

Guidance for Observation and Target Setting in Secondary Dance

Dance offers a unique area of study within the school curriculum. The study of dance as an art form offers the potential to develop children's creative, imaginative and emotional capacities, enabling them to find a voice as choreographer, performer and reviewer.

6 Key Questions to ask when observing and teaching Dance lessons:

	Question	Additional Information
1	Are the dance learning intentions of this lesson clearly expressed at the start of the lesson and frequently returned to?	<i>Do the learning outcomes give children the opportunity to learn skills in performance, composition and appreciation? Eg By the end of the lesson the children will be able to use focus in their stillness to communicate anger.</i>
2.	Does the lesson support and build on pupils' prior learning (even if they haven't had a dance lesson for a few weeks)? Is retrieval practice being used to keep learners learning and make progress?	<i>Is the lesson an opportunity for children to learn/explore a section of a bigger dance framework/idea/scheme? Eg After recapping the opening phrase of the Harmony and Discord Dance Framework, the motif using gesture, elevation and turn is developed with a partner using copy, compliment and contrast</i>
3	Does the practical dance material allow learners to be creative and realise their expressive intentions?	<i>Do the children know what they are dancing about, is the lesson design and choice of pedagogy creating opportunities for them to engage in the Art of Dance? Eg. Are the pupils making informed choreographic choices? Do they understand what their own artistic intent is?</i>
4	Is there space for exploration and independence in the lesson? Are learners making their own dances, learning set material from others, and learning how to observe and appreciate dance.	<i>Is Dance happening in the lesson? Do the children feel like they've danced at the end of the lesson? Are they happy and engaged?</i>
5.	Does feedback address how to build on strengths and review and refine work?	<i>Is the positive being highlighted in all learners, is the opportunity given for children to get better at choreographing, performing and appreciating dance?</i>
6.	Are there opportunities in the lesson for pupils to gain knowledge of culture, repertoire and the world of dance?	<i>Are opportunities being used to introduce children to the bigger picture outside the classroom? Eg. Stand strong with your weight even on both feet, lift in a suspension on demi-pointe (use this as an opportunity to mention classical ballet/French language etc).</i>

Potential Dance Specific Targets on Lesson Analysis Forms.

Lesson design and delivery, including sequencing and choice of teaching methods (CCF curriculum & pedagogy) Next Steps:
Chunk your lessons with a range of activities to meet the needs of all learners and ensure your activities return to and review the learning objectives.
When planning a sequence of learning, plan to develop learners' performance, composition and appreciation skills.
Make confident choices in your planning and teaching to ensure progress is happening, be explicit, identifying which strategies are appropriate and how to use them

Pupil progress in this lesson and use of assessment (including questioning) (CCF assessment) Next Steps:
Continually 'check in' and make sure learning is happening, be a force for progress in your classroom, watch, listen and observe learning while you are teaching.
Invest time in preparing learners, using success criteria, to engage in self-assessment and peer-assessment
Make use of pupil modelling, with questioning, to check that the identified performance skills have been understood.
Try using think, pair, share when appreciating a section of a professional work, to develop confidence.

Comments about student teacher's developing Subject Knowledge and Pedagogy (CCF curriculum & pedagogy) Next Steps
Challenge your own subject knowledge by designing lessons that use the full range of skills. Remember you are your resource as a teacher of dance.
Plan for some time in the lesson when you are teaching set steps, repertoire, material, and explore ways of teaching it that isn't "learners in lines" for all the time.
Have some time in your lesson which involves teacher guided exploration/guide on the side, giving learners opportunities to improvise and express themselves.
Design and create tasks that give learners a deeper understanding of the art of composition, where they gain knowledge and understanding of the craft.