

Imperial Society of
Teachers of Dancing

Diploma in Dance Education Level 4 Specification

For teaching from
September 2022

For exams in
2022 onwards

Ref/S2000 version 1.1

Summary of ISTD Diploma in Dance Education Level 4 Specification Ref/S2000 version 1.0 changes

Summary of changes made between the previous issue and this current issue	Page number
Section 3 Qualification Introduction updated with the added information on regulation in the UK and the EU, and equivalence of qualification levels	5-6
Section 4 Quality Assurance updated with recognised tutor requirements and statements on inclusivity and accessibility of examinations and assessments, reasonable adjustments, special consideration, enquiries and malpractice	12-13
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If you need further information on these changes or what they mean, contact us via email at: education.training@istd.org

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1 About the Imperial Society of Teachers of Dancing (ISTD)

The Imperial Society of Teachers of Dancing (ISTD) is a registered educational charity and membership association. Our mission is to educate the public in the art of dancing in all its forms: to promote knowledge of dance; provide up-to-date techniques for members and maintain and improve teaching standards.

With approximately 6,000 members in over 55 countries worldwide, the Society conducts over 120,000 examinations each year. We were recently listed by Ofqual as one of the top 20 largest awarding organisations in England and in the top 5 for delivery of performing arts examinations.

The Society aspires to be a world leader in dance education, setting the benchmark for best practice through our extensive syllabi and teacher training. We are committed to becoming a dynamic, future-focused organisation that promotes the social, cultural, physical and educational benefits of dance for all.

2 Qualification purpose

The Level 4 Diploma in Dance Education (DDE) is an achievable and streamlined teaching qualification that provides student teachers with a clear and cohesive pathway to becoming a qualified dance teacher with the ISTD. The qualification allows student teachers the opportunity to engage with up-to-date research in best practice related to dance teaching and learning, providing an excellent introduction to a career in teaching dance. Through a blended learning approach, the qualification allows student teachers the flexibility to access study from anywhere in the world, at their own pace, and to gain a regulated qualification. The contextual nature of assessment will also ensure that student teachers are able to focus on developing practical skills and knowledge that will enable them to start their initial journey as a teacher.

What does the qualification cover/Progression

As a regulated Ofqual recognised teaching qualification, the Level 4 DDE is structured to equip initial teachers with a strong foundation to ensure they are safe and confident to start their teaching career.

The DDE forms part of the Society's regulated teaching qualifications portfolio and is available for the Theatre Dance genres including: Cecchetti Ballet, Classical Greek, Classical Indian, Imperial Classical Ballet, Modern Theatre, National Dance, Tap Dance.

The DDE is an initial teaching qualification offering successful graduates a license to teach within the teaching profession. Furthermore, the achievement of the DDE qualification provides learners with the opportunity to continue the development of knowledge and skills by enabling them to progress onto other qualifications of either the same or greater level. These could be qualifications such as the Level 6 Diploma in Dance Pedagogy (DDP) or Licentiate qualification, providing DDE graduates have gained some further teaching experience prior to application.

Employability skills/Transferable knowledge and skills for further/higher education

The framework of the assessment ensures that student teachers develop the practical skills and knowledge required to enter the teaching profession and to develop a sustainable career. In studying the DDE, candidates cover a breadth of material, leaving them fully qualified within their chosen dance genre. Graduates from the DDE are able to apply for Full Teaching Membership with the ISTD and can then enter candidates for ISTD exams, enabling them to develop their own dance schools if they so wish. Upon completion of the DDE graduates are recognised as specialists in their chosen genre and also as having strong teaching skills that underpin their future career progression.

The Diploma in Dance Education is recognised as a mark of quality worldwide and will enable graduates to access a number of different teaching pathways and institutions. The regulated qualification itself holds 120 credits and can enable graduates to transfer credits to other Further Education/Higher Education institutions in order to access degrees or alternative qualifications at Level 5 or Level 6.

3 Qualification introduction

Regulation

Regulation – UK

ISTD Vocational Graded Examination qualifications are regulated in the UK by:

- Office of Qualifications and Examinations Regulation (Ofqual) in England
- Qualification Wales
- Council for Curriculum, Examinations and Assessment (CCEA Regulation) in Northern Ireland.

The Regulated Qualifications Framework (RQF) in England provides a single, simple system for cataloguing all regulated qualifications, indicating qualifications by their level (degree of difficulty) and size (amount or breadth of learning). There are nine qualification levels in the framework, labelled in order of difficulty from Entry Level to Level 8. For further information, visit <http://register.ofqual.gov.uk>.

Size of the qualification on the RQF is indicated by a credit value, corresponding to a term used in the title. An Award is worth 1-12 credits, a Certificate is worth 13-36 credits, and a Diploma is worth 37 or more credits. One credit corresponds to 10 hours of learning for the typical learner, which is divided into Guided Learning hours (GLH), which is broadly contact time with the teacher, and personal study time, which together make Total Qualification Time (TQT).

Regulation – Europe

The European Qualifications Framework (EQF) is an overarching framework that links the qualifications of different countries together and allows for comparison and translation. The EQF has eight levels across which qualifications can be mapped. The levels do not correspond directly with the UK's Regulated Qualifications Framework (RQF), although they are similar. The following table shows the level of our Vocational Examination qualifications on the RQF and the EQF

Qualification title	RQF Level	EQF Level
ISTD Level 4 Diploma in Dance Education	Level 4	Level 5

Qualifications can cross boundaries: Guide to comparing qualifications in the UK and Ireland (qaa.ac.uk)

Equivalence of qualification levels

Qualification level	Level	Equivalence
Intermediate	3	Equivalent to A-Level and T-Level standard
ISTD Level 4 Diploma in Dance Education	4	Equivalent to the first year of a degree or a Certificate of Higher Education or Higher National qualification at Level 4

Equivalence of exam qualification structure

ISTD Qualifications	UK National Levels	UK National Qualifications
Primary	Level 0 KS3 (up to year 9)	KS3 (Entry level)
Grade 1, 2 and 3	Level 1 KS4 (year 10 and 11)	GCSE 5-1 (C-G)
Grade 4 and 5 and Intermediate Foundation	Level 2 KS4 (year 10 and 11)	GCSE 9-6 (A*-B)
Grade 6 and Intermediate	Level 3 KS5 (year 12 and 13)	A Levels and T-levels
Advanced 1 and 2, plus Diploma in Dance Education	Level 4 Tertiary, Vocational Or Higher Education	1st Year Degree
2nd Year Degree	Level 5 Tertiary, Vocational Or Higher Education	2nd Year Degree
Diploma in Dance Pedagogy	Level 6 Tertiary, Vocational Or Higher Education	Bachelors Degree

Qualification Structure

The full DDE qualification awards 120 credits at Level 4 on the Regulated Qualification Framework (RQF) in England and the Credit and Qualifications Framework in Wales (CQFW). This equates to 120 credits at Level 5 of the European Qualification Framework (EQF).

The DDE covers 5 main areas of study that are split into 5 units:

Unit 1: Preparing for Safe Teaching Practice

Unit 2: Observing, Assisting and Teaching Practice

Unit 3: Level Certificate in Vocational Graded Examination in Dance: Intermediate

Unit 4: Dance Practice

Unit 5: Child Development

The combination of units provides a comprehensive understanding of the practical elements of dance teaching, underpinned by theoretical knowledge in safe dance practice and child development.

Qualification title	Qualification number	Level	Credits	*GLH	TQT
ISTD Level 4 Diploma in Dance Education	603/3094/6	4	120	560	1195

- GLH – Guided Learning Hours. This represents the number of hours that learners can expect to receive supported learning from tutors.
- TQT – Total Qualification Time. This is the total number of hours that learners will need to study to complete the qualification and includes both guided learning hours and independent study time.

In order to achieve this qualification Learners must achieve 120 credits from the following units:

Unit title	Unit reference number	Unit level	Credit value	GLH	TQT
Unit 1 Preparing for Safe Teaching Practice	L/616/9449	3	15	50	150
Unit 2 Observing, Assisting and Teaching Practice	F/616/9450	4	30	100	300
Unit 3 Level 3 Certificate in Vocational Graded Examination in Dance: Intermediate	Tap Dance – M/602/0189 National Dance – D/602/0267 Cecchetti Classical Ballet – K/602/0112 Imperial Classical Ballet – H/602/0142 Modern Theatre Dance – L/602/0376 Classical Greek Dance – R/602/0251 Classical Indian Dance: Kathak – J/505/5536 Classical Indian Dance: Bharatanatyam – F/505/5535	3	28	150	275
Unit 4 Dance Practice	Tap Dance – D/616/9455 National Dance – H/616/9456 Cecchetti Classical Ballet – T/616/9459 Imperial Classical Ballet – K/616/9460 Modern Theatre Dance – A/616/9463 Classical Greek Dance – Y/616/9468 Classical Indian Dance: Kathak – J/616/9465 Classical Indian Dance: Bharatanatyam – F/616/9464	4	30	200	300
Unit 5 Child Development	A/618/8191	4	17	60	170

Target Learners

The DDE is particularly appropriate for learners wishing to start a career as a professional dance teacher. Student teachers need to be 17 years of age in the academic year of enrolment and 18 years of age to undertake independent teaching practice.

The skills acquired will equip graduates with knowledge of structuring lessons, safe practice, development of creative tasks and an understanding of individual participants.

Student teachers may be learners who are progressing straight from formal education as well as those returning to study or embarking on a career change. The qualification is for those who need to acquire and embed practical initial teaching skills.

Entry Requirements

It is advisable that learners have good literacy skills as well as strong practical knowledge of at least one of the below dance genres:

- Classical Ballet (ICB or Cecchetti)
- Modern Theatre
- Tap Dance
- Classical Greek
- Classical Indian Dance (Kathak or Bharatanatyam)
- National Dance

Student teachers will be required as part of the DDE to train, perform and pass intermediate Unit 3.

Understanding the delivery of units and assessments

The DDE is delivered by Approved Dance Centres (ADCs). These Centres are approved by the ISTD to run the DDE and are subject to regular quality assurance measures to ensure that the standard of assessment is rigorous and consistent with the ISTD's expectations.

Assessment techniques are designed to assess each unit of the qualification in an appropriate manner.

Throughout the course of study the student teacher builds a portfolio of teaching evidence. This allows time for reflection, self-evaluation, and self-improvement.

All assessments are available for the student teacher to access online through Totara – Learner Management System (LMS). The student teacher will work their way through each section. The assignment briefs become available to students when the learning sections have taken place and when the student teacher is ready to complete assignments. The student teacher is able to complete their work in draft form gaining written feedback from their Recognised Tutor once. When the student teacher is ready they will submit the final assessment, the ADC will check that this has been fully completed and then the student teacher submits to the ISTD for marking.

There are some unit combinations that must be adhered to in terms of delivery:

- Unit 1 Preparing for Safe Teaching Practice must be successfully completed and passed before students start their independent teaching practice for Unit 2. However, they can start the observation and assisting process.
- Unit 3 Intermediate must be successfully achieved before Unit 4 is assessed.

ADCs have access to the Society’s LMS, Totara, which houses all of the approved course materials. Totara is an online learner management system that supports the student teacher journey. Each Approved Dance Centre has their own online area with their live courses and student cohorts. The ADCs enrol their students onto the courses via the ISTD, enabling the student to have their own webpage where they can upload their work and track their progress. Tutors are sourced by the ADC and linked to their students so that they can see the units they teach, and the students enrolled within those units.

The online system enables the Education & Training Department to upload resources and templates that can be used in every Approved Dance Centre. It enables a consistent approach to delivery and to ensure that student teachers are receiving the same high-quality experience of teacher training. Assessments are also uploaded onto this secure system, and it enables student teachers to receive swift online feedback.

The ISTD provides all assessment information and supporting materials for tutors and students in English, Greek and Italian in the DDE programme.

Re-sits

Students have up to 5 years from the date of enrolment to complete the programme. Learners may resit this qualification any number of times within this time.

Planning your programme

Each unit specification details the indicative content which will be taught prior to learners sitting assessments. There is also a suggested Programme of Learning which is used by Tutors as a guide and is provided as an example to consider how the indicative content can be used with the assessment criteria to ensure that all areas of the unit are covered.

Whilst the DDE is usually achieved in a 1 or 2 year time frame (dependent on the learner’s experience and time commitments) student teachers have up to 5 years to complete their studies. The length of time that it takes to achieve the DDE is decided between the ADC and the learner.

Tutors are required to attend initial mandatory tutor training as part of the approval process. In addition to this there are regular free Tutor Training sessions that ensure that they have the most up to date information relating to marking guidance and assessment standards. All free Tutor Training sessions are filmed and are held as a resource on Totara. Tutors should consider regular annual Continual Professional Development (CPD) to upskill their knowledge. Tutors should look to invest in additional programmes to ensure their lesson content remains engaging and interactive for student teachers and that learning is of a high standard.

Assessment Methods (Grading Format)

Assessments are graded using a Pass/Fail system. In order to Pass an assessment learners must meet 75% of the Assessment Criteria within each Learning Outcome for each unit. All learners receive feedback on all assessments and if an assessment is graded as failed learners can use the feedback they have been given to resubmit their work at a later date.

Unit	Assessment method	Assessed by
1	Portfolio of evidence	ISTD Assessor
2	Portfolio of evidence and Practical demonstration	Centre Assessor/ISTD Assessor
3	Practical examination	ISTD Examiner
4	Practical examination	ISTD Examiner
5	Portfolio of evidence	ISTD Assessor

Prior Accreditation and Achievement

Exemptions – on the planned exemptions table

The Diploma in Dance Education allows student teachers the opportunity to build on their current qualifications and experiences. Where student teachers have achieved certificated qualifications that meet the learning outcomes and assessment criteria of one or more units, they may apply to claim an exemption from the relevant unit(s).

The Society holds a list of tabled exemptions that maps the DDE with other dance awarding organisations' qualifications. This is available to Approved Dance Centres so that Centres can discuss relevant exemptions with students before they register for these qualifications. The ISTD automatically recognises those qualifications offered on the Regulated Qualifications Framework (RQF) which are offered by Ofqual recognised awarding organisations in the same sector and level and includes certain other established recognised higher level qualifications from those organisations. The table of exemptions is reviewed and updated, as necessary but it does not include overseas qualifications, as these cannot always be verified.

Individually Requested Exemptions – not on the planned exemptions table

If the candidate has other learning that relates to units of the DDE, but it is not on the planned exemptions table, then the student teacher can apply for an individual unit exemption request.

When applying the candidate should send copies of certificates, including transcripts of modules, and any relevant evidence, depending on the unit exemption being applied for. This can be sent with the completed registrations to Professional Qualifications who will then pass on to Education and Training to validate the information. If this is an initial enquiry prior to registration it can be sent directly to Education and Training.

If the candidate achieves other qualifications whilst already registered for and taking the DDE, they can apply for an exemption at any time as appropriate, with evidence. There is an administration payment for non-members to access this process via Education and Training. A fee will only be taken if an exemption can be applied. A full fee is charged for partial or full exemptions.

Tutor applying an exemption

If the candidate holds at least two years regular teaching experience, then the Tutor may take the decision to exempt the student teacher from DDE Unit 2 'Assisting'. This will mean that the student teacher will not have to complete the 5 'assisting' lesson plans but will be required to complete 10 'Teaching Practice' lessons instead. A guided meeting should take place between the student teacher and the Recognised Tutor to establish whether this exemption is relevant, and it should then be recorded on the registration form as an exemption and signed by the Tutor. The Tutor can identify further exemptions from the table and also record this on the registration form. All evidence for the exemptions must be submitted at the point of registration and submitted to the Professional Qualifications Team.

4 Quality Assurance

Quality assurance is a set of policies and procedures the Society have in place to ensure that our examinations and assessments are inclusive and accessible, and students completing our qualifications are issued a fair grade based on their performance. Our quality assurance processes are there to safeguard the integrity of our qualifications by ensuring that high standards are always delivered.

The detailed information about the quality assurance of our qualifications and the related policies can be found at www.istd.org/quality-assurance/.

For further guidance on Learner registrations, Intent to Enter process, assessment fees and exam regulation, please contact the Quality Assurance department at csqa@istd.org.

Centre Requirements

The delivery of DDE qualification is only permitted by Approved Dance Centres who conduct themselves in accordance with the Centre Agreement. In order to meet the level required to conduct training for this qualification, the centre must ensure provision of the following:

- Sufficient qualified staff and resources for the administration, management, delivery, assessment, and internal quality assurance of ISTD qualifications.
- The relevant policies and procedures
- Suitable environment and facilities for conducting practical teaching and assessments of the students
- Learners should be provided with clear and accurate reference books/hand-outs and resources covering the topics included in the qualification
- Good Broadband and internet connection
- Sufficient Audio-Visual equipment and training aids should be available to facilitate learning and support the recording of assessments for teaching practice
- Suitable area for research and private study with access to WiFi

The training venue must meet acceptable health and safety standards and be conducive to successful learning, with appropriate: space size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness. For more detail and guidance about specific centre requirements please refer to the Centre Handbook.

Recognised Tutor Requirements

All trainers must have the skills, experience, and knowledge to be able to teach and demonstrate their chosen subject discipline. Every trainer wishing to deliver ISTD Qualifications must be part of an Approved Dance Centre (ADC) with the Awarding Organisation and must have undertaken Mandatory Training with the Society before teaching any elements of the DDE.

Tutors delivering the DDE must:

- Be qualified to minimum of Licentiate level or equivalent, in the relevant genre, AND
- Demonstrate adequate evidence of professional competence in teaching student teachers or be prepared to work under the supervision of an experienced Recognised Tutor for a duration of 2 years

We recommend that Tutors delivering the DDE should:

- Undertake and be active in Continuous Professional Development (CPD) in order to keep their occupational expertise up to date. As guidance, a minimum of 18 hours CPD activity each year is required with evidence made available upon an External Quality Assurance visit. Suitable CPD activities include but are not limited to the following:
 - Attending relevant training events, conferences, and seminars
 - Increasing professional knowledge through home study

Inclusivity and accessibility of examinations and assessments

The Imperial Society of Teachers of Dancing is fully committed to promoting an environment where all individuals are encouraged to achieve their full potential and develop their skills in dance and in examinations and we encourage teachers to maintain an open approach towards the different abilities offered by all their students.

Reasonable adjustments

We are committed to providing fair access to our assessments for candidates with specific needs by putting in place access arrangements and reasonable adjustments. A reasonable adjustment is a process that is made before a learner takes an assessment. It ensures that they have fair access to demonstrate the requirements of the assessments taking account the needs of individual learners. However, it would also not be deemed reasonable to make changes to assessment standards or requirements as this would undermine the effectiveness of the qualification in providing a reliable indicator of the knowledge, skills and understanding of the candidate.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances. The Society has a process in place for special consideration for candidates who participated in an examination but may have been disadvantaged by temporary illness, injury or indisposition, or adverse circumstances which arose immediately before or during the examination.

Enquiries

The Society endorses the principle of the right to enquire a learner result. These appeals may relate to an unexpected exam result, assessment decisions being incorrect, or assessment not being conducted fairly. We ensure that enquiries are dealt with swiftly and fairly within the specified timescales.

Malpractice

Malpractice refers to acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or actions that may damage the authority of those responsible for delivering the assessment and certification.

We take any form of malpractice very seriously. Approved Dance Centres and candidates must follow the requirements set out in this specification, exam regulations and all other ISTD policies about the delivery of our exams. In cases where Approved Dance Centres or candidates have committed malpractice, a sanction or penalty may be given.

5 Awarding and Certification

Certificates for the qualification are issued on successful completion of all units of the qualification. All Units must be passed, each Unit carries equal weight, and the qualification achievement is reported Awarded/Not Awarded. Unit completion certification is available on request from the Quality Assurance department at a fee.

Following successful completion, the Certificates for Learners will be issued and sent direct to Centres within six weeks of completing the qualification. Centres will also be issued with a Certificate of Unit Completion document (CoUC) which is a transcript of the Certificate. The ISTD will not despatch Certificates directly to learners unless it is requested in writing by the Centre.

6 Unit Specifications

Unit 1: Preparing for Safe Teaching Practice		
Unit Aims and Outcomes	This unit is designed to provide an introduction to the teaching qualification. It covers much of the essential information that a dance teacher requires in order to maintain professional conduct and to keep themselves and others safe. Unit 1, Preparing for Safe Teaching Practice, is endorsed by Safe in Dance International (SIDI). Successful attainment of this unit covers Core Principle 1 (Health and Safety in the Dance Environment) of Safe in Dance International's Healthy Dance Practice Certificate. Core Principle 3 (Nutrition and Hydration) can be attained by successful attainment of assessment criteria 2.4; Identify key aspects of nutrition and hydration that support healthy participation	
Learning outcome	Assessment criteria	
LO1 Evaluate the dancing environment with a view to ensuring best safe dance practice	1.1	Identify the properties of a safe dance environment
	1.2	Identify strategies to manage teaching within a less than optimal dancing environment
	1.3	Demonstrate knowledge of the practicalities of responding to accident and emergency situations
	1.4	Demonstrate an understanding of the fundamental principles of injury management
LO2 Demonstrate an understanding of dancers' health and readiness for participation	2.1	Identify appropriate attire (clothing, footwear hair, body adornment) in relation to safe and healthy dance practice
	2.2	Demonstrate an ability to undertake and apply pre-activity health and injury checks
	2.3	Describe the key components of effective physiological warm-up and cool-down
	2.4	Identify the key aspects of nutrition and hydration that support healthy dance participation
LO3 Demonstrate understanding of the importance of codes of practice and legal requirements within your own dance context	3.1	Describe Health and Safety principles and policies relevant to the dance teacher
	3.2	Demonstrate a working understanding of the need for insurance, criminal records checks, safeguarding and other possible legal requirements within your own dance environment
	3.3	Demonstrate an ability to identify hazards and assess risk in your dance environment
LO4 Demonstrate a fundamental understanding of anatomical and biomechanical principles	4.1	Demonstrate a fundamental understanding of joint and muscle structure and function
	4.2	Identify key muscle roles, relationships and types of contraction
	4.3	Demonstrate an applied understanding of alignment (both neutral and genre specific)

Unit 2: Observing, Assisting and Teaching Practice

Unit Aims and Outcomes	This unit is designed to provide student teachers with the skills and confidence to begin their teaching career. It guides the learner through an evolving process of lesson observation, assisting and independent teaching practice in order to develop knowledge and application of a range of teaching and learning techniques and evaluation skills.	
Learning outcome	Assessment criteria	
LO1 Identify and evaluate lesson structure and delivery through observation	1.1	Identify and evaluate relevant teaching methods
	1.2	Identify and evaluate teacher communication, including feedback and use of motivational techniques
	1.3	Identify and evaluate student progress and methods of assessment
	1.4	Identify and evaluate effective safe dance practice
LO2 Apply effective teaching and communication	2.1	Communicate clearly through verbal instruction and physical demonstration
	2.2	Employ an effective range of teaching methods, including differentiation and safe dance practice
	2.3	Demonstrate an ability to provide constructive feedback and to assess the response of the students
	2.4	Employ a range of motivational strategies to engage students in their learning
LO3 Plan and deliver dance lessons to achieve stated	3.1	Set lesson aims and objectives that are appropriate for the student group
	3.2	Plan dance lessons to meet the stated aims and objectives
	3.3	Evaluate own practice and plan for continual improvement
	3.4	Assess student progress and use this information to forward plan

Unit 3: Level 3 Certificate in Vocational Graded Examination in Dance: Intermediate

Unit Aims and Outcomes	This unit aims to provide student teachers with the skills, knowledge and understanding as part of the progressive mastery of a dance genre. The learning objectives include, strength and stamina, technical skills, musicality and performance as well as focussing on further skills required for employment in the sector, including engaging with an audience.	
Learning outcome	Assessment criteria	
LO1 Apply and demonstrate through performance a sound knowledge and understanding of the fundamental and relevant technique and vocabulary in the relevant genre	1.1	Apply and demonstrate a sound and established knowledge and understanding of the mechanics and purpose of chosen vocabulary
LO2 Perform a range of complex movement sequences showing sound and secure technical skills in the relevant genre	2.1	Demonstrate appropriate physical awareness, strength and stamina in technical skills
LO3 Perform a range of complex movement sequences showing an understanding of musicality in the relevant genre	2.2	Demonstrate a disciplined and mature approach in a range of technical skills including: a) Spatial awareness b) Control c) Co-ordination
LO4 Apply and demonstrate a range of performance skills with assurance in the relevant genre	3.1	Demonstrate a sound and secure understanding of a more complex range of rhythmical sounds, accents and timings
	3.2	Demonstrate a sound and secure understanding of musical interpretation with more complex sequences including: a) Phrasing b) Dynamics c) Atmosphere
	4.1	Demonstrate the ability to engage appropriate with an audience
	4.2	Demonstrate a developed awareness of the subtleties of performance including: a) Expression b) Communication c) Projection

Unit 4: Dance Practice

Unit Aims and Outcomes	The unit assesses the student teacher's dance technique and their ability to relate teaching methods and safe dance practice to their chosen genre as well as their understanding of the relationship between music and dance and how this is applied to teaching dance.	
Learning outcome	Assessment criteria	
LO1 Demonstrate thorough knowledge and understanding of the syllabi, up to and including Intermediate	1.1	Demonstrate sound knowledge of the content of the relevant grade and intermediate syllabi
	1.2	Analyse, understand, and explain the detail of movement vocabulary
	1.3	Demonstrate technical accuracy and appropriate style in own practical demonstration
	1.4	Explain and demonstrate a clear understanding of the aims, purpose and/or development of movements
LO2 Demonstrate understanding of how to teach syllabi effectively	2.1	Apply and demonstrate a secure understanding of teaching methods/training sequences, including identification of common faults and corrections at various levels
	2.2	Demonstrate an applied understanding of safe dance practice, biomechanics, and stages of physical and cognitive development.
	2.3	Demonstrate a creative approach to setting free exercises and/or dances/dance sequences.
	2.4	Demonstrate an ability to use appropriate language, communication, and presentation skills to engage and motivate.
LO3 Demonstrate expression and musicality in performance and analysis	3.1	Select, discuss, and analyse appropriate musical and rhythmic accompaniment
	3.2	Demonstrate effective use of musicality, including quality, style and artistic expression within own performance

Unit 5: Child Development		
Unit Aims and Outcomes	Through this unit student dance teachers will gain an understanding of the key developmental stages relating to cognitive and psychosocial development and typical growth and motor development in children and adolescents. Student dance teachers will learn how to identify typical and atypical development and assess appropriate strategies for inclusivity and diversity in the dance class.	
Learning outcome	Assessment criteria	
LO1 Demonstrate understanding of typical patterns of growth and motor development relative to the context of dance.	1.1	Demonstrate knowledge of the key developmental stages relating to typical growth and motor development in children.
	1.2	Identify and assess appropriate teaching strategies for teaching dance to children during the various stages of a child's development.
	1.3	Identify and assess appropriate teaching strategies for supporting adolescent dance students during the growth spurt.
LO2 Demonstrate understanding of cognitive and psychosocial development of children and adolescents relative to the context of dance.	2.1	Demonstrate understanding of cognitive development in childhood and adolescence.
	2.2	Demonstrate understanding of psychosocial development in childhood and adolescence.
	2.3	Assess how different teaching strategies may be used to consider cognitive and psychosocial development within the dance class.
LO3 Demonstrate understanding of appropriate strategies for creating an inclusive and diverse dance environment.	3.1	Demonstrate an understanding of the learning needs specific to children and adolescents with atypical development.
	3.2	Demonstrate knowledge of how the dance teacher can approach tasks to ensure inclusivity across a range of different learning needs.
	3.3	Identify and assess how an inclusive and diverse learning environment can be created by the dance teacher.

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