

The LJMU Mentor Guide to the Dance curriculum in Phase 2a Secondary



Phase 2a student teachers will start to develop their independence for planning and teaching with the support of expert colleagues. With support, they will plan lessons which match the needs of groups and individuals and develop longer term planning through sequences of lessons as part of an ambitious curriculum.

At the end of Phase 2 we expect student teachers to:

- Create a learning environment which reflects consistently high expectations and manage pupils' behaviour in line with school policies.
- Plan and teach lessons which demonstrate understanding of how pupils learn and develop, and which select and use appropriate teaching strategies, for the subject matter and classes taught. Including appropriate ideas and starting points for dance frameworks.
- Demonstrate secure subject knowledge in their daily teaching and be proactive in addressing any areas of need.
- Use a range of assessment strategies to accurately evaluate both their own teaching and pupils' learning and progress, and be able to use this information to design, adapt and sequence plans going forward.

- Adapt planning and teaching to respond to a range of learning needs, and if necessary, know where to seek help and advice to support pupils with SEND.
- respond constructively to challenge, feedback and critique and continuously improve their understanding and practice.
- Have a positive impact on pupil progress and an increasing confidence in teaching across the curriculum.

Prior to Phase 2a; student teachers will have been taught about:

Behaviour management
 Rosenshine's Principles
 Curriculum and progression
 Questioning and dialogue in learning
 Subject knowledge and pedagogy
 Cross Arts teaching including discrete work in Music and Drama
 Influential Arts practitioners
 The evolution of Dance as part of the school curriculum

They will also have been taught about: *(the timing & sequence of these may vary for School Direct students)*

The role of their subject in the wider curriculum and statutory requirements
 Fundamental principles of how children learn
 Cognitive science and memory
 Principles of assessment
 Observing learning & deconstructing learning following observation
 Preparing for Phase 1 – the QTS file and mentoring expectations
 Anti-racist education / inequality in education / teachers' responsibilities in respect of equality & diversity.

The Phase 2a ITE Dance Curriculum:

In Phase 2a, the centre-based curriculum focuses on Music subject knowledge and pedagogy. We ask you to support students in exploring these further in schools.

The focus of weekly discussions is in black. [Professional Development Activities for STUDENTS](#) are in blue.

Date (LJMU)	Taught LJMU session	School-based focus	Mentor curriculum in weekly meeting and Professional Development Activities .
Friday 10 NOV	KS3 Dance Ideas. Further developing the dance framework and scheme of learning. Considering effective use of pedagogy, research and	Departmental curriculum choices and pathways for progression.	Discuss how the dance components performance, composition and appreciation are taught in the KS3 dance lesson. Complete focussed lesson observations how is the teacher preparing learners at KS3 for the transition to KS4 Dance. Use the AQA Dance GCSE specification. Observe how expert colleagues ensure pupils' thinking is focused on key ideas within the subject and deconstructing this approach. Work with expert colleagues to accumulate and refine a collection of

	evidence to enhance learning for children and young people in the dance classroom. An additional focus will be taster sessions in KS3 Drama and Music.		powerful analogies, illustrations, examples, explanations and demonstrations. Identify gaps in KS3 subject knowledge.
Friday 17 NOV	Retrieval practice & introduction to Formative Assessment.	Formative assessment activities in the classroom	Discuss how to plan formative assessment tasks which link to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). Observe and analyse appropriate formative assessment strategies used. Discuss how to structure tasks and questions to enable the identification of pupil's knowledge gaps and misconceptions. Discuss the use of assessments to check for prior knowledge and pre-existing misconceptions.
Friday 24 NOV	Modelling, demonstrating, questioning and the art of instruction.	Effective teaching strategies – active guided instruction.	Discuss how to adapt lessons, whilst maintaining high expectations for all, so that all pupils can meet expectations and deconstruct this approach of modelling and using worked examples. Observe how expert colleagues break tasks down into constituent components when first setting up independent practice and deconstruct this approach. Discuss lesson sequencing and planning in order to provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.
Friday 1 Dec	Meeting individual needs in the dance classroom.	Adaptive and responsive teaching strategies in order to support learning in the classroom	Discuss how to support pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. Arrange a meeting with the SENCO in school to discuss school policy and effective practice. Engage in discussion with TAs regarding your SEND pupils' specific needs. Observe how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils can meet expectations and deconstruct this approach. Make and plan for the use of well-designed, appropriate resources.
Friday 8 DEC	Assessment & Progression in the Arts	Analyse pupils progress. How do pupils get better at dance? How do we know pupils have made progress?	Discuss the methods of assessments used within the department/whole school setting. Debate the methods of tracking progression in key stage 3, records of progress. Discuss and analyse how to choose, where possible, externally validated materials, when required to make summative assessments. Draw conclusions about what pupils have learned by looking at patterns of performance over several

			assessments with support and scaffolding from expert colleagues. Appreciate that assessments draw inferences about learning from performance.
Friday 15 DEC	The use of Literacy in the dance classroom.	The school Literacy policy	Discuss the literacy strategy for the department. Consider ways in which the individual needs of pupils are addressed in lessons and where to find support for pupils who have difficulties in accessing learning. Explore applications of scaffolding to support all learners considering capability. Make connections to the ways pupils may learn, store, recall and apply knowledge and obstacles pupils face in the subject. Explore ways of teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to specialist vocabulary.
	Creative Teaching in the dance classroom.	Preparing for alternate placement	Complete Phase 2a review form Reflect on progress made in this phase and identify targets for teaching in alternate placement.

Dance Lesson Observation questions

Are the subject specific learning intentions of this lesson clearly expressed at the start of the lesson and frequently returned to?

Are the concepts being developed taking prior learning into account? What retrieval practices are being used?

Do the practical tasks allow the pupils to be able to realise their expressive intentions?

Is there space for exploration and independence in the lesson?

Is feedback taking place frequently in order to support individual student progress and is there the opportunity for the students to return to and consolidate their short-term learning?

Are there opportunities in the lesson for the pupils to gain knowledge of the art of dance, culture and repertoire?

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In Phase 2b, student teachers go to their alternate placement with no centre-based Curriculum but with continued support from their Liaison Tutor. The Phase 2b mentor guide will be accessible via www.itt-placement.com website.