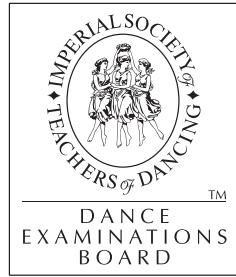


DDE

ISTD Level 4 Diploma in Dance Education

SYLLABUS



DDE

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SYLLABUS

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Level 4 Diploma in Dance Education (DDE)

Introduction

This qualification develops the skills, knowledge and understanding needed to teach dance especially focussing on a knowledge of pedagogy, including other units essential for an appreciation of teaching dance to children and adults. It consists of five mandatory units. Two units relate to generic teaching skills; one to child and adult physical and cognitive development; one to dance practice with a relationship to music, focussing on the dance knowledge required of pupils up to the beginning of vocational levels; and a final contextual unit on a topic related to dance. It develops the skills, knowledge and understanding needed to teach dance, primarily in the context of graded dance examinations within the private sector.

The observation techniques learnt in the Level 3 Diploma in Dance Instruction (DDI), along with the learner's increased knowledge of safe dance practice and strong grounding in the performance and teaching of the chosen genre lead to a greater understanding of teaching methods, both generic and dance genre specific. This understanding should become increasingly evident throughout the learner's course of study at DDE level. Many learners are based in vocational dance colleges, but the syllabus is designed also to allow the participation of learners in smaller schools, outside the formal college network. Units 3 and 5 in particular may be studied by distance learning with the support of the learner's Approved Dance Centre (ADC) or a Distance Learning Tutor.

The qualification has a Qualifications and Credit Framework (QCF) credit value of 92 and its Qualification Accreditation Number is 501/0750/1.

Target Learners

The DDE is primarily aimed at learners who have gained knowledge of the fundamental principles of dance teaching through the DDI and who wish to become fully qualified and accredited ISTD dance teachers. Successful learners are able to teach and enter students for all ISTD examinations except the accredited teaching qualifications.

The DDE has been accredited by Ofqual at Level 4 on the QCF, which is roughly equivalent to the level attained at first year degree level.

Entry conditions

Learners must be at least 18 years of age before the end of the academic year in which they register and must hold either the Foundation in Dance Instruction or the DDI in the genre in which they wish to register.

Method of Study

The qualification is currently offered by ADCs and is available throughout the European Union. Training may take the form of class seminars, long or short courses, class and individual tutorials, distance learning and private study as well as other forms of learning; therefore it is recommended that interested students contact a number of the ADCs in their area to ascertain the form of study that suits them best. An up-to-date list of ADCs may be found on www.dance-teachers.org or in the ISTD's Dance Extra magazine which is available from the Professional Development Assistant in the Education and Training Department of the ISTD.

Learners wishing to embark on the DDE must complete a Learner Registration Form, available from the ADC or the Teaching Modules Assistant in the Education and Training Department.

Prior Accreditation and Achievement

The DDE allows learners to build on their current qualifications and experiences. Where learners have achieved certificated qualifications within or outside of the QCF that meet the learning outcomes and assessment criteria of a unit(s), they may apply to claim exemption from the relevant unit(s) of the qualification through the exemption route. Where learners feel they can demonstrate where their previously achieved knowledge, understanding or skills meet the learning outcomes and assessment requirements for a unit(s) within the qualification, they may apply to claim credits for the relevant unit(s) through the recognition of prior learning. All applications must be made through the learner's ADC.

General Structure

The qualification is divided into five units, as shown below.

- Unit 1** Planning Techniques and Evaluation of Dance Teaching
- Unit 2** Dance Teaching Practice
- Unit 3** Lifespan Development and Learning in Dance
- Unit 4** Dance Practice and the Relationship between Music and Dance in a Chosen Dance Genre
- Unit 5** Contextual Study of Dance

Units 1, 2, 3 and 5 are common to all dance genres and once attained do not have to be retaken when qualifying in another genre. Unit 4 is specific to each dance genre and the learner may choose to take this unit more than once to pursue the study of different dance genres.

Learners must complete all units of the qualification in a maximum of five years. Learners returning after more than five years may be required to attend refresher courses to bring themselves up-to-date with current practice. This will be at the discretion of the learner's ADC who will assess their skills, knowledge and understanding of the previously attained units.

Assessment Methods

Assessment techniques are designed to assess each unit of the qualification in an appropriate manner. The different assessment methods used are:

- Tutor-assessed portfolio evidence (Unit 1)
- External final assessment of portfolio evidence by ISTD Assessor (Unit 1)
- Tutor-assessed teaching practice (Unit 2)
- External final assessment of teaching practice by ISTD Assessor (Unit 2)
- Tutor-assessed task completion (Unit 3)
- External assessment by ISTD Markers or Examiners (Units 3, 4 and 5)

Throughout the course of study the learner builds a portfolio of evidence. This allows the learner time for reflection, self-evaluation and self-improvement. All portfolios are subject to moderation by an ISTD Assessor to ensure that the ADC's assessment is valid, fair, reliable and consistent with required standards. The ISTD Assessor also confirms that the portfolio contains sufficient evidence of adequate quality to justify the ADC's assessment of the learner's progress.

Further information about specific assessment methods and criteria are given in the description of each unit in the following pages.

Awarding and Certification

On successful completion of all units of the qualification each learner's portfolio is standardised by the ISTD. This means that a standardisation panel of ISTD Assessors confirms that evidence across all ADCs and all dance genres is satisfactory and of a similar level. Where there is evidence of disparity, one or more portfolios may be rejected and further assessment required of the learner(s).

Certificates for the qualification are issued when all units have been achieved and standardisation has taken place. Unit certification is available on request from the Teaching Modules Assistant in the Education and Training Department at a fee.

Additional Support

Further information regarding administrative procedures that relate to this course of study may be found in the Learner Handbook, which is provided to learners on registration, and the Approved Tutor Handbook, which is available to the ADC as part of Tutor Training. A full glossary of terms may be found in the appendix of this syllabus and a list of contact details on the inside back cover.

Unit 1: Planning Techniques and Evaluation of Dance Teaching

Introduction

Building on the knowledge and skills gained in the DDI, this unit focuses the learner to study current practice in education and to learn how to produce, manage and evaluate lesson plans and/or schemes of work appropriate to their personal dance teaching practice in teaching a range of students.

The learner also learns to formulate effective differentiation, motivation and assessment strategies in the support of teaching and learning in dance.

Content

In Unit 1 the learner focuses on the lesson planning and self-evaluative cycle that enables the development of the learner's teaching practice and the development of their students' learning throughout the Unit 2 teaching practice. These principles of planning and self-evaluation are crucial to the development of teaching skills and this learning and development is evidenced through the learner portfolio.

Assessment

The developing skills and understanding of the learner are documented by the accumulation of evidence in the portfolio. The learner's Approved Tutor makes a series of judgments, recorded in the portfolio, relating to the adequacy of the learner's development and understanding. If, at the point formal assessment takes place, the Approved Tutor judges the learner not to have satisfied the criteria required to pass the unit, a further period of study and formal teaching practice will be necessary to allow the learner to reach the level of knowledge and understanding required.

The final assessment of the unit is carried out by an ISTD Assessor as part of the moderation and standardisation process. In order to pass, the learner must achieve a minimum of 11 out of the 15 assessment criteria for this unit as listed in the Planning Techniques and Evaluation of Dance Teaching Assessment paperwork.

It should be noted that while a number of teaching practices may be completed as part of Unit 2 and therefore the planning and self-evaluation evidenced as part of Unit 1, only the last 10 consecutive hours of evidence will be formally assessed by the Approved Tutor and the ISTD Assessor.

Learning Outcomes

By successfully completing Unit 1 of the course of study the learner will have:

- prepared clear and suitable lesson plans that meet the aim and requirements of students;
- assessed and evaluated the differing needs of students and prepared appropriate responses;
- identified and evaluated teaching and learning strategies that motivate students;
- identified and evaluated methods of assessing learning in dance teaching;
- identified a range of resources to support teaching.

In order to achieve the above the learner must fulfil the learning outcomes and associated assessment criteria as set out in **Fig. 1** overleaf.

Notional Learning Hours

The notional learning hours for this unit, which include tutoring, guided learning and class work as well as private study, are 200. Of these it is suggested that, for most learners, around 150 hours will be guided learning directed by their Approved Tutor.

Fig. 1

Learning Outcome	Assessment Criteria
1. Be able to plan and evaluate a lesson to meet the aim and needs of the individual students and groups	1.1 Develop a clear and suitable lesson plan to meet the aim and needs of students 1.2 Identify and evaluate opportunities for students to feedback and inform lesson planning 1.3 Analyse the effectiveness of planned learning activities, including contribution of own role in lesson planning 1.4 Evaluate and justify necessary modifications to future lesson planning
2. Understand how to identify and implement a range of teaching and learning methods that engage and motivate students	2.1 Identify a range of techniques to engage, motivate and encourage active participation 2.2 Implement teaching and learning methods which develop and progress students 2.3 Implement a selection of teaching and learning methods appropriate for the lesson content 2.4 Evaluate the suitability and effectiveness of teaching and learning methods used, including consideration of student feedback, to inform own practice
3. Understand how to identify and evaluate differing needs of students and provide appropriate teacher responses	3.1 Identify and implement opportunities for teacher/student interaction 3.2 Evaluate effectiveness of student/teacher interactions 3.3 Implement and evaluate differentiation strategies/responses to meet the needs of students
4. Be able to identify and evaluate methods of assessing learning in dance teaching	4.1 Analyse, justify and evaluate different methods of assessing learning for use with students 4.2 Evaluate own approaches, strengths and development needs in relation to assessment to inform own practice
5. Be able to identify and use a range of resources to enhance learning	5.1 Select/adapt and justify appropriate resources for use in the lesson(s) 5.2 Evaluate the use of resources as a means for enhancing learning and informing future practice

Unit Accreditation Details

Reference Number	R/602/2016
Level	5
Credit value	20
Grading system	Pass/Fail

Unit 2: Dance Teaching Practice

Introduction

Building on the knowledge and skills gained in the DDI, this unit focuses the learner to develop their personal teaching practice and enables them to deliver progressive teaching and learning strategies in dance that encompass motivation and differentiation to enable development in their range of students.

Where the syllabus refers to Graded Examinations, Dancesport learners may substitute Medal Tests.

Content

In Unit 2 the learner undertakes teaching practice at **two different ISTD levels** of ISTD Graded Examinations in Dance; one between Primary and Grade 3, and the other between Grade 4 and Intermediate inclusive. Dancesport learners may choose to substitute Dancesport Medal Tests up to Gold, one of either Pre-Bronze or Bronze and one of either Silver or Gold. This formalised teaching practice will last a minimum of 10 hours.

Assessment

The developing skills and understanding of the learner are documented by the accumulation of evidence in the portfolio. The learner's Approved Tutor makes a series of judgments, recorded in the portfolio, relating to the adequacy of the learner's development and understanding. This is formalised at the point of the interim assessment, after at least five hours of supervised practice. At this point the Approved Tutor may recommend an extension to the teaching practice if they believe it is necessary to allow the learner to reach the level of knowledge and understanding required.

Once the Approved Tutor is happy that the learner has reached the level of knowledge and understanding required the learner undertakes a final teaching assessment which is conducted by an ISTD Assessor in a one hour teaching assessment followed by a ¼ hour discussion i.e. viva.

The assessment may be delivered as a one hour class for any of the Graded, Vocational Graded or Medal Test levels. However the learner may prefer to deliver two of the lower level classes (Primary to Grade 3 inclusive or Dancesport Medal Tests Pre-Bronze or Bronze). If two lower level classes are to be delivered each class should be of 30 minutes duration and, apart from the learner leaving the room to collect the next set of students, no break is allowed between the two classes.

After the lesson, the Assessor will conduct the viva where they will question the learner on aspects of their lesson, e.g. the aims and objectives of the lesson plan, the rationale for the selection of specific assessment techniques and the evaluation of the use of assessment techniques.

In order to pass the learner must achieve the minimum assessment criteria for this unit as listed in the Unit 2 Final Teaching Assessment paperwork. This is a combination of a minimum of 4 out of the 5 assessment criteria for Learning Objective 4 **and** a minimum of 7 out of the 10 assessment criteria for Learning Objectives 1, 2 and 3.

It should be noted that while a number of teaching practices may be completed as part of this unit, only the last 10 consecutive hours of evidence will be formally assessed by the Approved Tutor and the ISTD Assessor.

Learning Outcomes

By successfully completing Unit 2 of the course of study the learner will have:

- demonstrated the ability to follow prepared, balanced lesson plans;
- identified, assessed and evaluated the differing needs of students and implemented appropriate responses;
- demonstrated sound lesson management techniques that promote learning;
- demonstrated an appropriate range of teaching and learning strategies that motivate students and take account of safe dance practice;
- implemented and evaluated methods of assessing learning in dance teaching.

In order to achieve the above the learner must fulfil the learning outcomes and associated assessment criteria as set out in **Fig. 2** overleaf.

Notional Learning Hours

The notional learning hours for this unit, which include tutoring, guided learning and class work as well as private study, are 250. Of these it is suggested that, for most learners, around 200 hours will be guided learning directed by their Approved Tutor.

Fig. 2

Learning Outcome	Assessment Criteria
1. Understand how to identify, implement and evaluate effective feedback to students	1.1 Identify how the role of feedback contributes to learning 1.2 Implement supportive feedback and questioning 1.3 Implement ways to encourage continuous student feedback to inform future learning 1.4 Evaluate the effectiveness of own practice taking into account the views of students
2. Understand the importance of giving students time for reflective consideration and how to deal with students' views and opinions sympathetically	2.1 Identify and implement times for reflective consideration by students within the lesson as appropriate 2.2 Evaluate students' responses and respond to them sympathetically, acting on them where appropriate
3. Understand how to identify, implement and evaluate lesson management technique(s)	3.1 Implement a balanced lesson plan appropriate to the level of the students 3.2 Identify and adopt an appropriate pace and manner for the students and for the lesson content being taught 3.3 Implement a wide range of communication methods that promote learning 3.4 Evaluate flexible strategies of delivery and demonstrate the ability to adapt the lesson plan where necessary 3.5 Identify and wear clothing that is suitable for presenting and demonstrating and follows guidelines of safe dance practice
4. Understand how to identify and evaluate teaching and learning methods that take account of safe dance practice	4.1 Identify, implement and evaluate a range of effective teaching and learning methods that take account of safe dance practice 4.2 Identify and implement techniques that encourage active participation and that motivate and engage students 4.3 Communicate clearly and effectively to identify student needs and any potential barriers to learning 4.4 Identify, implement and evaluate differentiation strategies 4.5 Develop, implement and evaluate relevant effective assessments of learning

Unit Accreditation Details

Reference Number	F/602/2027
Level	5
Credit value	25
Grading system	Pass/Fail

Unit 3: Lifespan Development and Learning in Dance

Introduction

The purpose of this unit is to develop the learner's understanding of the developing child and adult in relation to learning activity in general and dance learning activity. The learner studies physical development, development of understanding, and the emerging identity of students as they learn about dance, across a period of time and during key changes in their development and thereby informs the learner's appreciation of the constraints and abilities of the dancer at various life stages.

Teachers and child care professionals have known for some time that they need to understand the development of children into adulthood; more recently, it has become clear that this study needs to extend through adulthood into a study of the whole lifespan. Trainee dance teachers need, therefore, to understand development, to have knowledge of the stages of development of the children or adults they teach, and to recognise the future developmental changes that may lie ahead.

Content

The content for the unit is provided in the associated course book which is divided into 10 sections as follows:

- **Topic 1** Reasons for understanding development in children and adults;
- **Topic 2** Growth and motor skills in childhood;
- **Topic 3** Physical changes at puberty;
- **Topic 4** Physical changes in maturity;
- **Topic 5** Development of thinking and communication in childhood (ages 3 – 11);
- **Topic 6** Thinking and communication in adolescents and adults;
- **Topic 7** Emotional and social development up to age 11;
- **Topic 8** Emotional and social development in adolescents and adults;
- **Topic 9** Learning in dance from a developmental perspective;
- **Topic 10** Access to dance: making a difference.

Throughout the course book there are optional learning activities to embed understanding. There is also a task at the end of each topic which must be completed to

the satisfaction of the Approved Tutor prior to the learner sitting the final examination.

Assessment

The overall task relating to each topic must be completed to the satisfaction of the Approved Tutor and signed off by them on the relevant Task Completion Form. On completion of all 10 topics and their associated tasks the learner sits a formal, written paper. The pass mark is 40%.

Examination sittings are held on advertised dates throughout the year and the papers are marked externally by ISTD appointed and trained Markers, according to the appropriate mark scheme.

Learning Outcomes

By successfully completing Unit 3 of the course of study the learner will have:

- understood the importance for dance teachers to study human development throughout the lifespan;
- the ability to explain growth and motor development in childhood;
- the ability to describe and explain the key physical changes in both puberty and maturity;
- the ability to describe and explain the key developmental stages of thinking, communication, and social and emotional development, throughout the lifespan;
- analysed and evaluated common teaching and learning methods to enable the understanding of development in dance;
- understood how to make dance more accessible to key groups of students throughout the lifespan.

In order to achieve the above the learner must fulfil the learning outcomes and associated assessment criteria as set out in **Fig. 3** overleaf.

Notional Learning Hours

The notional learning hours for this unit, which include tutoring, guided learning and class work as well as private study, are 120. Of these it is suggested that, for most learners, around 80 hours will be guided learning directed by their Approved Tutor.

Fig. 3

Learning Outcome	Assessment Criteria
1. Understand the importance of studying human development for dance teachers	1.1 Describe and explain the key elements of studying human development for dance teachers for the: <ul style="list-style-type: none"> • Child • Adult 1.2 Describe the scientific background of lifespan development
2. Understand growth and motor development in childhood	2.1 Describe the key predictable patterns of growth and motor development up to the age of 11 2.2 Explain the difference in growth and motor development in children up to the age of 11 2.3 Analyse and explain the acquisition of motor development and motor skill and barriers to their achievement
3. Understand the physical changes at puberty	3.1 Describe and explain the adolescent growth spurt 3.2 Analyse and explain the role of the dance teacher in ensuring the continuation of good learning in dance through puberty 3.3 Describe and explain variations in physical performance between male and female dancers and individual variations in the age group
4. Understand the physical changes in maturity	4.1 Describe and explain the changes occurring across: <ul style="list-style-type: none"> • Early adulthood • Middle adulthood • Late adulthood 4.2 Explain and evaluate the benefits of dance throughout adulthood
5. Understand the stages of development of thinking and communications in childhood to adulthood	5.1 Describe and explain the development of perception and language up to age 2 5.2 Describe and explain cognition, language and the role of play up to: <ul style="list-style-type: none"> • School age • Middle childhood • Late childhood 5.3 Describe and analyse the key changes in cognition from ages 11–15 and further changes in adulthood 5.4 Evaluate current understanding of cognitive power and function 5.5 Describe and analyse the key types of memory and recognised strategy for remembering 5.6 Analyse the development of thinking and communication and apply to learning in dance
6. Understand emotional and social development in childhood to adulthood	6.1 Describe and explain self-concept and attachments in infants 6.2 Identify and analyse emotional and social development in the pre-school and primary school years 6.3 Describe and analyse the shift from dependence to independence in adolescence 6.4 Identify and explain the key emotional and social changes in adulthood 6.5 Evaluate how the dance teacher can work with young people and support them in learning in dance
7. Understand the developmental perspective of learning in dance	7.1 Analyse the common teaching and learning methods in dance 7.2 Evaluate the connections between teaching and learning methods to inform own practice

8. Understand how to make dance more accessible throughout the lifespan	8.1 Identify and explain the key qualities of an effective dance teacher 8.2 Identify and analyse the arenas of dance education 8.3 Identify and explain the role of dance as a part of a healthy lifestyle 8.4 Develop ways of widening access to dance learning 8.5 Analyse issues of equality and diversity and ways to promote inclusion and inclusive teaching practice
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Unit Accreditation Details

Reference Number	L/602/2015
Level	4
Credit value	12
Grading system	Pass/Fail

Unit 4: Dance Practice and the Relationship between Music and Dance in a Chosen Dance Genre

Introduction

Unit 4 is specific to the dance genre chosen by the learner and may be studied multiple times if the learner wishes to qualify in more than one genre. The unit assesses the learner's dance technique and their ability to relate teaching methods and safe dance practice to their chosen genre as well as their understanding of the relationship between music and dance and how this is applied to teaching dance within the same chosen genre.

The focus of the unit is on understanding and demonstrating the level of technique required for Grade 6 to Intermediate, thereby progressing from the lower grades demonstrated in the DDI.

Content

The learner studies a wide range of resources that develop and enhance personal learning, communication and delivery skills with a view to demonstrating, analysing and teaching a range of technical movements within a specific dance genre in a musical and artistic context. The learner is provided with a greater awareness of the value, function and relationship of music and dance and the opportunity to study and undertake personal choreography.

The following information about Unit 4 outlines the requirements which apply to all dance genres. Supplementary sheet(s) for each specific genre should be obtained from the Professional Development Assistant in the Education and Training Department as there are variations in detail to meet the specific needs of the individual genre in some cases. The supplementary sheet also gives the marking breakdown for the unit in the particular genre.

Please note: where the syllabus refers to Graded Examinations, it should be noted that Dancesport learners may choose to substitute Dancesport Medal Tests.

The learner studies:

- the technical specifications of a chosen dance genre up to and including Grade 6 or Gold Medal (Dancesport), Intermediate Foundation (for some dance genres) and Intermediate;

- instructional techniques;
- communication skills;
- observation of the physical and cognitive development of students;
- accurate technical detail in own performance;
- the set exercises and vocabulary requirements of the Graded Examinations up to and including Intermediate;
- the progression and analysis of individual dance movements;
- differentiation and recognition of individual students' needs;
- the level of technical ability attainable by students;
- the difficulties that could arise in relation to any movement;
- the strategies needed to relate to students of various ages, physical abilities and stages of cognitive development;
- how to show confidence in working with a musician/recorded music (as applicable);
- the use of dance in displaying concepts to a different range of students;
- the use of music in relation to the chosen dance genre;
- how to devise dance sequences and choreography, in a specific genre and at specific levels, that interpret the music;
- musical awareness and musicality including the ability to identify its form, mood, style and rhythm.

Assessment

The assessment of this unit is in the form of a practical examination which is assessed by a trained ISTD Examiner.

The examination lasts for 90 minutes and has a pass mark of 195 out of 300 marks. If less than 50% of the marks are gained in one or more components of the unit, the learner will be unsuccessful in this unit overall.

The breakdown of the marks for each component of the unit is given in a supplementary sheet for each dance genre. This is available from the Professional Development Assistant in the Education and Training Department.

Learning Outcomes

By successfully completing Unit 4 of the course of study the learner will have:

- analysed and demonstrated knowledge of the Intermediate set work for one gender of the learner's choice;
- analysed and demonstrated knowledge of all the movement vocabulary of the Primary to Grade 6, Intermediate Foundation (for some dance genres) and Intermediate syllabi for both genders;
- analysed all the movement vocabulary contained in the above mentioned syllabi;
- joined vocabulary steps to create dance sequences;
- illustrated knowledge of the level of dance vocabulary relevant to the level of the student;
- related the length of the dance sequence to the level of the student;
- choreographed a dance solo for an individual student at Intermediate level;
- identified and evaluated teaching methods for above mentioned syllabi;
- understood and discussed common faults and their correction;
- understood safe dance practice and its relationship to individual movements;
- demonstrated communication skills;
- demonstrated a good technical standard;
- analysed and demonstrated knowledge of various time signatures and musical styles, and their relationship to appropriate dance movements, by the choice of music used throughout the examination;
- identified different types of music;
- analysed and selected suitable music for the style of the dance arrangements;
- demonstrated and discussed the expressive thought behind the movement;
- discussed ideas to inspire others to grasp abstract concepts to convey the mood behind the movement;
- demonstrated and discussed the understanding of dynamics to give variety to the movement;
- demonstrated a high standard of musicality and expression of performance.

In order to achieve the above the learner must fulfil the learning outcomes and associated assessment criteria as set out in **Fig. 4** overleaf.

Notional Learning Hours

The notional learning hours for this unit, which include tutoring, guided learning and class work as well as private study, are 200. Of these it is suggested that, for most learners, around 150 hours will be guided learning directed by their Approved Tutor.

Unit Accreditation Details

Reference Number	H/602/2019
Level	4
Credit value	20
Grading system	Awarded/Not Awarded

Fig. 4

Learning Outcome	Assessment Criteria
1. Understand a specific dance syllabus	1.1 Demonstrate accurately the application of theory, technique, presentation and musicality of the Graded Examinations up to and including Intermediate or equivalent, according to the dance genre 1.2 Discuss teaching and learning methods related to the dance syllabus 1.3 Explain safe dance practice and its relationship to individual movements
2. Be able to analyse and perform the vocabulary and set exercises of a chosen dance genre	2.1 Demonstrate and analyse selection of the vocabulary requirements of the Graded Examinations syllabus up to and including Intermediate or equivalent according to the dance genre 2.2 Arrange vocabulary steps/movements to create and perform sequences of movement 2.3 Demonstrate accurately a selection of the set exercises of the Graded Examinations syllabus up to and including Intermediate or equivalent according to the dance genre 2.4 Demonstrate the Intermediate set work for one gender
3. Be able to analyse the development and progression of individual movements	3.1 Explain the progression and analyse all the vocabulary movements through the Graded Examinations syllabus up to and including Intermediate or equivalent according to the dance genre
4. Understand the appropriate levels of technical ability for students at different levels of attainment in dance	4.1 Use previous learning as a foundation for development to demonstrate the correct level of dance vocabulary for the level of a student 4.2 Evaluate a dance sequence devised to the appropriate level and ability of a student 4.3 Explain and analyse the difficulties that could arise in relation to any movement 4.4 Explain common faults and their correction 4.5 Choreograph a dance solo for an individual student at Intermediate level (either gender)
5. Understand different approaches to students of various ages, physical abilities and stages of cognitive development	5.1 Explain and analyse the physical and cognitive development of students in relation to movement 5.2 Demonstrate by using appropriate language the ability to relate to students of various ages, physical abilities and stages of cognitive development
6. Be able to identify the different types of the music content of the set exercises and free movement vocabulary in the relevant syllabus	6.1 Identify and evaluate different types of music, indicating its form, mood, style and rhythm
7. Be able to relate dance movements to specific rhythms	7.1 Identify various time signatures, rhythms and musical styles, and explain their relationship to appropriate dance movement 7.2 Develop and devise short dance sequences to interpret the music demonstrating expression and musicality through performance
8. Understand the concepts of speed, pace, mood and rhythm in relation to the enhancement of and support of dance teaching	8.1 Demonstrate and discuss ideas to motivate and engage students to grasp abstract concepts to convey the mood behind the movements 8.2 Demonstrate and discuss the understanding of dynamics to give variety to the movement

Unit 5: Contextual Study of Dance

Introduction

The aim of this unit is to develop the learner's knowledge of dance in a broad context as well as developing skills of critical analysis and independent thought through the study of an aspect of a dance genre(s) or of dance in general.

This unit is focussed on the learner formulating their own question regarding historical and/or current influences on the chosen dance genre or on dance in general and, through the presentation of their assignment, answering the question by critically engaging with the topic.

As part of the assignment learners are required to refer to and evaluate a range of relevant sources in developing and supporting their argument. Sources may include books, journals, DVDs, internet information, and theatre programmes. There is no required number of the types of sources that must be used; however, learners are strongly advised to use a range of sources to show evidence in support of their argument and ensure all sources are accurately referenced. Guidance on referencing for this unit may be found below along with a suggested reading list for help on essay writing and presentations.

Content

The learner may present their assignment in two ways: as an essay or as an audio-visual presentation (submitted on video or DVD). Both formats must be accompanied by a written document that includes an introduction, the rationale for the assignment and a written bibliography that follows a standard format. The introduction and rationale should, together, be no more than one page of A4 and should follow the formatting conventions mentioned below.

The assignment itself should be no longer than 2,000 words (plus or minus 10%) if submitted as a written essay, or 15 minutes (plus or minus 10%) if submitted as an audio-visual presentation.

The learner should not copy text or audio-visual material (e.g. video, images, film, audio clips) directly from books or other sources, except for short, supporting quotations or clips (if presenting the assignment as an audio-visual presentation). Each individual clip must be around 30 seconds in duration and none may be more than 1 minute. It is possible to include a clip of a longer duration if the learner provides a running commentary voiced over the clip. Supporting quotations and clips must

be fully and accurately referenced and acknowledged.

Where it is clear that work has been plagiarised the case will be investigated. If plagiarism is found to be significant the unit will be void.

Further details in regards to the structure and formatting of the unit along with guidance for referencing and a suggested reading list may be found below.

Structure

The structure of the assignment must be submitted as follows:

- the **title** of the assignment should state the formulated question and reflect the assignment itself;
- the **introduction** indicates to the reader how the question is to be approached, clearly stating a summary of the main line of argument;
- the **rationale** provides the reader with an explanation or justification of why this particular subject matter was selected;
- the **main body** of the assignment should include a clearly developed argument, supported by properly referenced quotations, citations of appropriate authorities and logical reasoning;
- the **conclusion** should clearly summarise the main points of the argument in relation to the learner's original question;
- the **bibliography** allows the learner to list all resource materials consulted during the preparation of this assignment, not just the references cited within the assignment.

Format

- All written work must be typed/word-processed in double-spaced 12-point font in either Arial or Times New Roman (or similar font) and submitted on A4 paper.
- All DVD submissions must be submitted in the following formats: DVD+/- R. The disk must be writable and not rewritable so that it cannot be altered or overwritten.
- All video submissions must be submitted in VHS cassette in PAL format.

Referencing

The purpose of referencing is to acknowledge the sources of information and ideas used in the assignment in a standardised way. This is important to avoid plagiarism

and to verify quotations. It also gives the reader/viewer the opportunity to follow up after reading/viewing the assignment by referring to the cited work(s).

Some of the most commonly used styles for referencing are the following:

- Harvard style;
- Numeric style;
- Modern Language Association (MLA) style.

Whilst there is no required style for referencing for this unit, the learner must use the same style consistently throughout their assignment. For general advice on referencing styles, please refer to the following sources:

- Neville, C. (2010). The Complete Guide to Referencing and Avoiding Plagiarism (Open Up Study Skills). 2nd ed. Maidenhead: Open University Press.
- Pears, R. & G. Shields. (2010) Cite them right: the essential referencing guide. 8th ed. Hampshire: Palgrave Macmillan.
- University of Portsmouth – The University Library. (2007) Referencing @ Portsmouth. Portsmouth: University of Portsmouth. Available from: <http://referencing.port.ac.uk/index.html> (accessed 16 August 2010). This website also provides more in-depth information about the Harvard style.
- University of Sussex – Library Information Services. (2010) Referencing. Brighton: University of Sussex. Available from: <http://www.sussex.ac.uk/library/infosuss/referencing/> (accessed 16 August 2010).

For more information about the different recommended referencing styles and how to reference using those styles, please refer to the following sources:

Harvard style

- Bournemouth University. (2009) BU guide to citation in the Harvard style. Poole: Bournemouth University. Available from: http://www.bournemouth.ac.uk/library/citing_references/docs/Citing_Refs.pdf (accessed 16 August 2010).
- Leeds Metropolitan University – Skills for Learning. (2009) Quote, Unquote: A guide to Harvard referencing. Leeds: Leeds Metropolitan University. Available from: http://www.skillsforlearning.leedsmet.ac.uk/Quote_Unquote.pdf (accessed 16 August 2010).

Numeric style

- Fong, R. (2009) How to do your Referencing: Numeric Style. London: London South Bank University. Available from: <http://www.lisa.lsbu.ac.uk/helpsheets/hs28.pdf> (accessed 17 August 2010).

- Swansea University – Library and Information Services. (2008) Numeric system – how it looks. Swansea: Swansea University. Available from: <http://www.swan.ac.uk/lis/HelpandGuides/bibrefintro/numericeg/> (accessed 16 August 2010).

MLA style

- Hacker, D. & Fister, B. Research and Documentation online 5th edition – Researching in the Humanities. New York: Bedford/St. Martin's. Available from: http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch04_o.html (accessed 17 August 2010).
- University of the West of England – iSkillZone Information Literacy. (2007) Guide to Referencing. Bristol: University of the West of England. Available from: <http://iskillzone.uwe.ac.uk/RenderPages/RenderConstellation.aspx?Context=10&Area=8&Room=25&Constellation=39#> (accessed 17 August 2010).

Referencing in the Audio-Visual submission

Please note that the learner must follow the same rigour to avoid plagiarism in the audio-visual submission as in the written submission. It is therefore necessary for credit to be given throughout the presentation, where necessary, for any work that belongs to another individual.

For guidance, please refer to the following source:

- Oral Communication Center – Hamilton College. Using Citations and Avoiding Plagiarism in Oral Presentations. Clinton, NY: Hamilton College. Available from: <http://academics.hamilton.edu/occ/citations.pdf> (accessed 17 August 2010).

Suggested Reading

Guidance on Essay Writing and Presentations:

- Cottrell, S. (2008) The Study Skills Handbook (Palgrave Study Skills). 3rd ed. Hampshire: Palgrave Macmillan.
- Drew, S. & Bingham, R. (2004) The Student Skills Guide. 2nd ed. Farnham: Gower Publishing Ltd.
- Greetham, B. (2008) How to Write Better Essays (Palgrave Study Skills). 2nd ed. Hampshire: Palgrave Macmillan.
- McCarthy, P. & Hatcher, C. (2002) Presentation Skills: The Essential Guide for Students (Study Skills). London: Sage Publications Ltd.
- Peck, J. & Coyle, M. (2005) The Student's Guide to Writing: Spelling, Punctuation and Grammar (Palgrave Study Skills). 2nd ed. Hampshire: Palgrave Macmillan.
- Rose, J. (2007) The Mature Student's Guide to Writing (Palgrave Study Skills). 2nd ed. Hampshire: Palgrave Macmillan.

- Van Emden, J. & Becker, L. (2010) *Presentation Skills for Students (Palgrave Study Skills)*. 2nd ed. Hampshire: Palgrave Macmillan.

Assessment

The assignment is marked by ISTD trained Markers following the marking guidance based on the stated assessment criteria; each learning outcome must be achieved and is equally weighted.

If a learner's first language is not English they may choose to submit their assignment to Headquarters in their native language. If the assignment is an oral presentation this must be accompanied by a transcript so this may be translated. This option is available for an extra fee for translation costs.

Learning Outcomes

By successfully completing Unit 5 of the course of study the learner will have:

- broadened and deepened their knowledge and understanding of the dance world;
- gained an in-depth knowledge of the chosen dance genre or of dance in general;
- shown the ability to research, collate, evaluate and present resource material;
- chosen a suitable dance topic for investigation;

- structured an assignment in a logical and coherent manner throughout showing clarity of text and/or presentation and accuracy in data;
- developed the ability to develop supporting arguments;
- used and controlled a range of source material appropriately.

In order to achieve the above the learner must fulfil the learning outcomes and associated assessment criteria as follows in **Fig. 5** below.

Notional Learning Hours

The notional learning hours for this unit, which include tutoring, guided learning and class work as well as private study, are 150. Of these it is suggested that, for most learners, around 50 hours will be guided learning directed by their Approved Tutor.

Unit Accreditation Details

Reference Number	D/602/2018
Level	4
Credit value	15
Grading system	Pass/Fail

Fig. 5

Learning Outcome	Assessment Criteria
1. Understand how to formulate an investigation on a dance genre(s) or an aspect of dance	1.1 Research, identify and investigate topic(s) 1.2. Evaluate and justify the suitability of a chosen topic
2. Be able to refer to and evaluate a range of relevant source materials and develop supporting arguments	2.1 Identify, investigate and interpret a suitable range of sources to emphasise main points of argument 2.2 Review and evaluate the relevance of results
3. Understand different perspectives and approaches to the topic	3.1 Research, identify and compare different perspectives and/or approaches on the selected topic 3.2 Critically analyse a range of different perspectives
4. Be able to present findings on an aspect of dance or a dance genre	4.1 Identify and select key arguments of investigation 4.2 Identify and present findings in the component parts: <ul style="list-style-type: none"> • an introduction • main body • conclusion • bibliography 4.3 Select and apply an appropriate use and control of source material to support views and conclusions
5. Be able to quality assure own work	5.1 Present accurate evidence with logic and coherence throughout the assignment 5.2 Accurately interpret sources to support conclusions

Appendix

Glossary and List of Abbreviations

Approved Dance Centre (ADC)	Schools who are approved to offer the Level 3 Diploma in Dance Instruction and Level 4 Diploma in Dance Education
Approved Tutor	Tutors who are approved to offer units of the DDI/DDE within a specific ADC. Approved Tutors have undergone an approval process to ensure they have the right skills, qualifications and experience required as well as attending specialised training.
CCEA	Council for the Curriculum Examinations and Assessment – Regulatory Body for Northern Ireland
DCELLS	Department for Children, Education, Lifelong Learning and Skills – Regulatory Body for Wales and Department of the Welsh Government
DDE	Level 4 Diploma in Dance Education
DDI	Level 3 Diploma in Dance Instruction
Distance Learning Tutor	Tutors who are approved to offer specific written units of the DDI/DDE who do not necessarily work within an ADC. These tutors have undergone an approval process to ensure they have the right skills, qualifications and experience required as well as attending specialised training.
ISTD	Imperial Society of Teachers of Dancing
Ofqual	The Office of the Qualifications and Examinations Regulator – Regulatory Body for England
QCF	Qualifications and Credit Framework

CONTACT DETAILS

For information and enquiries regarding the information contained in this syllabus, please contact the following:

Professional Development Assistant

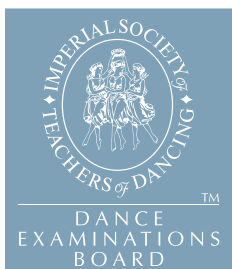
Email: educationassistant@istd.org ■ Tel: +44 (0)20 7377 1577 ext. 837

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Email: tassistant@istd.org ■ Tel: +44 (0)20 7377 1577 ext. 835

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Email: sales@istd.org ■ Tel: +44 (0)20 7377 1577 ext. 810 or ext. 811



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Websites: www.istd.org ■ www.dance-teachers.org

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