

School of Education

PGCE Secondary: Dance

Welcome to the Dance PGCE at Roehampton University!

This year ahead will undoubtedly be full of rewards and challenges, and we look forward to going on this journey with you. The Dance Subject sessions are designed to build on your knowledge and training; helping you to shape this for inside the studio and classroom. The course is designed to increase your knowledge of curriculum content, apply this knowledge to practical in-class scenarios, and expand your understanding of how Dance can fit into a wider school vision.

We will explore a variety of case studies; from introducing Dance into Secondary Schools, to working with an established Dance team. As a group we will discover innovative and creative solutions to bringing Dance to students by considering KS3 4 and 5 timetabled lessons and exams, extra-curricular exams/competitions/clubs, wider performing arts programmes and productions, community outreach etc.

To help you prepare for this year, please see below for some subject specific tasks, activities and reading.

If you require any further assistance with preparatory tasks, activities or reading, please email me:

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Kelly McClelland

Subject Studies Lead, Dance

**Subject Knowledge**

Over the year you will be expected to continually update and develop your subject knowledge. To help you get started, why not:

* Use the subject knowledge audit, assess your strengths and areas of development.
* Use the GCSE/A Level Specifications to get a sense of what skills and knowledge will be taught in schools
  + [AQA | GCSE | Dance | Introduction](https://www.aqa.org.uk/subjects/dance/gcse/dance-8236/introduction)
  + [AQA | A-level | Dance | Specification at a glance](https://www.aqa.org.uk/subjects/dance/a-level/dance-7237/specification-at-a-glance)
  + [BTEC 2016 Specification (pearson.com)](https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Performing-Arts/2016/specification-and-sample-assessments/9781446938348_BTEC_Nat_Cert_PA_Spec_Iss2C.pdf)

**Teaching in the Classroom**

* If you have not done so already, contact a local Secondary School and ask to observe and experience a Dance (or Performing Arts/PE) lesson. The purpose of the observation is to consider how the teacher manages a practical space, engages learners through practical activities, and assesses how the students are making progress.

Make notes on the observations and bring along for discussion.

* The following link takes the viewer to a lesson created for online learning. The learning is on Physical Skills Isolation and Extension.

[(70) Physical Skills 1 Isolation and Extension - YouTube](https://www.youtube.com/watch?v=eRDgs6dQA0A)

Imagine you have a Y10 GCSE Dance class, mixed ability, 12 students.

Create a lesson plan that takes this online learning back into the classroom/studio.

Consider how you would embed practical tasks alongside the current lesson. You may directly reference slides/time stamps from the learning video within your lesson plan.

**Stay in the know!**

One Dance UK (News and Events), allows you to keep up to date with events and notices. Familiarising yourself with this platform can be useful in communicating relevant knowledge with students and finding events/shows to include in school planning.

* + [One Dance UK | News - One Dance UK](https://www.onedanceuk.org/news/)
  + [One Dance UK | Events Archive - One Dance UK](https://www.onedanceuk.org/event/)

**Reading**

*Goodling, Elizabeth. Teaching Dance: the Spectrum of Styles. AuthorHouse, 2019.*

*McCutchen, Brenda P. Teaching Dance as Art in Education. Human Kinetics, 2006*

*Smith-Autard, Jacqueline M. The Art of Dance in Education. A&amp;C Black, 2002*