



Adopting Alternative Roles Teacher Resource Card

HELPING PUPILS ADOPT THE ROLE OF PERFORMER

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
- Provide opportunities for performers to warm up appropriately. This may involve questioning pupils as to what might be appropriate and how this could be done. Ultimately it is your responsibility as the teacher to ensure pupils are fully prepared to engage in the activity, therefore you must ensure that the warm-ups undertaken will do everything possible to prevent pupils from being injured. You must intervene if there are aspects of unsafe practice
- As a teacher you should act as a role model at all times therefore you should be dressed appropriately including bare feet or dance trainers if required. You should have removed all your jewellery and tied back long hair
- Discuss nutrition with the performers and ensure they understand the demand that the dance will place on them and necessity for a balance diet
- Allow performers to bring a water-based drink in a secure drinking bottle into the practical space or provide access to a drinking fountain

Responsibilities

- Ultimately you are responsible for the conduct of performers during these lessons. Discuss any issues that arise with performers in order to maintain a safe and secure environment in which performers can flourish
- Provide time and privacy for performers to discuss any condition that may affect their performance
- Question performers to ensure they listen and respond to instructions from the choreographer
- Encourage performers to ask questions to seek clarification
- Question performers to ensure they work to the best of their ability
- Discuss with performers how they can work with any other dancers in an effective, efficient, considerate and amicable way
- Encourage performers to make notes of the dance on a Story Board planner, to help them memorise their part
- Provide opportunities for performers to practise in between sessions
- If performers have experienced difficulties with what they have been set and raised these with the choreographer in an appropriate manner and the issues have not been resolved be prepared to act as arbitrator to resolve things amicably. Pose questions to elicit solutions or alternatives that may assist in reaching a satisfactory solution



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Development and application of skills

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

Thinking

1. Planning

- 1.1 Asking questions (to understand the problem) – Ask questions related to the context and listen before asking further questions
- 1.2 Activating prior knowledge, skills and understanding – Identify and make links to prior knowledge and skills related to the context
- 1.5 Determining success criteria – Determine success criteria and give some justification for choice

2. Developing

- 2.2 Valuing errors and unexpected outcomes – Describe errors and unexpected outcomes
- 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
- 2.8 Monitoring progress – Follow the planned process/method

3. Reflect

- 3.1 Reviewing outcomes and success criteria – Evaluate outcomes and how far success criteria fully reflect successful outcomes
- 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

4. Wider Communication Skills

- 4.1 Communicating ideas and emotions – Communicate ideas and emotions through dance

Next steps

If pupils enjoy the role as a performer you could:

- Provide opportunities for pupils to become involved in any school productions, displays etc.
- Provide information on community dance sessions and encourage pupils to attend or work with a community dance company
- Help the pupil research the possibilities for taking GCSE, A Level or BTEC qualifications involving dance. (See Qualifications section).
- Liaise with the careers advisor in relation to careers linked to dance performance
- Help pupils research university and college courses linked to dance