

Cambridge TECHNICALS LEVEL 3

# PERFORMING ARTS

Cambridge  
TECHNICALS  
2016

Unit 17

Deliver dance and movement workshops

L/507/6484

Guided learning hours: 60

Version 1 September 2015

## LEVEL 3

### UNIT 17: Deliver dance and movement workshops

L/507/6484

Guided learning hours: 60

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

#### UNIT AIM

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Every practitioner will, at some point in their career, be required to share their ideas with other artists and good teaching skills are vital to communicating artistic intention. This unit aims to equip you with teaching skills and to provide you with a taste of the classroom from the perspective of the teacher, the workshop leader or the choreographer.

If teaching is possible career option then this is the unit for you, but it will also encourage the development of a range of transferable skills and knowledge that you can use in other areas of dance and performing arts.

You will also gain personal confidence and have time to develop your own voice and style of delivery.

The skills that you will develop will help you to create and deliver appropriate teaching activities and the knowledge to help structure them into coherent dance or movement workshops.

## TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Be able to plan a dance or movement workshop	1.1 Teaching plan for a workshop: <ul style="list-style-type: none"> <li>• aims and objectives</li> <li>• teaching and learning activities</li> <li>• summative and formative methods</li> <li>• use of resources</li> <li>• consideration of health and safety issues in the work space</li> <li>• feedback</li> <li>• evaluation methods</li> </ul>
2. Be able to deliver a dance or movement workshop	2.1 Dance vocabulary appropriate to the chosen style or genre 2.2 Composition and choreographic techniques (including improvisation and chance), a range of teaching methodologies (including leading by demonstration and differentiation) and good teaching practice (including the use of clear instructions, positive correction and repetition) 2.3 Appropriate choice of accompaniment for all sections of the workshop 2.4 Appropriate warm-up and cool-down exercises and health and safety issues in the workshop space 2.5 Appropriate evaluation of work (including peer assessment and teacher-led feedback)
3. Be able to improve the skills of the participant	3.1 Requirements of groups according to their age and experience
4. Be able to evaluate own performance	4.1 Evaluate own performance <ul style="list-style-type: none"> <li>• problem recognition and solving</li> <li>• acknowledgement of effort</li> <li>• development activities</li> </ul>

## GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Be able to plan a dance or movement workshop	P1: Plan a dance or movement workshop	M1: Plan a scheme of work that demonstrates progression	
2. Be able to deliver a dance or movement workshop	P2: Deliver a structured dance or movement workshop	M2: Deliver a dance or movement workshop that demonstrates development of specific movement skills in the participant	D1: Deliver a series of dance or movement workshops that demonstrates a progressive development of an idea
3. Be able to improve the skills of the participant	P3: Identify the current skill level of the participant P4: Improve a skill of the participant		
4. Be able to evaluate own performance	P5: Identify strengths and areas for improvement	M3: Demonstrate a flexible teaching approach in response to participant's individual needs	

## ASSESSMENT GUIDANCE

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### Assessment and Grading Criteria P1, M1

Teachers should select a short phrase to be the starting point for a lesson delivered by learners in groups of 2 or 3 to a specified group. The lesson should include the teaching of some set material, some improvisation and some movement development. The lesson should be timed to allow each learner 10 minutes; teaching time. For **P1**, learners should produce a lesson plan outlining:

- Objectives
- Lesson material and teaching/learning activities
- Evaluation

For **M1**, learners should prepare appropriate lesson plans to cover two further developmental lessons building on the work covered for **P1** at the specified level.

### Assessment and Grading Criteria P2, M2, D1

For **P2**, learners should carry out the activity from the lesson plan above using appropriate vocal terminology and physical actions. **M2** should be awarded where learners demonstrate increasingly effective oral communication and body language and there is demonstrable engagement in the workshop material by the participants. For **D1**, learners should plan and deliver further workshops that demonstrate clear development of initial workshop idea and increasingly confident delivery of material and communication with the participants.

Learners should not only recognise strengths and weaknesses in their participants but also in their own performance as a teacher, choreographer or workshop leader and should be able to reference strategies to improve areas of weakness and identify how these areas of weakness may impact upon the participant's experience. Learners should also record and examine process and progress over the course of a series of workshops. This could be noted in log books, diaries and in discussions recorded on DVD. The lesson should be recorded on DVD and supported by a witness statement and both should be retained for moderation.

### Assessment and Grading Criteria P3, P4 & M3

To evidence **P3**, learners must evidence they are aware of the participant's level of experience and physical capabilities in the delivery of teaching materials during the lesson. To do this they might ask relevant questions to ascertain the information required at the start of the lesson. **P4** should be able to demonstrate that they have facilitated an improved skill in the participant. **M3** should be awarded when learners can recognise the impact of the participant's experience on the lesson activities and demonstrate a flexible teaching approach, modifying lesson plans in response where necessary.

### Assessment and Grading Criteria P5

For **P5**, learners identify their own strengths and areas for improvement. This could be written or through a recorded conversation with the tutor.

## MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units, although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work experience or work placements that develop skills and knowledge relevant to the qualification.	Develop relationships with local dance schools, venues and practitioners to create opportunities for, and access to, possible work experience.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Invite local practitioners to deliver workshops and tutorials in-house.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Industry experts could contribute to the assessment of learners following their participation in workshops.  Workshops may include opportunities for learners to deliver part of the lesson plan. This may then become part of an assessment of the learner.

To find out more

**[ocr.org.uk/performingarts](http://ocr.org.uk/performingarts)**

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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