



Adopting Alternative Roles Teacher Resource Card

HELPING PUPILS ADOPT THE ROLE OF CRITIC

Planning & preparation

- Prior to commencing the unit, pupils will need to be set home learning to undertake the necessary planning and preparation to carry out their role effectively during the unit. All pupils must prepare to undertake all roles
- Prior to commencing the unit you will need to agree if critics are to review their own group dance or that of another group
- Help pupils research into critique/reviews on dance performances – the internet, newspapers, dance journals, etc. Provide critics with a framework to make notes on what makes a good review and what they should include in their review
- Develop a library of recordings and reviews of well-known dance performances
- Make digital recording equipment available for critics' use
- Provide time for critics to make notes during the practice sessions
- Make the necessary arrangements for the performance to be digitally recorded
- Provide opportunity for critics to make notes during the performance
- Help the critic make arrangements to interview the choreographer, the dancers, the audience and you. Again you may need to develop a framework for the interviews or discuss what should be included with the critics
- Prior to commencing the unit, confirm the agreed responsibilities and discuss how the critic intends to undertake this role

Responsibilities

- Help critics prepare a review
- Discuss with the critic how they can ensure their review is an honest, unbiased critical reflection of the dance
- Discuss with the critic how they can ensure their review is useful for providing feedback to the choreographer and dancers
- Discuss with the critic how they can ensure their review would be useful in helping a potential spectator determine if they want to watch the performance or not

Development and application of skills

In order to successfully fulfil their role as a critic, pupils will need to develop and apply the following skills:

Thinking

1. Planning

- 1.1 Asking questions (to understand the problem) – Asking more probing questions
- 1.2 Activating prior knowledge, skills and understanding – Identify gaps and begin to build on existing understanding and skills
- 1.3 Gathering information – Suggest and evaluate a range of options as to where and how to find relevant information and ideas
- 1.4 Determining the process/method and strategy – Explain why the process/method and strategy have been selected and identify possible problems
- 1.5 Determining success criteria – Determine success criteria and give some justification for choice



2. Developing

- 2.2 Valuing errors and unexpected outcomes – Value errors and unexpected outcomes and see the opportunities they present
- 2.4 Thinking about cause and effect and making inferences – Use prior knowledge to explain links between cause and effect or justify inferences/predictions
- 2.5 Thinking logically and seeking patterns – Analyse patterns and explore uncertainties
- Considering evidence, information and ideas – Evaluate in order to gauge bias, reliability and validity
- 2.8 Monitoring progress – Regularly check progress, making ongoing revisions to process/method where necessary

3. Reflect

- 3.1 Reviewing outcomes and success criteria – Evaluate outcomes and how far success criteria fully reflect successful outcomes
- 3.2 Reviewing the process/method – Decide whether the process/method was successful; describe and justify any amendments/improvements made; suggest how the process/method could be improved
- 3.3 Evaluating own learning and thinking – Justify the learning/thinking strategies used and suggest other strategies that might have worked
- 3.4 Linking and lateral thinking – Link learning to dissimilar but familiar situations within and outside school

Communication

1. Oracy

- 1.2 Presenting information and ideas – Communicate clearly and effectively in a way that suits the subject, audience and purpose. Use a wide and subject specific language

2. Reading

- 2.1 Locating, selecting and using information using reading strategies – Select, summarise and synthesise ideas and information

3 Writing

- 3.1 Organising ideas and information – Write clearly and confidently, presenting ideas and information appropriately. Proof read, edit and revise work
- 3.2 Writing accurately – Write effectively, choosing from a repertoire of vocabulary and sentence structures, matching style to audience and purpose. Spell and punctuate correctly.

4. Wider communication skills

- 4.1 Communicating ideas and emotions – Communicate ideas, emotions and information confidently
- 4.2 Communicating information – Respond to a range of information and ideas in different forms. Integrate different forms into effective presentations

ICT

1. Finding and developing information and ideas – Develop information and ideas for specific purposes by processing data from a variety of sources, checking accuracy and plausibility of information
2. Creating and presenting information and ideas – Create and present information and ideas to meet the intended purpose and audience, selecting and using different layouts and techniques

Next steps

If you enjoy your role as a critic you could:

- Help pupils prepare a piece for the school magazine
- Liaise with the editor of the school magazine for a regular column or feature
- Help pupils undertake reviews of community dance performances
- Help a pupil to submit a piece to the local free paper
- Liaise with the careers advisor in relation to careers in reviewing art/dance
- Help pupils research university and college courses linked to dance/reviewing/journalism/media