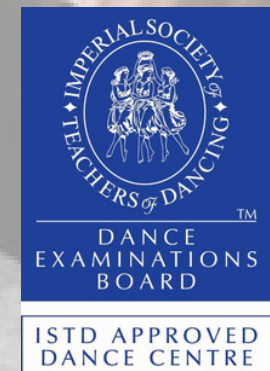


NEW LONDON PERFORMING ARTS CENTRE

# DANCE TEACHER TRAINING ISTD DIPLOMA IN DANCE EDUCATION

Course outline 2017



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New London Performing Arts Centre has been approved by the ISTD to deliver to learner teachers the regulated teaching qualifications that form the ISTD's initial teacher training, the Level 4 Diploma in Dance Education (DDE). This approval process is to ensure the prospective ADC meets the standards of the ISTD and Ofqual.

## AVAILABLE GENRES

IMPERIAL CLASSICAL BALLET  
MODERN THEATRE  
TAP

The New London Performing Arts Centre is based in the heart of Muswell Hill, North London. The course is aimed at anyone 17 years or older, for year 1, who wishes to begin training as a dance teacher. They will go on to complete the DDE qualification in year 2 (for those 18 years or older), and be given the opportunity to complete their training and become a fully qualified and accredited ISTD dance teacher.

Attendance of this course is accepted as CPD for some other dance organisations.

This qualification is offered as a two year course of study.

# INTRODUCTION TO THE ISTD DIPLOMA IN DANCE EDUCATION



Offered as a two year course of study, this qualification develops the skills, knowledge and understanding needed to teach dance, focussing especially on knowledge of the ISTD syllabus and dance pedagogy, including skills essential for teaching dance to children and adults. It consists of subjects relating to generic teaching skills; child and adult physical and cognitive development, and dance practice with a relationship to music, focussing on the dance knowledge required of pupils up to the beginning of vocational levels. 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 and assisting techniques learnt in year 1 along with the students 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 in year 2. This understanding should become increasingly evident throughout the students course of study.

This is a challenging course which requires a mature attitude and should not be entered into lightly.

## YEAR 1

The first year of study gives prospective dance teachers a solid grounding in the skills and knowledge required to teach dance in a safe environment. It consists of four areas of study. Two areas are generic and cover teaching skills with a focus on teaching observation and safe dance practice. The other two units are dance genre specific and focus on the technical, performance based and musical knowledge required at this level, both through personal performance by observing pupils at various levels. During the course students study observation techniques and how these may lead to a greater understanding of teaching methods and skills – this serves as a basis for the development of practical teaching skills in year 2 of the qualification.

## SUBJECTS COVERED



### Observation and Understanding of Teaching & Learning Techniques

Here the candidate will learn how to observe dance lessons. Observing is not the same as 'watching'. The activity of observing will require a degree of intense concentration.

The learner undertakes a minimum of six hours of formal and assessed observation of lessons at two levels of the Graded Examinations in Dance, one between Primary and Grade 3 and one between Grade 4 and Intermediate.

The aim of this unit is to develop the learner's personal observation skills and understanding of teaching and learning techniques. Observation, identification, analysis and evaluation skills promote the learners' reflective thought and self-evaluation in relation to the teaching and learning processes that take place, providing the basis for progression to dance teaching.

Students will complete this unit in year 1.

### Promotion of Health & Safety in Dance

The aim of this unit is to develop the learner's understanding of important and common aspects of safe dance practice and health and safety in dance, essential for those who wish to pursue a career in teaching dance. This unit extends the appreciation of health and safety as well as legal and ethical constraints in the dance sector

Students will complete this unit in year 1.

### Vocational Graded Examination in Dance: Intermediate

All candidates are required to have passed the vocational graded examination in the genre they wish to study to at least Intermediate standard. The final practical exam cannot be taken until this has been achieved. We will accept students who have not yet completed their Intermediate exam and wish to study it alongside the other units, only if their level of dance is at the required level. To be considered for this unit, candidates MUST have an assessment by the Approved Tutor.

Students can take this exam in year 1 or year 2.

## 04

### Dance Practice and the Relationship between Music & Dance in a Chosen Genre – part 1

Alongside the other 3 units, students will begin to study the ISTD syllabus work for their chosen genre(s)

The learner studies:

- a specific dance syllabus of the Graded Examinations in Dance;
- the application of theory, technique, presentation and musicality within the syllabus;
- the arrangement of simple sequences of movement;
- the structure of the body and limitations on body movement to comply with the principles of safe dance practice;
- key stages in physical and cognitive development in relation to the dance technique;
- the music content of the set exercises and movement vocabulary of free work in the Graded Examinations in Dance syllabus up to and including Grade 5

Students will begin studying grades Primary (for Imperial Ballet) or Grade 1 (for Tap & Modern) to Grade 5 in year 1 and Grade 6 to Intermediate in year 2.

Students will complete this exam in year 2.

# YEAR 2

In the second year of study, learners will build on their learning from year one in more depth. Here students will put their teaching skills into practice and develop an understanding of lifespan and the cognitive, emotional and physical development of children and young people in a dance teaching context. Successful completion of all subjects in this second year as well as the first, will qualify the learner as an ISTD teacher.

## SUBJECTS COVERED



### Planning Techniques and Evaluation of Dance Teaching

Here 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 teaching and assisting 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.

### Dance Teaching Practice

Building on the knowledge and skills gained in year 1, this subject 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.

### Social, Emotional and Cognitive Development

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 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 dancer at various life stages.

Students will take this assessment in year 2.

## 06

### Dance Practice and the Relationship between Music and Dance in a Chosen Dance Genre – part 2

This follows on from the part one course of study in year one. This unit 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 through the lower grades demonstrated in year 1.

Students will take a practical examination in year 2 covering all syllabus work from Primary to Intermediate.

## COMPLETING THE QUALIFICATION

Throughout the 2 year course of study the learner builds a portfolio of evidence. This allows the learner time for reflection, self-evaluation and self-improvement. Once all required units are completed, portfolios are submitted for 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. Upon successful moderation the learner will be awarded certification for the DDE qualification. Completion of this course will give learners the skills, knowledge and understanding needed to teach dance.

## PRIOR ACCREDITATION & ACHIEVEMENTS

The Diploma in Dance Education allows students to build on their current qualifications and experiences. Where students have achieved certificated qualifications within or outside of the Qualifications and Credit Framework that meet the learning outcomes and assessment criteria of a unit(s), students may apply to claim exemption from the relevant unit(s) of the qualification through the exemption route. Where students feel they can demonstrate that their previously achieved knowledge, understanding or skills meet the learning outcomes and assessment requirements for a unit(s) within the qualification, students may apply to claim credits for the relevant unit(s) through the recognition of prior learning. All applications must be made to the Approved Tutor.

## YEAR 1 FEES 2017

Below is a breakdown of the fees for September 2017 for year 1. This includes the FULL course with a learner studying all subjects apart from the Intermediate examination. The course registration fee should be paid upon accepting a place on the course. Examination fees are charged separately at time of entry and can be found on the ISTD website.

A 10% discount is given to all course fees paid in full at the beginning of the course. Instalments made in three parts can be arranged to spread the cost. If a learner is granted subject exemptions due to prior learning, the exempted subject fee will be deducted from the total.

<b>Course Registration Fee</b>	<b>£85</b>
<b>Full course year 1 studying Imperial Ballet only</b>	<b>£1200</b>
<b>Full course year 1 studying Modern Theatre only</b>	<b>£1101</b>
<b>Full Course year 1 studying Tap Dance only</b>	<b>£1302</b>

IF A LEARNER WISHES TO STUDY MORE THAN ONE GENRE, THE FOLLOWING FEES ARE ADDED TO THE ABOVE

<b>Imperial Ballet</b>	<b>£650</b>
<b>Modern Theatre</b>	<b>£550</b>
<b>Tap Dance</b>	<b>£750</b>

**INTERMEDIATE Exam classes** – These are charged separately for those needing to study the Intermediate examination in their chosen genre. Group classes are run with 4 or more students at a cost of £90 per term. If a group class cannot be arranged then private lessons will be scheduled at £20 per 30 minutes.



# YEAR 1 TIMETABLE 2017

Classes are held at our centre on every Friday morning/ afternoon during term time. Visit the NLPAC website for term dates. Timetables are subject to change depending of amount of students registering for each genre.

<b>Modern Theatre Practical</b>	<p>ISTD Modern Theatre syllabus from Grade 1 to Grade 5.</p> <p>The application of theory, technique, presentation &amp; musicality within the syllabus. The arrangement of simple sequences of movement suitable for each grade.</p> <p>The structure of the body and limitations on body movement to comply with safe dance practice.</p> <p>Dance rhythms and time signatures used in Modern.</p>	<b>Friday 09:45-11:00</b>
<b>Generic Teaching Skills</b>	<p>Key stages in physical &amp; cognitive development in relation to the dance technique.</p> <p>Observation Techniques.</p> <p>Aspects of Health &amp; Safety are also covered.</p> <p>(Separate tutorials will be arranged to discuss observations and H&amp;S written tasks)</p>	<b>Friday 11:00-12:00</b>
<b>Imperial Classical Ballet Practical</b>	<p>ISTD Imperial Classical Ballet syllabus from Primary to Grade 5.</p> <p>The application of theory, technique, presentation &amp; musicality within the syllabus. The arrangement of simple sequences of movement suitable for each grade.</p> <p>The structure of the body and limitations on body movement to comply with safe dance practice.</p> <p>Dance rhythms and time signatures used in ballet and how to confidently instruct a pianist.</p>	<b>Friday 12:00-13:00</b>
<b>Tap Dance Practical</b>	<p>ISTD Tap syllabus from Grade 1 to Grade 5.</p> <p>The application of theory, technique, presentation &amp; musicality within the syllabus. The arrangement of simple sequences of movement suitable for each grade.</p> <p>The structure of the body and limitations on body movement to comply with safe dance practice.</p> <p>Dance rhythms and time signatures used in Tap.</p>	<b>Friday 13:00-14:00</b>

## WHEN DOES THE NEXT COURSE START?



The next DDE year 1 course starts on Friday 15th September 2017

## WHAT ARE THE ENTRY REQUIREMENTS?



Learners should have at least GCSE Grade A-C or equivalent in English and be trained to Intermediate standard or above in their chosen genre. Previous teaching experience will be an advantage but not necessary for year 1. Students embarking on year 1 of this course of study should be 17 or over.

## HOW DO I APPLY?



Download the application form from [www.nlpac.co.uk](http://www.nlpac.co.uk) and return to Deborah Hoskins at [info@nlpac.co.uk](mailto:info@nlpac.co.uk).