



Adopting Alternative Roles Teacher Resource Card

HELPING PUPILS ADOPT THE ROLE OF TECHNICIAN

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
- Agree the performance space that is available to the group
- Ensure the technician liaises with the choreographer to identify staging requirements including scenery, accompaniment, props, etc. in addition to curtains and lighting if available
- Liaise with the technician to accommodate the choreographer requirements wherever possible
- Ensure all resources are available for practice sessions and performance times
- Manage the distribution and availability of resources between and within groups

Responsibilities

- Liaise with the technician to ensure that the performance space is available and safe to perform in
- Ensure that aspects in relation to the staging of the performance are available, functioning correctly and safely, including scenery, accompaniment, props, etc. and curtains and lighting if available
- Help the technician to ensure that any scene changes are made at the appropriate time and with minimal distraction to the dancers and the audience
- Ensure all resources are returned to the appropriate places and people after practice sessions and the performance



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Development and application of skills

In order to successfully fulfil their role as a technician, 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

- 2.1 Creating and developing ideas – Develop and combine a variety of imaginative ideas, possibilities and alternatives
- 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
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

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 – 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 pupils enjoy their role as a technician you could:

- Encourage pupils to help with school productions and displays
- Encourage pupils to help with community dance or drama productions by providing information and contact details
- Liaise with the careers advisor in relation to careers linked to stage production
- Help pupils research university and college courses linked to dance/drama/stage production/media