recognition of Prior Learning (RPL). This is a guided meeting which takes place between the learner and the Approved tutor using forms provided by the ISTD where the Approved Tutor can assess that the content of a particular unit of the DDE has been covered by the learner's previous experience. The decision about whether a learner is an RPL candidate lies solely with the Approved Tutor. Being an RPL candidate will not give the learner exemptions but there are certain benefits in the form of reduced assessments (e.g. a reduced number of teaching observations).

Delivery

The qualification has been written to ensure that it prepares the student teacher in all areas of initial teacher training. The units have been written so that one informs the other and so that they link and cross to form a cohesive whole. For example the group profiles created in Unit 5 will support the teaching practice of Unit 2. The learning in Unit 5 will help to inform Unit 4 and enable student teachers to articulate their answers in the examination and their own classes with confidence. The learning process in Unit 1 prepares and informs the student teacher of safe practice policies and procedures for their own teaching practice in Unit 2 and Unit 4.

There are some unit combinations that must be adhered to in terms of delivery.

- Unit 1 Preparing for Safe Teaching Practice, must be successfully completed before students start their independent teaching practice for Unit 2. They can however start the observation and assisting process.
- Unit 3 Intermediate must be successfully achieved before Unit 4 Dance Practice is taken.

Assessment methods

Assessment techniques are designed to assess each unit of the qualification in an appropriate manner. The different assessment methods used are:

- On line task completion (Unit 1 and 5)
- External final assessment of portfolio evidence by ISTD Assessor (Unit 2)
- Tutor-assessed teaching practice (Unit 2)
- External final assessment of teaching practice by ISTD Assessor (Unit 2)
- External assessment by ISTD Markers or Examiners (Units 3 and 4)

Throughout the course of study the learner builds a portfolio of evidence. This allows the learner time for reflection, self-evaluation and self-improvement. All portfolios are subject to moderation by an ISTD Assessor to ensure that the assessment is valid, fair, reliable and consistent with required standards. The ISTD Assessor also confirms that the portfolio contains sufficient evidence of adequate quality to justify the ADC's assessment of the learner's progress.

Further information about specific assessment methods and criteria are given in the description of each unit in the following pages.

Awarding and certification

On successful completion of all units of the qualification each learner's portfolio is standardised by the ISTD. This means that a standardisation panel of ISTD Assessors confirms that evidence across all ADCs and all dance genres is satisfactory and of a similar level. Where there is evidence of disparity, one or more portfolios may be rejected and further assessment required of the learner(s).

All Units must be passed, and each Unit carries equal weight. There is no overall grading and the qualification achievement is Awarded/Not Awarded.

Certificates for the qualification are issued when all Units have been achieved and standardisation has taken place. Unit certification is available on request from the Professional Qualifications Officer in the Customer Services and Quality Assurance Department at a fee.

Level	3
Credits	15
GLH	50
Independent hrs	100
Grading system	Pass/Fail
Unit number	L/616/9449

Unit 1 Preparing for Safe Teaching Practice

Unit Summary

This unit is designed to provide an introduction to the teaching qualification.

It will cover much of the essential information that a dance teacher requires in order to maintain professional conduct and to keep themselves and others safe. Unit One, Preparing for Safe Teaching Practice, is endorsed by Safe in Dance International (SIDI). Successful attainment of this unit covers Core Principle 1 (Health and Safety in the Dance Environment) and Core Principle 3 (Nutrition and Hydration) of Safe in Dance International's Healthy Dance Practice Certificate.

Unit Purpose

This unit is an introduction to the basic principles of safe dance practice that a dance teacher needs to know to *prepare* for practice in the dance environment.

The unit covers managing the dance space and what the dance teacher needs to do to protect themselves, their participants and their business. This will include relevant insurance, the principles of safeguarding children and young adults and best practice principles including being aware of any relevant country specific legal requirements.

Indicative Content:

A.C.	Detailed Content
LO1.EVALUATE THE DANCING ENVIRONMENT WITH A VIEW TO ENSURING BEST SAFE DANCE PRACTICE	
1.1	<p><u>Properties of a suitable space:</u></p> <p>a) The size of the space and access to it</p> <p>Dimensions (floor area and height) to participant numbers ratio, ease of use for all users including those with disabilities</p> <p>b) The structure and condition of the floor</p> <p>Optimum is a fully sprung, area-elastic floor designed for dance, with a surface conducive to the style of dance practice, vinyl, wood etc). Identify unsuitable types of flooring and rationale for use/non-use (carpet, tiles, parquet, marble, including outdoor surfaces)</p> <p>c) Working temperature and ventilation</p> <p>Awareness of the recommended minimum/maximum working temperatures and physiological rationale for maintaining appropriate temperatures and adequate ventilation. Outdoor weather conditions must also be included if rehearsing/performing in external venues.</p> <p>d) Lighting and noise levels</p>

	Understanding of the effects of low room and stage lighting levels, strobe lights etc. Knowledge of industry standard maximum decibel levels for amplified sound.
1.2	<p>a) To manage teaching effectively, first ensure that the internal space is suitable for use.</p> <p>For example:</p> <ul style="list-style-type: none"> • Remove any visible hazards from the space that could potentially cause an accident (bags, water bottles, clothing) • Clean floors in advance of the session if another activity has affected the state of the surface (and during the session if necessary – wipe up water spills and sweat patches) • Check that all equipment is safe and appropriate for use and in good condition (barres, props, sound systems) • Ensure that any additional equipment stored in the space is secure and will not interfere with the use of the space (stacks of chairs, flip chart boards, extra barres) <p>b) Modify or adapt teaching plans and content in response to environmental properties and facilities. For example:</p> <ul style="list-style-type: none"> • Reduce or eliminate high impact activities such as jumping or falling to the floor when faced with a hard floor • Wear cushioned footwear when working repetitively on a floor that is not sprung to reduce the forces through the body • Work with appropriate overall numbers and group sizes when organising participants during the session • Add/remove clothing layers or increase water breaks in non-optimum temperatures
1.3	<p>a) Knowledge of the different potential emergency scenarios in the specific working environment, for example fire, (interior and exterior e.g. forest fire), flood, crime or terrorism incident, hurricane/tornado or earthquake. Awareness of the requirements/responsibilities of the individual leader should one of these emergencies arise (for example, guidance to exit, registers/personnel checks at muster/meeting points, emergency contact numbers for parents/carers)</p> <p>b) Awareness of the emergency and evacuation procedures of the session venue and ensure compliancy with all published information, including locating the fire exits and routes, alarms, emergency telephones and muster points.</p> <p>c) Understanding of the needs of different participating groups in evacuation procedures (children, the elderly, those with disabilities)</p>
1.4	<p>a) Awareness of intrinsic and extrinsic risk factors relevant to the style, level and context of the dance session</p> <p>b) Responsibility of the dance leader in injury management– following the PRICED recommendations ((no diagnosis or treatment)</p> <p>c) Documentation of accident and injury occurrence for both legal and reflective practice purposes</p>
LO2.IDENTIFY THE BASIC REQUIREMENTS TO ENSURE DANCER HEALTH AND READINESS TO SUPPORT DANCE PARTICIPATION	

2.1	<p>a) Understanding the reasoning for dancewear requirements (trip hazards, alignment checks in particular contexts, potential interference with movement execution- also includes loose hair)</p> <p>b) Appropriate genre specific footwear that works in conjunction with the floor surface (shock absorption, avoidance of slips, reduction of traction/sticking, including risks of using of socks as footwear)</p> <p>c) Judging the potential risk of wearing jewellery/piercings in relation to the style and context</p>
2.2	<p>a) Formal and informal methods of collecting participant health information (health questionnaires, verbal pre-session check-ins)</p> <p>b) What is included in a health check (ongoing health and fitness status, injury considerations, use of medical aids (for example, asthma inhaler, diabetic pumps or epi-pens)</p>
2.3	<p>Understanding of the main stages of physiological preparation for, and recovery from, physical activity: Application of the recommended stages to different participant groups and contexts</p> <p>Warm-up</p> <ol style="list-style-type: none"> 1. Gentle and gradual preliminary activation of the cardiovascular system (short and light pulse raiser to increase the body temperature – N.B. stress this is not a cardio workout or an opportunity for conditioning exercises) 2. Introductory mobilisation of large muscle groups (simple repetitive actions involving major joints) 3. Dynamic stretching to lengthen the muscles and style specific movement activities: Simple movement patterns introducing actions to be performed in the session. Dynamic stretching is incorporated by taking the movement gently and gradually to controlled full range with little force. Static stretching, if included at all, should be short and minimal – no end range stretching or flexibility work. 4. Mental preparation and focus <p>Cool-down</p> <ol style="list-style-type: none"> 1. Gradual reduction of heart rate if necessary (pulse reducer) 2. Easing out the joints: Continuation of gentle movement action to gradually wind the body down 3. Stretching: Static (held) stretches are to release tension in the muscles that have been worked during the session and return them to resting length or can also be an opportunity to work on flexibility
2.4	<p>a) Understanding the basic effects of good nutrition and hydration on the dancing body - when and why to eat and hydrate before, during and after dancing (importance of regular meals and snacks to sustain energy for dance activity)</p> <p>b) Food as fuel for dance activity (basic recommendations for healthy balance of carbohydrates, fats and protein)</p>

LO 3. DEMONSTRATE UNDERSTANDING OF THE IMPORTANCE OF CODES OF PRACTICE AND LEGAL REQUIREMENTS WITHIN YOUR OWN DANCE CONTEXT

3.1	<p>a) Upholding equal opportunities and avoiding discrimination</p> <p>b) Requirements for accident documentation and reporting</p> <p>c) Data collection and control; storing and maintaining accurate records</p> <p>d) Practicalities of maintaining health and safety regulations (for example, blocking fire exits, propping open fire doors)</p>
3.2	<p>a) What constitutes a hazard in the dance context?</p> <p>b) Evaluating risk: Five steps basic risk assessment</p> <p>c) Responsibilities of the dance leader in minimizing risk</p>
3.3	<p>a) Types of insurance necessary and relevant for the dance teacher</p> <p>b) Recommendations or requirements for criminal records checks when working with students under 18</p> <p>c) The meaning of child protection, safeguarding, duty of care (teacher to student ratios, use of photography and digital images) and the legal responsibilities to report signs of potential abuse; (e.g. physical, emotional, neglect and sexual)</p> <p>d) Safe and effective teaching behaviour: Psychologically sound delivery and feedback appropriate to the individual, group and context</p> <p>e) Protection for the individual teacher: Recommendations for personal conduct (appropriate use of language and touch, personal associations with students, engaging in social media with students, avoidance of private one to one lessons)</p>
LO 4.DEMONSTRATE A BASIC UNDERSTANDING OF ANATOMICAL AND BIOMECHANICAL PRINCIPLES OF ALIGNMENT	
4.1	Joint and muscle function: Types of joint and their movement potential, movement descriptors (flexion/extension etc)
4.2	Muscle working relationships and roles (agonist/antagonist, fixators and synergists) and types of muscle contraction (concentric, eccentric, isometric)
4.3	<p>a) The concept of neutral alignment, physical markers, reference points and the plumb line</p> <p>b) Potential deviations from ideal alignment and individual anomalies</p>

Learning Outcomes and Assessment Criteria

Learning Outcome	Assessment Criteria
LO1.Evaluate the dancing environment with a view to	1.1 Identify the properties of a safe dance environment

ensuring best safe dance practice	<p>1.2 Identify strategies to manage teaching within a less than optimal dancing environment</p> <p>1.3 Demonstrate knowledge of the practicalities of responding to accident and emergency situations</p> <p>1.4 Demonstrate an understanding of the basic principle of injury management</p>
LO2. Identify the basic requirements to ensure dancer health and readiness in advance of participation	<p>2.1 Identify appropriate clothing, footwear for dance practice within your own context</p> <p>2.2 Demonstrate an ability to undertake pre – activity health checks</p> <p>2.3 Identify the components of effective physiological warm up and cool down</p> <p>2.4 Identify key aspects of nutrition and hydration that support healthy participation</p>
LO3. Demonstrate understanding of the importance of codes of practice and legal requirements within your own dance context	<p>3.1 Identify Health and safety principles and policies relevant to the dance teacher</p> <p>3.2 Demonstrate an ability to assess risk and identify hazards in your dance environment</p> <p>3.3 Demonstrate a working understanding of the need for insurance, criminal records checks, safeguarding and other possible legal requirements within your own dance environment.</p>
LO4. Demonstrate a basic understanding of anatomical and biomechanical principles	<p>4.1 Demonstrate an understanding of basic joint and muscle structure and function</p> <p>4.2 Identify key muscle roles, relationships and types of contraction</p> <p>4.3 Demonstrate a working understanding of alignment (both neutral and genre specific)</p>

Assessment Tasks

The assessment of this unit is in the form of short answer questions, a portfolio and research, which is assessed by a trained ISTD assessor. Student teachers must achieve all learning outcomes to pass the unit. The pass mark for each learning outcome is 65% of the assessment criteria.

Student teachers will be guided through this unit by an approved tutor, who will conduct regular tutorials to ensure that learning from each component is understood.

Assessment Task	Mode of Assessment	Assessment Criteria Met
Research and Short answer questions on the dance environment, health and safety and teacher responsibilities.	Short answer questions	1.1, 1.2, 1.3, 1.4

Pre activity health check and warm up	Short answer questions	2.1,2.2, 2.3,
Risk Assessment and nutrition resources	Research	2.4
Portfolio of legal responsibilities	Portfolio	1.3, 3.1, 3.2, 3.3
Anatomy - short answer questions	Short answer questions	4.1, 4.2, 4.3

Essential Resources

Quin, E., Rafferty, S., Tomlinson, C.(2015).Safe dance practice: An applied dance science perspective: Champaign: Human Kinetics

Laws, H.(2005).Fit to dance 2: Report on the second national inquiry into dancers' health and injury in the UK.UK: New Gate Press.

Simmel, L. (2014) Dance Medicine in Practice: Anatomy, Injury Prevention, Training: Abingdon Oxon; Routledge

Indicative Reading

Bramley, I. (2002) Dance Teaching Essentials, Dance UK: London

British Association of Advisors & Lecturers in Physical Education (BAALPE).(2004). Safe practice in physical education and sport (6th edn.). Leeds: Coachwise Solutions.

Haas, J.(2010).Dance anatomy. Champaign, IL: Human Kinetics.

Franklin, E.(1996).Dynamic alignment through imagery. Champaign IL: Human Kinetics.

Harris, J. & Elbourn, J.(2002). Warming up and cooling down. Champaign, IL: Human Kinetics.

Howse, J. & McCormack, M. (2009). Anatomy, dance technique and injury prevention (4th ed.). London: Methuen Drama

Mastin, Z.(2010).Nutrition for the dancer. London: Dance Books.

Taylor, J. & Estanol, E. (2015). Dance psychology for artistic and performance excellence. Champaign, IL; Human Kinetics

Whitlam, P.(2012). Safe practice in physical education and sport (8thedn.).The Association for Physical Education (afPE).Leeds: Coachwise Ltd.

Wilmerding, M.V. & Krasnow, D. (2016). Dancer wellness. Champaign; IL: Human Kinetics

Websites:

http://www.onedanceuk.org/resource_category/health-fags/ - Fact sheets

<http://www.bapam.org.uk> - Health advice and information factsheets

<http://www.ausdance.org.au> -Safe dance fact sheets

<http://www.communitydance.org.uk> - Information on leading dance in specialist settings

<http://www.iadms.org> - Resource papers and Bulletins for Teachers: accessible and relevant to healthy dance practice

<http://www.safeindance.com/preparing-for-safer-dance-practice/>

level	4
credits	30
GLH	100
Independent hrs	200
Grading system	Pass/Fail
Unit number	F/616/9450

Unit 2 Assisting, Observing and Teaching Practice

Unit Summary

This unit is designed to provide student teachers with the skills and confidence to begin their teaching career. It will guide the learner through an evolving process of lesson observation, assisting and independent teaching practice in order to develop knowledge and application of a range of teaching and learning techniques and evaluation skills.

Unit Purpose

Through this unit the student teacher will learn how to create, deliver and evaluate lesson plans including strategies for differentiation, motivation and assessment.

The unit comprises opportunities to observe experienced teachers and then assist and independently teach dance classes under supervision of an experienced ISTD teacher. Central to this process is developing awareness of how to communicate ideas and dance technique to a class.

Indicative Content

Student teachers will observe an experienced teacher and then assist and/or teach a group/group(s) of students at a level equivalent to Grade 1 - Intermediate, all under the supervision of an ISTD approved tutor. This can take place within an Approved Dance Centre or at other schools with qualified teachers that have been recommended and checked by the Approved tutor. During this time, student teachers will compile a portfolio of work.

The unit will cover:

1. Observation

The student teacher will observe a minimum of four lessons of a minimum of 45 minutes each at a level equivalent to Grade 1 - Intermediate with the same group of students each time. It is recommended that lessons observed should consist of a minimum of 4 students. During this time the student teacher will learn to recognise and evaluate:

- The content of a lesson and how it relates to the aims and the needs of the class
- Clearly identified lesson aims and student objectives, which are specific, measurable, achievable, realistic and time bound. (SMART)
- A suitable amount of content to achieve the stated aims and objectives
- How the content is appropriate for the level and experience of the class members
- Methods of communication such as demonstration, explanations, use of imagery, visual aids etc.
- Motivational techniques such as enthusiasm, challenge, expectations, goal setting, etc.
- A range of teaching methods such as instruction, recapping, student demonstration, problem solving tasks etc.
- Methods of assessment such as observation, use of questions, individual/small group performance, peer assessment, etc.

- Application of safe dance practice in a practical environment such as warming up, cooling down, safe technique, environmental factors etc.

After observing each lesson, student teachers will complete an observation form upon which their tutor will comment and give feedback.

2. Assisting

Students who are new to teaching will assist five lessons, of 45 minutes each, at a level equivalent to Grade 1 - Intermediate with the same group each time, in their chosen genre. All lessons should include a minimum of 5 learners. Student teachers who can evidence that they have sufficient prior teaching experience may replace assisting with additional independent teaching practice.

When assisting in lessons the student teacher will be able to put skills learnt through observation into practice and also develop reflective skills through evaluating own practice and student response. They will apply basic teaching methods, develop communication skills including giving relevant feedback, and be able to assess the progress of class members. Student teachers should be encouraged to gradually deliver more of the lesson, building to teaching sections of a lesson independently.

During this time, the student teacher will receive support from the teacher they are assisting. A range of responsibilities could include:

- Demonstrating exercises and movements for the class
- Assisting individual students
- Instructing the whole class for an exercise/section of a lesson
- Giving feedback to students
- Assessment of progress

After each lesson, the student teacher will complete a journal entry form on their experience. Where possible they will document feedback received from the teacher they are assisting. This will be reviewed and signed by their tutor.

3. Teaching Practice

Student teachers will plan, deliver then evaluate a minimum of 5 lessons, recording their experience through completing a plan and evaluation form. These will be reviewed by their tutor who will then comment and give feedback.

When teaching lessons student teachers will apply knowledge gained through observing and assisting in lessons. They will also learn to create lesson plans, deliver and evaluate lessons, reflecting on areas that are successful and where improvements can be made to own practice.

Please note that the student teacher will have needed to have successfully completed Unit 1, Preparing for Safe Teaching Practice, in order to be able to proceed with this section of independent teaching practice.

Taught lessons should:

- include a range of age appropriate teaching methods to suit a variety of learners, including differentiation techniques where necessary.
- be based on ISTD's syllabus with a balance of set and unset work.

- provide opportunities for clear, realistic and specific feedback to students which informs and motivates them to improve their dance practice
- include opportunities to assess student progress and knowledge.

Lesson evaluations should include comments on:

- The effectiveness of the teaching methods
- Feedback given, including student responses
- Differentiation techniques used and where they may be necessary in future lessons
- The effectiveness of methods of assessment
- Areas for improvement of own teaching practice and delivery of lessons.

The unit tutor must observe at least one teaching practice in order to complete a formative assessment.

Learning Outcomes and Assessment Criteria

Learning Outcome	Assessment Criteria
LO1. Identify and evaluate lesson structure and delivery through observation	1.1 Identify relevant teaching methods 1.2 Identify teacher communication, including feedback and use of motivational techniques 1.3 Identify student progress and methods of assessment 1.4 Identify effective safe dance practice
LO2. Apply effective teaching and communication techniques to support student learning	2.1 Communicate clearly through verbal instruction and physical demonstration 2.2 Employ an effective range of teaching methods, including differentiation and safe dance practice 2.3 Demonstrate an ability to provide constructive feedback and to assess the response of the students 2.4 Evaluate own practice and plan for continual improvement
LO3. Plan and deliver dance lessons to achieve stated aims and objectives	3.1 Set lesson aims and objectives that are appropriate for the student group 3.2 Plan dance lessons to meet the stated aims and objectives 3.3 Employ a range of motivational strategies to engage students in their learning 3.4 Assess student progress and use this information to forward plan

Assessment Tasks

The assessment of this unit is through portfolio based evidence, which is assessed by a trained ISTD assessor. Student teachers must achieve all learning outcomes to pass the unit and 75% of the assessment criteria.

Student teachers must also meet 75% overall on the Final Teaching Assessment form.

Student teachers will be guided through this unit by an approved tutor, who will conduct regular tutorials to ensure that learning from each component is understood and ultimately applied in the final teaching practice.

Assessment A	Mode of Assessment	Assessment Criteria Met
Teaching Portfolio	4 Lesson Observation Reports	1.1, 1.2, 1.3, 1.4
	5 Assisting Reports	2.1, 2.2, 2.3, 2.4
	5 Lesson Plans (<i>10 required if assisting is not completed due to APL</i>)	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4
Assessment B	Mode of Assessment	Assessment Criteria Met
Final Teaching Assessment & Viva Voce - Externally marked	Final Teaching Assessment	2.1, 2.2, 2.3, 2.4 3.1, 3.2, 3.3, 3.4
	Viva Voce	2.4 3.4

Approved Tutors will help student teachers to find suitable placements for their observations, assisting and teaching practice to ensure that they are able to gain a varied and secure experience.

During the teaching practice, the tutor will conduct a formative assessment, observing a lesson and completing the Interim Teaching Assessment form to establish their student teacher's progress made so far and highlighting areas for further study and improvement.

Regular tutorials are essential in order to monitor progress and support the student teacher and the frequency will depend on the previous experience of the individual. Tutorials can be either face-to-face or using video links. In order for the student teacher to make progress they must receive feedback so that they can continue to develop with their teaching. Tutors will check that the student teacher has completed all documentation to the required standard, meeting the learning criteria before final submission of the unit.

Assessment requirements

- Student teachers must complete a minimum of 4 Observation Records.
- Student teachers must complete a minimum of 5 Assisted Lesson Records. Alternatively those with prior teaching experience may opt to complete 10 independently taught lessons.

- Student teachers must complete a minimum of 5 lesson plans and evaluations.
- Student teachers must deliver a minimum of 5 documented lessons to demonstrate their teaching skills.

Final Teaching Assessment

Student teachers will deliver a filmed lesson, which will be externally assessed by the ISTD. The student teacher will also be required to complete a scheduled Viva Voce of approximately 15 minutes with the external assessor.

In order to gain a pass, student teachers must meet 75% overall on the Final Teaching Assessment form.

The Portfolio of Teaching Practice, to include all Observation Reports, Assisted lesson Records, Lesson Plans and Evaluations, Interim Teaching Assessment and Final Teaching Assessment including film footage, will be submitted to the ISTD for moderation and standardisation.

Essential Resources

1. Record of Achievement
2. Observation template
3. Observation guidance resource - prompt sheet for students.
4. Assisted lesson record template
5. Lesson plan template
6. Interim Teaching Assessment Form
FTA Form (Final Teaching Assessment Form)

Indicative Reading

Textbooks:

Petty, G, (2014) *Teaching Today 5th Edition*, Oxford: Oxford University Press

Sanders, L. ed. (2016) *Dance Teaching and Learning: Shaping Practice Third Edition*, London: One Dance UK

Allison, S. Tharby, A, (2015) *Making Every Lesson Count*, Carmarthen: Crown House Publishing Limited

Barton, G. (2015) *Teach Now! The Essentials of Teaching*, Abingdon: Routledge

(Also available as an eBook)

Teacher Pocketbooks Series, Various Authors, especially *Differentiation, Questioning & Raising Achievement*, available as eBooks from www.teacherspocketbooks.co.uk

Franklin, E. (2014) *Dance Imagery for Technique and Performance – 2nd Edition*, Leeds: Human Kinetics

Websites:

www.geoffpetty.com

www.theteachertoolkit.co.uk

www.suttontrust.com/research-paper/great-teaching

Unit 3 Vocational Graded Examination in Dance - Intermediate

level	3
credits	28
GLH	150
Independent hrs	125
Grading system	Pass/Merit/Distinction
Unit Numbers	See individual genres VGED syllabi

Unit Summary

Unit 3 is specific to the dance genre chosen by the student teachers and may be studied multiple times if the student teacher wishes to qualify in more than one genre. The Unit 3 and Unit 4 genre must be the same for achievement of the qualification.

It may be achieved prior to registering for this qualification, as the Vocational Graded Examination in Dance, in which case the Unit is granted by exemption.

The ISTD genres available are:

- Cecchetti Classical Ballet
- Classical Greek Dance
- Classical Indian Dance
- Imperial Classical Ballet
- Modern Theatre Dance
- National Dance
- Tap Dance

Unit Purpose

This unit aims to provide student teachers with the skills, knowledge and understanding as part of the progressive mastery of a particular dance genre. The learning objectives include, strength and stamina, technical skills, musicality and performance as well as focussing on further skills required for employment in the sector, including engaging with an audience.

Learning Outcomes and Assessment Criteria

Learning Outcome	Assessment Criteria
LO1. Apply and demonstrate through performance a sound knowledge and understanding of the fundamental and relevant technique and vocabulary in the relevant genre.	<p>1.1 Apply and demonstrate a sound and established knowledge and understanding of the mechanics and purpose of chosen vocabulary.</p> <p>1.2 Demonstrate a mature approach in responding to and interpreting direction.</p>

<p>LO2.Perform a range of complex movement sequences showing sound and secure technical skills in the relevant genre.</p>	<p>2.1 Demonstrate appropriate physical awareness, strength and stamina in technical skills.</p> <p>2.2 Demonstrate a disciplined and mature approach in a range of technical skills including:</p> <ul style="list-style-type: none"> a) Spatial awareness b) control c) Co-ordination
<p>LO3.Perform a range of complex movement sequences showing an understanding of musicality in the relevant genre.</p>	<p>3.1 Demonstrate a sound and secure understanding of a more complex range of rhythmical sounds, accents and timings.</p> <p>3.2 Demonstrate a sound and secure understanding of musical interpretation with more complex sequences including:</p> <ul style="list-style-type: none"> a) Phrasing b) Dynamics c) Atmosphere
<p>LO4. Apply and demonstrate a range of performance skills with assurance in the relevant genre.</p>	<p>4.1 Demonstrate the ability to engage appropriate with an audience.</p> <p>4.2 Demonstrate a developed awareness of the subtleties of performance including:</p> <ul style="list-style-type: none"> a) Expression b) Communication c) Projection

Assessment Tasks

The assessment of this unit is in the form of a practical examination, which is assessed by a trained ISTD examiner. The pass mark for the unit is 50%. Learners will however be unsuccessful if 20% of the marks or below are given for any one component or 40% of the marks or below are given for any three components regardless of the overall percentage achieved.

Assessment Task	Mode of Assessment	Assessment Criteria Met
Assessment A	Practical Examination - Intermediate	ALL

Essential Resources

- Syllabus outlines for Graded Examinations and Intermediate Vocational Grade in genre
- Accompanying DVDs & music

Unit 4 Dance Practice

level	4
credits	30
GLH	200
Independent hrs	100
Grading system	Awarded/Not Awarded
Unit numbers	As below

Unit Summary

Unit 4 is specific to the dance genre chosen by the student teacher and may be studied multiple times if the student teacher wishes to qualify in more than one genre. The focus of the unit is on understanding and demonstrating the level of technique required for Primary to Intermediate.

Unit Purpose

The unit assesses the student teacher's dance technique and their ability to relate teaching methods and safe dance practice to their chosen genre as well as their understanding of the relationship between music and dance and how this is applied to teaching dance. The Unit 3 and Unit 4 genre must be the same for achievement of the qualification.

The ISTD genres available are:

- Cecchetti Classical Ballet T/616/9459
- Classical Greek Dance Y/616/9468
- Classical Indian Dance F/616/9464
- Imperial Classical Ballet K/616/9460
- Modern Theatre Dance A/616/9463
- National Dance H/616/9456
- Tap Dance D/616/9455

Indicative Content

- The Graded syllabi from Primary to Intermediate (excluding Intermediate Foundation) in a gender of your choice.
- Set and unset sequences of movement up to and including Intermediate at various stages of physical and cognitive development.
- The analysis of movement vocabulary and theory of technique up to and including Intermediate in all genders.
- The approach to teaching the pre-school and pre-primary student (where applicable).
- Use of appropriate teaching, communication and presentation strategies to effectively teach a range of learners, including those with additional needs.
- Assured knowledge of the body and its limitations, including a secure understanding of correct stance, common faults and corrections.
- Technical and artistic quality of own performance
- Developing choreographic skills and approaches appropriate for a range of ages and abilities.

Learning Outcomes and Assessment Criteria

Learning Outcome	Assessment Criteria
LO1. Demonstrate thorough knowledge of the graded syllabi, up to and including intermediate	<p>1.1 Accurately demonstrate syllabus content at intermediate level, utilising correct technique and style.</p> <p>1.2 Explain the aims, purpose and development of movement, using accurate vocabulary.</p> <p>1.3 Demonstrate an ability to count syllabus content and exercises correctly using accurate tempo, rhythm and phrasing.</p> <p>1.4 Demonstrate a creative approach to syllabus content and its delivery</p>
LO2. Demonstrate understanding of how to teach graded syllabi up to and including intermediate effectively.	<p>2.1 Describe appropriate teaching and learning methods for technical professional, consider physical limitations and/or gender.</p> <p>2.2 Explain appropriate teaching and learning methods for various stages of cognitive development and learning needs.</p> <p>2.3 Demonstrate a secure understanding of common faults and corrections at various levels.</p> <p>2.4 Explain appropriate use of language and communication to engage and motivate students at various ages and levels.</p>
LO3. Demonstrate understanding of the role of music in enhancing movement quality and expression within technical training and performance.	<p>3.1 Demonstrate effective use of musicality, including quality and artistic expression within own performance.</p> <p>3.2 Select age appropriate musical accompaniment for technical training.</p> <p>3.3 Explain how musical accompaniment can be used to develop expression and musicality in student's performance.</p>

Assessment Tasks

The assessment of this unit is in the form of a practical examination, which is assessed by a trained ISTD examiner. The pass mark for the unit is 65% (195 marks out of a maximum of 300 marks). Learners will however be unsuccessful if 50% of the marks or below are given for any one component regardless of the overall percentage achieved.

Assessment Task	Mode of Assessment	Assessment Criteria Met
Dance Practice Exam	Practical Exam	All

Pass Mark - 195

Essential Resources

- Syllabus outlines from Primary to Intermediate Vocational Graded Examinations in the genre.
- Accompanying DVDs & music

Indicative Reading

Dance Teaching and Learning: Shaping Practice. Edited by Lorna Sanders. Third Edition. 2016. One Dance UK.
Rafferty, S., Quin, E. and Tomlinson (2015) Safe Dance Practice. Champaign, Illinois: Human Kinetics..

Unit 5 Social, Emotional and Cognitive Development

Unit Summary

This unit introduces the student teacher to Social, Emotional and Cognitive Development for the dance teacher.

Unit Purpose

This unit explores materials relating to predictable patterning of growth and motor development as well as social, cognitive and emotional development from childhood to adult. Through this unit student dance teachers will gain an understanding of how to deliver and manage effective dance classes appropriate for dance learners at different stages of development. In addition, issues concerning meeting the needs of different learners in the dance class are explored. Also, the potential for dance to contribute to mental health and wellbeing.

Indicative Content

level	4
credits	17
GLH	60
Independent hrs	110
Grading system	Pass/Fail
Unit Number	L/616/9452

A.C.	Detailed Content
LO1. Identify predicted patterns of growth and motor development	
1.1	<p>Key patterns of growth and motor development from childhood to adult including adolescent growth spurt</p> <ul style="list-style-type: none"> a) Identify key predicated milestones or stages in growth and motor development in the stages of childhood from age 2 to about 11 years b) Identify key predicated milestones or stages relating to growth, motor development during the adolescent growth spurt c) Consider typical physical changes experienced at the adolescent growth spurt and identify dance teaching challenges that may arise d) When teaching dance students during the adolescent growth spurt consider how the dance teacher might address them effectively and ethically <p>Understand and identify key patterns of growth and development following adolescence to adult.</p>
1.2	<ul style="list-style-type: none"> a) The development of proprioceptive skills from child to adult in relation to motor development and dance teaching
LO2. Identify key aspects of social, emotional and cognitive development in relation to dance teaching.	
2.1	<p>An introduction to social, emotional and cognitive development in the context of dance teaching and the dance class</p> <ul style="list-style-type: none"> a) Key aspects of social development in early childhood (2-6 years), middle childhood (7-9 years) and late childhood (10-12 years) b) Key aspects of social development in the adolescent c) Identify key aspects of social development in the adult
2.2	<ul style="list-style-type: none"> a) Key aspects of emotional development in early childhood (2-6 years), middle childhood (7-9 years) and late childhood (10-12 years) b) Key aspects of emotional development in the adolescent c) Identify key aspects of emotional development in the adult
2.3	<ul style="list-style-type: none"> a) Key aspects of cognitive development in early childhood (2-6 years), middle childhood (7-9 years) and late childhood (10-12 years) b) Key aspects of cognitive development in the adolescent

	c) Identify key aspects of cognitive development in the adult
2.4	a) Identify and consider basic strategies that support social, emotional and cognitive development within the dance class including person-centred approaches
LO3. Demonstrate understanding of how to manage learners with different needs.	
3.1	a) Identify and recognise different needs that can be found among dance students of all ages within the dance class including related to physical ability/disability, learning ability / disability (such as Dyspraxia, ADHD or Downs Syndrome), age, gender, culture
3.2	a) Identify possible strategies (e.g. differentiated activities and/or learning outcomes, individual learning plans, scaffolding opportunities) for managing the needs of individual learners within the dance class
3.3	
LO 4. Demonstrate understanding of the potential for dance to contribute to mental health and wellbeing.	
4.1	Potential for dance to contribute to mental health and wellbeing from childhood to adult and promoting a positive dance learning environment a) What is health? Briefly consider theories of health (Health as an ideal state; Health as an absence of disease, Health as a personal strength or ability and Health as a commodity) in relation to the teaching of dance. b) Identify health and social benefits that may be gained from participation in dance.
4.2	a) Consider ways that dance may contribute to mental health and wellbeing for all
4.3	a) Identify elements present in a positive dance learning environment

Learning Outcomes and Assessment Criteria

Learning Outcome	Assessment criteria
LO1. Identify predicted patterns of growth and motor development	1.1 Identify key milestones relating to growth and motor development 1.2 Identify typical physical limitations due to gender, growth and/or motor development 1.3 Demonstrate a working understanding of the development of basic proprioceptive skills from a dance teaching perspective
LO2. Identify key aspects of social, emotional and cognitive development in relation to dance teaching	2.1 Identify strategies for promoting social interaction within the dance class 2.2 Demonstrate understanding of emotional development in relation to the teaching of dance

	<p>2.3 Demonstrate understanding of cognitive development from a dance teaching perspective</p> <p>2.4 Demonstrate understanding of how social, emotional and cognitive development influences dance learning</p>
LO3. Demonstrate understanding of how to manage learners with different needs	<p>3.1 Identify the range of different learning needs.</p> <p>3.2 Demonstrate an understanding of how to manage needs of individual learners within the dance class</p> <p>3.3 Identify ways of differentiating for a range of different learning needs</p>
LO4. Demonstrate understanding of the potential for dance to contribute to mental health and wellbeing	<p>4.1 Identify potential benefits to mental health and wellbeing from participation in dance</p> <p>4.2 Demonstrate an awareness of the psychological impact of dance teaching on dance learners</p> <p>4.3 Demonstrate promotion of positive psychology within the dance class</p>

Assessment Tasks

The assessment of this unit is in the form of assignment research and evidence, which is assessed by a trained ISTD assessor. Student teachers must achieve all learning outcomes to pass the unit. The pass mark for each learning outcome is 65%.

Assessment Task	Mode of Assessment	Assessment Criteria Met
Growth & Motor Development Resource	Resource	1.1, 1.2, 1.3 2.1, 2.2, 2.3, 2.4
Learner Profiles (4 learners assisted/taught during unit 2)	Learner Profile	2.1, 2.2, 2.3, 2.4 3.1,3.2, 3.3,4.2
Mission statement - Teaching to promote health & wellbeing	Mission Statement	3.1, 3.2 4.1, 4.2,4.3
Promotional Leaflet for a target market	Promotional Leaflet	4.1,4.2, 4.3

Essential Resources

Botham S (2000) A Dancer is a Person, Poster presentation from IADMS Conference
www.ethicsdance.co.uk/downloads.html

Buckroyd, J (2000) The Student Dancer, London, Dance Books

Kimmerle M, Côté-Laurence P (2003) Teaching Dance Skills: A Motor Learning & Development Approach (Chapter 6: The Child Learner) Andover, NJ Michael J Ryan Publishing

Krasnow D H & Wilmerding M V (2015) Motor Learning and Control for Dance: Principles and Practices for Performers and Teachers, Champaign Illinois, Human Kinetics

Meggitt C (2012) Child Development: An Illustrated Guide Harlow Pearson Education Limited

Indicative Reading

Baton G for IADMS Education Committee (2008) Proprioception available from www.iadms.org

Child, D (2007) Psychology and the Teacher, London, Continuum

Daniels K (2009) Teaching to the Whole Dancer, The IADMS Bulletin for Teachers, Vol 1, no. 1, pp8-10

Davenport G C (1994) An Introduction to Child Development, London, Harper Collins

Doherty J & Bailey R (2003) Supporting physical development and physical education in the early years Buckingham Open University Press

IADMS Education Committee (2000) The Challenge of the Adolescent Dancer, available: www.iadms.org

Kassing G & Jay D M (2003) Dance Teaching Methods and Curriculum Design, Leeds, Human Kinetics

Nordin S M, McGill A (2009) Standing on the Shoulders of a Young Giant: How Dance Teachers can Benefit from Learning about Positive Psychology, The IADMS Bulletin for Teachers, Vol 1, number 1, available from www.iadms.org

Taylor J & Estanol E (2015) Dance Psychology for Artistic and Performance Excellence Campaign ILHuman Kinetics

Warburton E C (2004) Who Cares? Teaching and Learning Care in Dance, Journal of Dance Education, 4:3, pp88-96

Warburton E C (2008) Beyond Steps: The Need for Pedagogical Knowledge in Dance, Journal of Dance Education, 8:1, pp7-12

Wimerding M V & Krasnow D (2016) Dancer Wellness Campaign ILHuman Kinetics

Qualification Regulation and the Regulated Qualifications Framework

The Diploma in Dance Education is recognised by Ofqual and on the Register of Regulated Qualifications Framework (RqF) at Level 4. This means that it is equivalent in level to first year study of Bachelor's undergraduate degree with Honours or a HNC.

All units contained within any qualification on the RQF have a credit value (which is detailed in the unit breakdown within this handbook) and may be accepted by other Awarding Organisations (and universities) towards achievement of their qualifications, as equivalent to similar units within their qualifications. If in the future you wish to use the qualification in this way you should check on the Ofqual website for the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>) and contact the awarding body or university concerned for further guidance.

The RQF is one of the first national frameworks to be referenced to the European Qualifications Framework (EQF). It acts as a translation device to make qualifications easier to understand across different countries and systems in Europe. This will help learners and workers who are moving between countries, from job to job and from one education or training institution to another.

The aims of the EQF are to help develop a European-wide workforce that is mobile and flexible, and to aid lifelong learning. If you need further information on the EQF, see <https://ec.europa.eu/ploteus/>

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Glossary and List of Abbreviations

Approved Dance Centre	School who are approved to offer the Level 4 Diploma in Dance Education.
Approved Tutor	Tutors who are approved to offer units of the DDE within a specific ADC. Approved tutors have undergone an approval process to ensure they have the right skills, qualifications and experience required as well as completing mandatory tutor training
Blended Learning	Blended learning is a student centred approach to creating a learning experience whereby the learner interacts with other students, with the instructor, and with content through thoughtful integration of online and face to face environments.
CCEA	Council for the Curriculum Examinations and Assessment –Regulatory Body for Northern Ireland
DDE	Diploma in Dance Education
EQF	European Qualifications Framework
FTA Form	Final Teaching Assessment Form, which is to be completed during the final teaching assessment of Unit 2.
ISTD	Imperial Society of Teachers of Dancing
LMS	Learner Management System - an educational tool used to deliver and assess qualifications online as part of a blended learning model.
Ofqual	The Office of the Qualifications and Examinations Regulator –Regulatory Body for England
RPL	Recognised Prior Learning
RQF	Register of Regulated Qualifications Framework. The RQF is one of the first national frameworks to be referenced to the European Qualifications Framework.