

Dance - Best Practice Grid

What should we see in Dance lessons as best practice?

KS3 – Dance within PE

- Meet and greet students; students registered and to change quickly;
- Retrieval practice (theory and practical). Theory - questions shared on the whiteboard. Practical – Q&A's with demonstrations.
- Consolidation of learning – mini-pleanaries.
- Warm up – lead by teacher
- 'I do' – modelling of skills/movements/ choreographic devices
- 'we do' – scaffolded with peer and teacher support
- 'you do' – independent and group exploration of skills/movement/ choreographic devices
- 'DIVE' – students able to explain the faculty vision. How aspects of the lesson are linked to 'DIVE'.
- Peer/self-assessment
- Whole class and group co-operation and team work
- Retrieval practice of previous knowledge and movement.
- Good use of subject specific language
- Sharing of the assessment criteria/ student tick sheets

KS4 – Exam Group WJEC Dance

- Re cap or warm up activity. Turn and talk activities discussing performance/ choreography or production skills/techniques using technical language.
- Student lead warm up/ safe dance practice
- Exposition and/or modelling which engages the students in the aim of the lesson.
- Students reading script or stimulus material providing a context for the lesson/project and showing students how the subject connects and is relevant in the real world.
- Students interpreting the stimulus material analysing meaning. Cold calling to assess understanding, students explaining their understanding of performance/ choreography.
- Exploration either individually or as a group to develop choreographic material which reflects the exam stimulus
- Group work to develop ideas in the exploration using improvisation and other choreographic devices.
- Use of the i-pad and Padlet to document their progress, work, choreography, ideas etc.
- Evaluation and/or questioning this may be throughout the lesson or a more formal evaluation at the end of the lesson when the students have performed their work. Students using technical vocabulary related to the main lesson foci. Listening and developing evaluative comments which identify where in the drama specific skills are being used effectively.

What does effective questioning and scaffolding look like in Dance?

KS3 – Dance within PE

- Turn and talk
- Cold calling – pose pause pounce
- Add more
- No opt out
- Scaffolding – break down skill. 'whole – part – whole' models. Conditioned games and mini games to improve understanding and apply skills. Modelling – demonstrations. Peer observations → coaching tips for peers.
- CFU → support/guidance. Circulation and observation of skills practice/performance.
- Theory – sentence starters, writing frameworks and structures. Questioning questioning questioning. Modelling answers on whiteboard. Peer marking and use of mark schemes.
- Dance tick sheets and content prompts are given to students to support the structure of their dance.
- Cue cards are given to support students with additional needs.

KS4 – Exam Group WJEC Dance

- Questions which recap and refocus at the beginning of the lesson.
- Questions which probe the lesson objective and link directly to it developing understanding of the terminology we are focusing on in the lesson.
- Questions which allow the students to develop ideas which link directly to the exam stimulus, getting them to think about the bigger picture, the whole dance including production elements and costume. This is scaffolding as some students will discover one thing and others will be expected to stretch and challenge themselves further.
- ASDR is key to scaffolding all choreography and is regularly referred to and explicitly emphasised in all choreographic tasks.
- Due to the nature of the course no scaffolding can be used as such but open sequenced questions can form the starting point of any work.
- Tick sheet and check list are use to loosely guide the students to make sure key elements are included.
- Cue cards and key words are given to support students with additional needs.

<ul style="list-style-type: none"> Independent learning and research on laptops/ i-pad to complete the written tasks in each unit. 	
<p>What does great modelling and exposition look like in Dance?</p> <p>KS3 – Within PE</p> <ul style="list-style-type: none"> Practical – demonstrations and/or videos/walk throughs. Theory/Foci – worked examples of exam questions/assignments. Walk/Talk through exam questions – live. Professional work shared on Video Teacher demonstration <p>KS4 – WJEC Dance</p> <ul style="list-style-type: none"> It links directly with the Stimulus/ theme, style of dance and lesson aim. It should spark enthusiasm and give possibilities for the creative process. E.g. an inspiring video example of performance focused on the skills we are leaning about. Modelling may take the form of demonstrating the set movement/ routine. This often requires students to evaluate the success of the modelling and recognise skills being used. Sometimes this will be showing a poor example so the students can evaluate and say what is wrong. Students will model work and the class will evaluate it. ‘Let’s see how this group have interpreted the task?’ ‘What other performance skills could be implemented’ It will always be performed to engage, build confidence and reinforce learning. Exam exemplar materials will be shared and then talked through by the teacher Videos of professional dancers, companies and choreographers will be show but will be talked through by the teacher Due to the nature of the course no scaffolding can be used as such but open sequenced questions can form the starting point of any work. 	<p>What does retrieval practice look like in Dance?</p> <p>KS3 – Within PE</p> <ul style="list-style-type: none"> Recall, choral response of muscles Warm up – the same each lesson Recall of the set Routine and already set/ choreographed movement. Practicing of set movement material <p>KS4 – WJEC Dance</p> <ul style="list-style-type: none"> Exam questions on whiteboard during the lesson. Also interleaved within PowerPoints. Q&A’s → Turn and talk Practical – warm ups → recall set dance routine, go over the dance so far. Questioning throughout the lesson reminding students of terms/skills we are focusing on. Students expected to explain how they are using the devices on display in their work and how they convey meaning. Students are to use Padlet platform to watch previous choreography and to evaluate before then developing. Students will be required to document what they have done during their controlled conditioned time in the form of a development log or a reflective journal.
<p>What will you see in pupils’ workbooks? (KS4 accredited options courses)</p> <ul style="list-style-type: none"> Each student has a work book and they can use it as creatively as they want. The work books are used to make notes in and to complete unit tasks in Each student has a work book per unit. 	<p>What formative assessment and feedback will you see in Physical Education?</p> <ul style="list-style-type: none"> Practical – KS3 → 3 assessment points. Low stakes quizzing. Continued verbal feedback. In Year 7 there is a structured baseline assessment for Balance agility and dexterity

<ul style="list-style-type: none"> No two work books should be the same as they are creating individual work based upon their own performance and choreography Course work can be presented however the individual student decides, it can be on Power point, Padlet, a blog, an essay, a word document, a scrap book or in their work books. Their work can be in the form of written entries, spider diagrams, sketches, story boards or notes. 	<p>which features dance and is used to group students</p> <ul style="list-style-type: none"> Due to the nature of the course (Vocational) lots of written teacher feedback is not appropriate. Lots of verbal feedback from the teacher in practical sessions especially in the GLH where students are learning the key knowledge for the controlled hours of assessment. Verbal and constructive feedback is required for all Units to support the evaluation sections of the exam. This is to be given by audiences, peers and teachers.
<p>What questions are useful to ask the children about their learning to elicit understanding?</p> <ul style="list-style-type: none"> Practical – KS3 → Recall of previous lesson – names and location of muscles. Explain what you are doing? How has previous learning helped you with the skills/games you are doing now? How did you demonstrate ‘DIVE’ (explicit examples – e.g. I was able to develop my accurate replication skills, I can copy movement exactly, I know how to choreograph movement in a group using canon, Unison, levels, direction etc? What did you find difficult today? How would you improve/change this to make it easier? What is ASDR in Dance? In relationships, how would you use Canon, unison, mirror in your dance to represent your stimulus? What is formation? What is timing? What is focus? Unit 1 - What is timing? What is focus? Ask about the key performance skills and interpretive skills? What makes a good performance? What dance piece are you learning? What style of dance is it? What are they stylistic features if that style? Unit 2 - What is the assignment brief? What is your stimulus? How does your idea link to the stimulus and the assignment brief? What is ASDR in Dance? In relationships, how would you use Canon, unison, mirror in your dance to represent your stimulus? What is formation? Unit 3 – All the above plus: what makes a good presentation? What is a budget? How are you promoting your dance? What makes your idea and dance stand out from the others? 	<p>How do teachers in Dance engage with the subject community?</p> <ul style="list-style-type: none"> Annual So You Think You Can Dance Competition Via the Trust in the past run by the SSP DMU link – Students on the Dance university course do a 4 week placement every year. <ul style="list-style-type: none"> Access to Eduqas/ WJEC subject advisors Signed up to WJEC Eduqas bulletin emails Joined Performing Arts Technical Award Eduqas Facebook group Eduqas Performing Arts Technical Award WhatsApp Community groups <ul style="list-style-type: none"> Announcements Main posts Unit 1 Unit 2 Unit 3
<p>How is literacy taught in Dance?</p> <ul style="list-style-type: none"> Reading assessment Grids. Researching content for assignment. KO’s Homework. Display Board – information of muscles/vocabulary. 	<p>How is Oracy taught in Dance?</p> <ul style="list-style-type: none"> ‘Turn and Talk’ – in Q&A sessions to consolidate learning or generate ideas. Dialogical talk. Choral Repetition – allows all students to participate/non-threatening. Extension is to select students to be the teacher.

<ul style="list-style-type: none"> • Explicit teaching of subject specific vocabulary. <p>In KS4 there are 3 key written tasks one in each unit which focusing on writing an evaluation in controlled conditions. Students can take a A4 paper of notes into the assessment. Students are taught how to answer the questions, how to evaluate feedback and to extract areas for strength and areas for improvement from their feedback and write about it. They also need to write about what they need to do to improve in the future and this is done via an action plan. The students are all taught how to write out an action plan.</p>	<ul style="list-style-type: none"> • Cold Calling – pose pause pounce bounce. Targeted to students confidence and ability. • Scaffolding – add more to the previous response. • Peer assessment – verbalised. In pairs to allow for inclusion. Non threatening. Generate to the whole class to challenge more confident students. • Working groups students need to communicate their choreographic ideas verbally to the others in the group • Choreography/leadership roles – practical application of verbalisation. Progressive in challenge within groups and across year groups. Incredibly effective when performing in non-participant roles due to injuries. • All above, also for WJEC exam students can submit their work in any format they choose, some can do Blogs, Videos and sound recordings of themselves explaining their course work elements. • Unit 1 exam – requires students to produce a drama element of their performance where they will need to verbally communicate and deliver some lines of a script for examination • Unit 3 exam – Task 6 requires students to deliver a verbal presentation about their final idea and execution of their idea to a panel of judges a bit like ‘Dragon’s Den’
<p>Writing strand:</p> <p>Limited writing in KS3 – practical subject The use of white board for simple Q&A</p> <p>KS4 – Written assignments in the form of PPT, word or padlet. However, limited support is given due to exam board conditions and nature of the course. Students can present their work however they choose, written, spoken, diagrams etc</p> <ul style="list-style-type: none"> • Thematic Exploration: Help students think about the themes they want to explore in their dance. This could be anything from identity, love, and power to politics, societal structures, or the human condition. <p>All of the oracy and reading tasks will lead to students being able to write about their work. Students are taught how to describe their movement and to analyse what meaning is being conveyed and evaluating how successfully this has been done.</p>	<p>What does meeting the needs of SEND, NTE, emerging readers and PP look like?</p> <p>Dance lessons are planned to be fully inclusive, ensuring that NTE, SEND & PP students can access the curriculum alongside their peers through high-quality teaching and adaptive strategies.</p> <ul style="list-style-type: none"> • Subject-specific vocabulary is explicitly taught and revisited regularly (e.g. action, space, dynamics, relationships, unison, canon). Key terminology is displayed visually in the studio and reinforced through starters, verbal repetition and practical demonstration. Where appropriate, choral response and physical demonstration are used to support correct pronunciation and understanding. Especially in KS3 (Culture & Capoeira SOW) Visual examples of the style of dance shown via professional video examples and modelled by teacher and peers. • Movement content is taught through clear modelling and repetition, with teachers

demonstrating sequences and expressive qualities before students rehearse them in manageable sections. Practical tasks are broken down into simple components and gradually built into longer sequences, allowing NTE, SEND & PP students to secure understanding before applying skills creatively. I do. We do. You do

- Teachers use visual cues, counts, gesture, spatial markers and mirroring to reduce language barriers and support comprehension. Written tasks (such as evaluation or choreography planning) are scaffolded using sentence starters, writing frames, word banks and model answers.
- Students may use bullet points, diagrams or key words before developing more extended responses.
- Paired and small-group work is used strategically to promote peer modelling and collaborative learning.
- Seating and grouping are carefully considered to support confidence, communication and engagement.
- Groupings to be varied to enhance new friendships and allows NTE Students to with and without friends who speak their language.
- Teachers circulate regularly, checking understanding and adapting tasks in response to student need.
- Assessment is ongoing and formative, with regular verbal feedback focused on technique, performance quality and choreographic intent. Success criteria are shared clearly so that students understand what high-quality dance work looks like. Opportunities for self- and peer-assessment are structured and supported.

In KS4, expectations are gradually increased, with continued use of model answers, exemplar performances and structured guidance to support extended written evaluation and exam-style questions. NTE, SEND & PP students are supported to access WJEC Dance content through consistent routines, retrieval of key knowledge and explicit teaching of command words.

- Padlet is used for all Units and students have access to all movement material video footage to practice at home and in class.

- Students can submit their work in a variety of formats, including blogs, Vlogs, brainstorm, Power points and scrap books.
- There are elements of the course that can also be spoken in Hindi/ Gujarati in keeping with the genre of Bollywood film.

These strategies ensure that NTE, SEND & PP students are supported to **master the core curriculum**, develop confidence in both practical and theoretical aspects of Dance, and make sustained progress from their starting points.