

# THE HAT FEATURES IN DEPARTMENTS: DANCE



1	<p><b>We review learning:</b> The lesson begins with a brief review of recent and previous learning, and learning is reviewed systematically, for example through quizzes and tests.</p>	<p>Questioning is an integral part of the lesson, and all lessons start with some form of informal questioning or orally.</p> <p>Students are encouraged to RAG in each choreography they complete to ensure they have full understanding of their knowledge and understanding, completing skills audits.</p> <p>Students' understanding is constantly checked verbally throughout the lesson, using scaffolded questioning along with practical performance of the Dance/choreography being performed to consolidate knowledge and understanding.</p>
2	<p><b>We make the learning clear:</b> Students are told what they will be learning (learning intentions) and are shown how they can make progress (success criteria).</p>	<p>At the start of each year and section/component of work/Dance, students are given learning objectives or an area of the specification, which have been modified to check learning.</p> <p>Model answers are supplied that have been differentiated to suit the needs of the learners. Short plenaries throughout the lessons are used to check learning.</p> <p>Dances are performed independently to check understanding and knowledge of piece.</p> <p>The expectation for each student is to perform feedforward tasks after every piece of independent work. Looking at their strengths and areas for improvement, linking to RADS of performance.</p> <p>Students have a flight path they follow on their folders, ultimately, they are encouraged to select their own target grade, a discussion with their teacher has taken place with the students to ensure the grade is both aspirational, attainable.</p>
3	<p><b>We present new learning in small steps:</b> Students are given the opportunity to practise each step thoroughly, to obtain a high success rate.</p>	<p>Both practical and theory lessons are scaffolded and differentiated to suit the learning needs of the students.</p> <p>Success is valued and recognised through postcards home coordinated by the department SO.</p> <p>Dance lessons are not divided by ability level, but actions are taught so that they show P,M and D criteria ensuring that students remain positive during lessons, and supports the practices delivered to support learning. Learning is broken down by questioning and demonstrations based on the stage of learning of the group and the choreography being performed.</p>
4	<p><b>We explain clearly and directly:</b> Explicit and detailed instructions and explanations are given throughout the lesson.</p>	<p>Examples and explanations are given depending on the phase of learning that the students are in.</p> <p>Physical literacy is an integral part of a successful lesson, and students are encouraged to use and apply the correct terminology which they are provided throughout the course. They are also directed to use the words around the room to ensure that they are using dance specific language.</p> <p>Ensure HAB is good, checking understanding through plenaries and performances at the end of the lesson.</p>
5	<p><b>We ask questions of everyone:</b> For example, through no-hands-up, cold calling and Think-Pair-Share, EVERYONE is involved and encouraged to think.</p>	<p>Evidence in lessons of:</p> <p>Cold calling / pairing and discussions, replication of taught material, collaborative work within small groups and rotations of students feeding back.</p> <p>Expectations are that all students will have been given the opportunity to answer questions in the lesson.</p> <p>Answering of questions is visual as well as verbal.</p>

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6	<p><b>We provide models:</b> Evidence of modelling by thinking aloud, by using WAGOLLS, worked examples and partially worked examples, and by demonstrating (in practical work).</p>	<p>Demonstrations and modelling is integral to the subject, and this is done using staff or students depending on the ability and confidence of the dancers.</p> <p>Worked examples are used in the theory aspect of the course.</p> <p>We make use of both practical and theoretical work by previous students that demonstrates varying levels of success.</p> <p>Literacy boards in the studio help with sequencing, comparing and explaining etc.</p>
7	<p><b>We guide students' practice:</b> Evidence of scaffolds (examples, models and writing frames) and teacher's movement whilst students are working to support and to provide corrections and feedback.</p>	<p>Mechanical, manual and verbal guidance are used throughout all lessons.</p> <p>We ask students to share examples during the lesson to help support others and stretch their use of language and depth of knowledge</p> <p>Corrections and feedback (and feedforward) are completed in a range of ways to suit the focus of the lesson -this includes verbal, written and visual feedback</p> <p>We make use of Thinking Harder structured tasks for BTEC Level 3 students who are the only group required to write under assessment conditions.</p>
8	<p><b>We require students to practise independently:</b> Clear opportunities for students to work alone, in order to thoroughly practise, for example through timed and un-scaffolded tasks in silence, while monitoring their progress.</p>	<p>Opportunity for students is given in all lessons for independent work to improve of the technique and actions they have been taught within the lesson.</p> <p>Within the practical element there is little time for silent tasks however, when they complete theory tasks coursework should be their own work and are given the opportunity to complete through unscaffolded tasks in silence.</p>
9	<p><b>We check for understanding:</b> Evidence of questioning to check all students understand by asking them to explain what they have learned and by using all-students' response systems such as quizzes and mini whiteboards; evidence of adaptive teaching in response to the checking of understanding; students are retaught if they haven't got it.</p>	<p>CFU is evident in all lessons, through performance of material they have been taught within the lesson. Questioning, group or individual plenaries are used to checking understanding of both practical and theory work.</p> <p>Successful demonstrations or competitive game periods used to CFU.</p>
10	<p><b>We use retrieval practice systematically:</b> Evidence of retrieval practice to make the learning stick.</p>	<p>End of unit assessments of dance/performances, theory coursework.</p> <p>End of lesson plenaries.</p> <p>Lesson SOW are developed to recap over previous taught material and how the next one follows on, particularly in practical elements of the course.</p> <p>Students are encouraged to link previous weeks/terms work to make sure retrieval is consolidated and reinforced.</p>