

Dance Teaching Qualifications

The BBO teaching qualifications take a general approach to dance teaching. Throughout the courses you'll focus on the fundamentals or basic principles of dance teaching and how tuition can be structured in a progressive way for students – also known as *developmental training*. If your standard in a specific dance genre/style is of a high enough standard, knowledge of the BBO syllabi is not essential to pass the BBO courses. However, you will be offered a study of the syllabus work and its role in the safe and effective development of young dancers.

COURSE TITLE:	Diploma in Dance Teaching
COURSE GENRE:	Classical Ballet OR Theatre Dance – including tap and jazz
ACCREDITATION:	Ofqual accredited – Level 4
ENTRY REQUIREMENTS:	Applicants must be aged 18years or above. You also need to have at least Level 3 academic qualifications or equivalent, (e.g. 2 'A' Levels or equivalent); dance qualifications at Level 3 (Intermediate or Grade 7 or above) or sufficient prior knowledge and experience in dance and/or dance teaching (APEL route).
COURSE DURATION:	January-September
LOCATION:	BBO Headquarters, London or selected Regional Centres
PROGRESSION:	Successful completion of this course can help to provide entry to a Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) course. It is possible to complete this in one year.

The study offers you an integrated approach to practical and theoretical work and works brilliantly if you need to keep your job while studying. The qualification will equip you to teach dance to children and young people and enter candidates for examinations. The dance practice element of the qualification can be studied in either Classical Ballet or Theatre Dance (which includes the Tap and Jazz genres. You need to be prepared to study all dance styles relevant to Theatre Dance but may select Tap or Jazz as their major study for the practical assessment units.) During the course, students may also experience practical classes in dance styles other than their major option. All applicants are invited to take part in a practical class (in chosen genre) and an individual verbal interview with Senior staff from the Department.

You will be supported by a mentor throughout your period of study. They oversee your reflective journal and your *teaching and learning experience in the workplace*. You will need to have a placement lasting a minimum of 50 hours in a dance school with a good age range and mix of students. You'll also need to observe a range of classes for a minimum of 10 hours and may undertake some teaching with pupils of different (a) ages (b) gender (c) experience (d) ability and (e) special needs. The BBO can assist you in providing opportunities for this area of the work-based learning. The BBO also provides further opportunities to observe pupils being taught at its London events, national events and Scholars' sessions.

There is a considerable amount of private study required for this qualification and handouts and booklists are provided to support your learning and assessment. Students also have access to the BBO's extensive library for private study at Headquarters. Course tutors give support via email if required and the teaching qualifications website is full of valuable information. There is also an interactive forum on line which enables you to communicate with tutors and fellow students at any time.

There are nine study Units of equal weighting except Unit 2 (Dance Teaching and Learning) which has a double weighting due to its importance. The work of some units is integrated as this is seen to be most appropriate for a qualification which prepares teachers for the complexities of the work place.

UNIT 1. PLANNING TECHNIQUES IN DANCE TEACHING - This unit is about planning *dance learning* programmes appropriate for candidate's age, gender, level of achievement and ability, and becoming familiar with the complexities of the work-place. You will cover learning needs and styles, schemes of work, lesson planning, learner centred approaches to teaching, motivational techniques, assessment strategies, appropriate learning environments and injury prevention, resources, listening skills, professionalism... and much more! Your assessment of this unit is through production of lesson plans and scheme of work documents and a written assignment dealing with one aspect of planning learning programmes.

UNIT 2. DANCE TEACHING AND LEARNING - This unit is about selecting, using and evaluating a range of dance teaching methods and activities appropriate for different individuals and groups. It examines *theories of learning* and their practical application to dance teaching. You will explore teaching strategies and techniques appropriate to dance learning and develop a deep understanding of the technique and artistic implications of the genre studied. You will cover communication skills and how to motivate young learners and how to meet individual needs effectively. This Unit requires you to be teaching on a regular basis in order to put the learning into practice. Your assessments for this unit will be in your workplace where you should be teaching a range of learners. You will receive a pre-assessment visit to your location for feedback and advice and have one externally assessed teaching session observed by an independent assessor. Following this you will have the opportunity to demonstrate your knowledge and understanding of the teaching process in a discussion with your assessor and through a written evaluation on the effectiveness of your teaching session.

UNIT 3. ASSESSMENT IN DANCE - This unit is about the principles, practice and purpose of assessment. Its overarching concerns are that it benefits the learner and that the learner considers s/he is judged using methods which are transparent, accurate and fair. Your study will include methods of gathering of assessment information and criteria, forms of assessment including diagnostic, formative and summative assessment, record keeping and evaluation. You will need to submit a written assignment dealing with assessment issues and methods for this unit.

UNIT 4. PROMOTION OF SAFE DANCE PRACTICE - This unit is about the many factors which contribute to safe dance practice for all ages. Advice on the content of the unit has been sought from Dance UK. The unit will cover first aid procedures, health and fitness factors, safe learning environments, anatomy, warm up and cool down, logical sequencing of tasks and adaptations for individual dancers and child protection issues. Assessment for this unit is through Q&A and uses evidence of Teaching Practice. This also forms part of the Trinity College London, Certificate in Safe and Effective Dance Practice qualification.

UNIT 5. CHILD DEVELOPMENT AND DANCE LEARNING - This unit links closely to safe dance practice and explores the many developmental physical and psychological factors which need to be considered when teaching dance to young candidates of all abilities. The unit will cover physical and cognitive development, development of language and communication and social development. You will gain an understanding of how individual differences affect learning, barriers to learning and the importance of evaluating your own practice. You will be assessed through completion of two case studies of different aged pupils. Through your understanding of *child development theory*, you will diagnosis their learning needs, apply appropriate teaching strategies and be evaluated on their application.

UNIT 6. DANCE PRACTICE WITHIN A CHOSEN GENRE - This unit is about the key stylistic features, artistry and technique of Classical Ballet or Theatre Dance. It aims to ensure you are fully prepared for your role as a clear demonstrator of the genre. This Unit will cover appropriate warm-up and cool-down, development of technical skills, vocabulary and verbal skills, expressive qualities, awareness of space, music and resources and encourage an understanding of the value of free-work as a teaching tool. For this unit's assessment you will

create an *enchainement* of a specific length with a choice of content. Following a technique assessment you will teach your *enchainement* to your colleagues and instruct a musician about suitable accompaniment.

UNIT 7. RELATIONSHIP BETWEEN MUSIC AND DANCE - This unit is about the complexities which exist in the creative partnership of music and dance in the dance teaching situation. The content intends to help the novice teacher improve listening skills, gain confidence in the way music can be best used in dance classes and gain familiarity with music repertoire. You'll learn how to indicate appropriate rhythm and quality to an accompanist involving some understanding of metre and of musical form. You'll also learn more about melody, technical language and those invaluable descriptive words to help describe the 'feeling' of the music you desire. Your final assessment for this unit is a written paper combining music theory and recognition of practical applications of music within the dance class.

UNIT 8. BACKGROUND TO A CHOSEN DANCE GENRE - This unit is about understanding the present day practice of Classical Ballet or Theatre Dance and its origin and development. This unit will cover dance origins (history of genre in Europe/USA/Africa), current mainstream practice and key companies, artists and choreographers. Your assessment for this unit is a written assignment from a selection of titles on either a company or choreographer or a period within the development of the genre.

UNIT 9. REFLECTIVE PRACTICE – This Unit underpins all the learning on the course but is particularly significant to the work-based element of teaching in a dance school/college or other learning environment. You will write a Reflective Journal which you will submit to your Mentor each month and receive feedback. There are also 2 assessed assignments drawn from your Journal which analyse a critical incident in your work-based learning which has had a significant impact on your development as a teacher.

"Support from tutors was brilliant throughout"

Level 4 graduate 2009

*"I though it was a very professionally structured course...very useful, very helpful, very interesting...
essential!"*

Level 4 graduate 2007

"Very interesting. I learned a lot here and made me appreciate every child for who they are individually"

Level 4 graduate 2006

"I enjoyed the course and found everyone really friendly"

Level 4 graduate 2007

"I would not have been able to do this course without the support and feedback from my Mentor"

Level 4 graduate 2008

"My Mentor is fantastic; so encouraging and inspiring"

Level 4 graduate 2007

"The course was an excellent learning experience... the teachers on the courses were of such high quality, giving valuable information to help my teaching progress"

Level 4 course graduate 2006

***For further information or to apply for our courses,
please see www.bbo.org.uk.***