

Name: Chloe Williams

Grade: 84%

Your work shows a comprehensive and up-to-date knowledge and understanding of the material covered in this module, and of the way in which key concepts relate to one another.

You selected to deliver an extract to Year 2 children with the focus of performing expressively using dynamic qualities appropriate to the topic of The Great Fire of London. It is important to mention that this is part of a real teaching experience and group you are currently working with. You carefully researched this and the topic is cross-curricular, placing the lesson in a four week unit plan. Your aim is based on guidelines from the National Curriculum for KS1 and the outcomes are carefully created to support this. Each outcome was valid, realistic and each was achieved by the end of the session. You demonstrate an excellent ability to plan and deliver an effective dance teaching extract that demonstrates a very good knowledge and applied understanding of a range of theoretical approaches to the practice of teaching and learning.

You demonstrate an excellent level of skill in the delivery of a teaching extract. Good, clear delivery of the introduction was seen with a very slightly exaggerated use of voice used that placed emphasis on key words. This was highly appropriate for this age range. You showed very good development in your teaching skills. You had created certain movements such as 'the flicker move' for improvisation, which was used to depict the flames and used sound effects to give a great backdrop to your creative session. You command the space so well with many strategies for this age range that you have absorbed in your placement. I loved the use of 'sensible partners' and the very clear delineation of the explosive jump task/challenge to the group. The task of performing the 60 seconds jump was brilliant to get them to be creative and develop their creativity. You used modelling at this point with two participants, so all knew what they were doing. It was generally very well pitched and clear without being condescending. The entire lesson was cohesive and comprehensive in terms of the topic, tasks and even music. You show very good control of the group when asking them questions too – a good balance between being approachable and encouraging whilst also being authoritative. For future development you can appear slightly tense and nervous in the body. This can look a little stiff, so try to think now about a confident yet relaxed body language could be achieved.

The use of resources through the screen/board was brilliant and gave a deeper context to the reality of the historical aspect, through the map of London. You have outlined choreographic devices and got the group to pick up on how we can use these within the context of the Great Fire, excellent planning. I also like that the choreography follows the time line of the fire. This helps to keep them on track with the choreography and express ideas through movement.

In the appreciation you maintained the line of questioning to check that your outcomes had been achieved, which they clearly were. The groups were also well managed and you were effective in your questioning, maintaining engagement and focus of all participants. Having said that, the last group was less clearly directed as you focused on resetting the music but this was only a momentary lapse. Overall, excellent planning and conclusion to the class was seen. The result of the group dance was really good and demonstrated the effectiveness of the approach. You demonstrate an excellent ability to deliver effective, inclusive and safe episodes of dance teaching.

Jo Bailey
Dance Lecturer