



Adopting Alternative Roles Teacher Resource Card

HELPING PUPILS TO ADOPT THE ROLE OF CHOREOGRAPHER

Planning & preparation

- Prior to commencing the unit, pupils will need to be set home learning to undertake the necessary planning and preparation in order to carry out their role effectively during the unit. All pupils must prepare to undertake all roles
- Be aware of a range of opportunities for pupils to research different dance styles, techniques and choreographers. Consider becoming a member of Community Dance Wales or The National Dance Teachers Association to tap into their resources and expertise
- Have a range of stimuli that pupils can consider to gain ideas
- Refer pupils to the information in the Making Dances section or the PESS Interactive Planning Tool to help them plan a framework for their dance
- Have a range of appropriate accompaniments that the pupil can consider to gain ideas. Make suggestions about where the pupil may find suitable accompaniment
- Set out key dates for when things should be completed as a guide to help pupils manage time effectively
- Check/assess that the choreographer is appropriately/sufficiently planned prior to the unit commencing. This could involve the choreographer submitting a dance framework and a timeline of key dates/milestones, etc.
- Make arrangements for choreographers to have access to the internet, intranet or notice boards
- Make/gather a range of resources to include pictures, poems, photographs, word walls, video clips, etc. from which pupils can gain ideas
- Establish a video library of clips or films that pupils can refer to for inspiration
- Prior to commencing the unit, confirm the agreed responsibilities and discuss how the choreographer intends to undertake this role

Responsibilities

- Agree which section the choreographer is responsible for including number of dancers, duration and the timescale for the performance
- Provide opportunities within lessons for choreographers to work with their dancers
- Agree with the pupils a list of criteria that they will be assessed against and that the dance must address
- Question the choreographer to ensure that they evaluate each aspect of the dance accurately and identify good features and areas for improvement
- Help choreographers motivate and encourage their dancers to ensure they work to the best of their ability and enjoy the dance
- Help the choreographer with time keeping in sessions



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Development and application of skills

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

Thinking

1. Planning

- 1.1 Asking questions (to understand the problem) – Identifying the problem and set the questions to resolve it
- 1.2 Activating prior knowledge, skills and understanding – Build on existing knowledge, skills and understanding
- 1.3 Gathering information – Suggest a range of options as to where and how to find relevant information and ideas and evaluate these options
- 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

- 2.1 Creating and developing ideas – Develop and combine a variety of imaginative ideas, possibilities and alternatives
- 2.2 Valuing errors and unexpected outcomes – Build on unexpected outcomes as well as successes to re-evaluate
- 2.3 Entrepreneurial thinking – Begin to take risks with ideas, going beyond the conventional
- 2.4 Thinking about cause and effect and making inferences – Use some prior knowledge to explain links between cause and effect or justify inferences/predictions
- 2.5 Thinking logically and seeing patterns – Explain patterns and relationships and identify uncertainties
- 2.8 Monitoring progress – Regularly check progress, making ongoing revisions to process/method where necessary, justifying any amendments

3. Reflect

- 3.1 Reviewing outcomes and success criteria – Evaluate outcomes and how far success criteria fully reflect successful outcomes
- 3.2 Reviewing 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 – Identify the learning/thinking strategies used
- 3.4 Linking and lateral thinking – Link learning to similar 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

4. Wider communication skills

- 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 – Find relevant information from a variety of sources using key word and multiple word searches on data files and internet sources

Next steps

If pupils enjoy the role as a choreographer you could:

- Provide opportunities for pupils to become involved in any choreography for the dance club or school productions, displays etc.
- Liaise with a community dance company to establish if the pupil could shadow a choreographer
- Help the pupil set up their own dance group and continue to choreograph dances
- Help the pupil research the possibilities for taking GCSE, A Level, BTEC qualifications involving dance or Dance Leaders qualification. (See Qualifications section)
- Liaise with the careers advisor in relation to careers linked to choreography
- Help the pupil research university and college courses linked to choreography