

DIPLOMA OF DANCE TEACHING



THE ROYAL BALLET SCHOOL



Introduction

The Royal Ballet School's *Diploma of Dance Teaching* is a two-year course that trains dancers and teachers to teach in a variety of dance training and education settings. The course is based in London at our Upper School on Floral Street, Covent Garden.

Is it right for me?

The course is suitable for current and ex-professional dancers and teachers and will provide a sound foundation in teaching ballet to a broad range of students.

What options are available?

The course is made up of two strands: vocational and educational practice. For both strands there are five core modules in the first year and one core module in the second year plus specialist modules in their chosen strand.

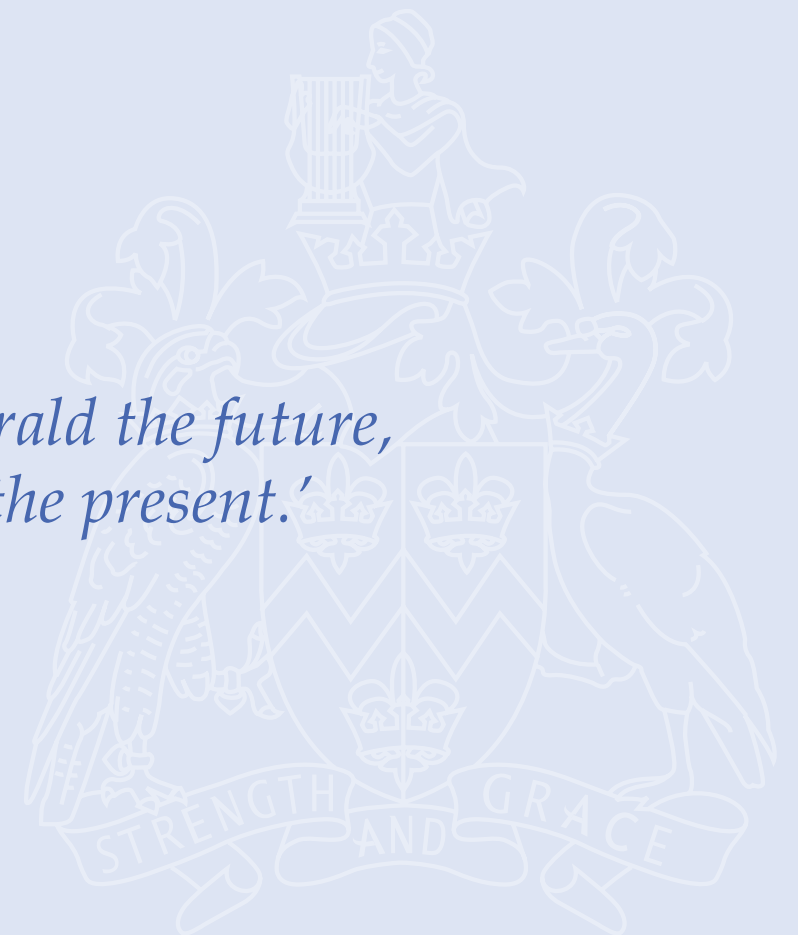
Which qualifications will it give me?

On successful completion of the course students are awarded The Royal Ballet School Diploma of Dance Teaching. The course is designed so participants can also submit for *The Diploma in Dance Teaching and Learning (Children and Young People)* (DDTAL) through Trinity College London. This qualification is accredited by the Office of Qualifications and Examinations Regulations (Ofqual) and is placed at Level 6 of the Qualifications and Credit Framework (QCF).

Level 6 qualifications are comparable to the assessment standards of the third year of a BA Honours degree and participants who are awarded the DDTAL qualification have been eligible to apply for Qualified Teacher Learning Skills (QTLS) status.

*'Respect the past, herald the future,
but concentrate on the present.'*

Dame Ninette de Valois Founder of The Royal Ballet School



WELCOME

STRANDS

Diploma of Dance Teaching (Vocational Training)

This strand aims to re-train professional dancers to teach classical ballet at a vocational level to a world-class standard using The Royal Ballet School's System of Training and Methodology.

Entry requirements

Candidates entering the course will normally have:

- a minimum of three years' professional experience as a dancer with The Royal Ballet, Birmingham Royal Ballet or other internationally recognised classical ballet company
- successfully completed an interview for the course with the Artistic Director, and/or the Head of Outreach and Access of The Royal Ballet School
- demonstrated personal attributes required for vocational ballet teaching including:
 - appropriate personal presentation
 - personal and professional integrity
 - analytical skills in relation to ballet technique, musicality and artistry
 - the ability to, or the capacity to learn to, visually recognise areas of improvement for individual dancers
 - appropriate communication skills for working with young people and colleagues
 - the desire to work with young people in order to foster their talent for classical ballet
 - organisational skills
 - the ability to work as part of a team
- passed a Disclosure and Disbarring Service (DBS) check prior to commencing the course

Diploma of Dance Teaching (Education Practice)

This strand aims to provide teachers with the skills necessary to lead creative ballet activities in a variety of education and community settings.

Entry requirements

Candidates entering the course will normally have:

- attainment of a degree in dance, or equivalent standard from a recognised dance training organisation, or a minimum of three years' professional experience as a dancer
- successfully completed an interview for the course with the Artistic Director, and/or The Head of Outreach and Access, and/or Dance Partnership & Access Programme Manager of The Royal Ballet School
- demonstrated personal attributes required for ballet teaching including:
 - appropriate personal presentation
 - personal and professional integrity
 - analytical skills in relation to ballet, musicality and artistry
 - experience of, or interest in, creative dance and choreography
 - appropriate communication skills for working with young people and colleagues
 - the desire to work with young people in order to broaden access to dance and ballet
 - organisational skills
- passed a Disclosure and Disbarring Service (DBS) check prior to commencing the course





Course Structure and Delivery

The course takes place over six academic terms with intake every two years. Based at our Upper School in Covent Garden, participants will attend one day per week during term time plus one weekend during the autumn half-term. We also recommend students undertake one additional day each week of independent study.

For each strand students undertake five core modules in the first year (three terms). These core modules are:

1. **Teaching Classical Ballet Technique**
2. **Work Place Context**
3. **Reflective Practice**
4. **Anatomy, Technique and Injury Prevention**
5. **Education Practice**

In the second year of the course (three terms), participants undertake one further core module:

6. **Psychology and Child Development**

plus one of the following modules:

- 7a. **Teaching Classical Ballet in Vocational Settings**
- 7b. **Teaching Classical Ballet in Education Settings**

STRUCTURE

'This course is particularly special because it not only offers flexibility in learning, but also gives teachers a broad body of knowledge on which to build a successful career in dance.'

Mark Annear Head of Outreach and Access, The Royal Ballet School

Course Modules and Learning Outcomes

1

Teaching Classical Ballet Technique

Aims

This module aims to develop the participant's knowledge of classical ballet training to provide the foundation skills for teaching in various settings.

Learning outcomes

- Understand and teach the fundamental techniques of classical ballet
- Understand the application of movement structures and principles to support the teaching of a classical ballet class
- Understand how to plan and structure a ballet class and use this knowledge to implement successful lesson planning
- Understand how to plan for longer term progression and apply this knowledge to improve achievement and foster high quality learning
- Understand and employ appropriate evaluation and monitoring principles for student assessment
- Employ creative approaches to introducing ballet technique to enrich physical understanding and increase accessibility
- Understand the role of music to support teaching ballet technique and apply this knowledge in teaching practice
- Understand how to apply different teaching and learning strategies to meet the needs of individual groups and ages and how to adapt approaches to suit a variety of contexts
- Understand how to identify gifted and talented students in a range of settings

2

Work Based Context

Aims

This module aims to provide participants with knowledge of the practical and legislative requirements of working in various dance training and education settings.

Learning outcomes

- Understand the historical and current context of ballet in education, community, private and vocational dance settings and apply this knowledge to support the effective delivery of practical activities
- Understand and engage with the current national provision for dance across a variety of contexts
- Understand how to plan, implement and evaluate a successful ballet education project
- Understand and apply safe practice, including current legal requirements for working with schools and community groups
- Knowledge of dance teaching and learning strategy, policy, practice and structures
- Knowledge and understanding of professional conduct in dance teaching and learning contexts

3

Reflective Practice

Aims

This module aims to guide participants through the process of reflective practice in order to provide them with observational and reflective skills to evaluate their own teaching practice.

Learning outcomes

- Define a personal philosophy of dance education to support understanding of underpinning values and beliefs in respect of the role of the teacher
- Understand the need for continuing professional development to support improvement in professional skills and to keep updated with changing responsibilities and best practice
- Use evaluative skills to reflect on one's own practice and give appropriate feedback
- An applied and reflective grasp of theoretical approaches to teaching and learning in chosen dance settings
- Awareness of good practice within specific chosen dance contexts

4

Anatomy, Technique and Injury Prevention

Aims

This module aims to develop participants' knowledge of anatomy and injury prevention to provide them with the appropriate skills to teach within a variety of settings.

Learning outcomes

- Identify and understand the mechanics of the major joints in relation to classical ballet technique
- Identify and understand the muscles and bones of the body in relation to classical ballet technique and how to utilise appropriate stretching regimes
- Identify and understand the cardiovascular system and its relationship to fitness
- Understand and utilise injury prevention and management techniques in teaching classical ballet
- Understand the importance of safe and effective practice, including warm-up and cool-down procedures, in relation to planning, delivery and evaluation of classical ballet teaching
- Understand the principles of recovery, overwork and fatigue
- Understand the concepts of nutrition and hydration in relation to the study of classical ballet technique

5

Education Practice

Aims

This module aims to provide participants with knowledge of educational theory and practice to provide them with the appropriate skills to teach in various settings.

Learning outcomes

- Understand how to develop lesson aims and objectives to plan a scheme of work
- Understand the concepts of progression in order to develop and sustain progress in individual and group learning over a period of time
- Understand and apply the principles of teaching and learning classical ballet training and education, including the use of resources to promote learning
- Understand and apply the principles of goal setting and student centred learning to the teaching of classical ballet
- Understand the role of class management, behaviour management, communication, and presentation skills and apply these in effective delivery of a broad range of education activities
- Understand and apply safe practice, including current legal requirements and risk assessment for working with schools and community groups
- Understand and employ equal opportunity strategies for diverse and inclusive practice

6

Psychology and Child Development

Aims

This module aims to develop participants' knowledge of psychology, child development and learning to provide them with the appropriate skills to teach in various settings.

Learning outcomes

- Develop a basic understanding of the history of psychology and the stages of child development in relation to the teaching of classical ballet technique
- Identify the mechanics of the central nervous system and the physical development of children
- Understand the effect that creativity and personality has on the study of classical ballet and use this knowledge to develop positive teaching techniques
- Understand the role of self-esteem in the teaching of classical ballet technique
- Understand and define the selected psychological theories and their appropriateness for teaching classical ballet
- Understand the concept of equal opportunity and potential barriers to participation and learning



7a

Teaching Ballet in Vocational Settings

Aims

This module aims to develop participants' knowledge of classical ballet training, to provide them with the appropriate skills to teach within the vocational sector.

Learning outcomes

- Understand and define the requirements of vocational dance training
- Understand and effectively teach The Royal Ballet School's System of Training using appropriate terminology
- Employ strong and flexible interpersonal communication skills
- Communicate an awareness of the importance of transferring skills across dance contexts and the ability to do so
- Understand and use basic music theory including appropriate tempo and dynamics for varying age groups
- Develop appropriate relationships between teacher and pianist
- Develop clear communication skills including the use of voice to impart musicality and rhythm

7b

Teaching Ballet in Education Settings

Aims

This module aims to develop participants' knowledge of ballet in education and to develop appropriate skills to teach within range of education and community settings.

Learning outcomes

- Understand how to plan, structure and effectively teach creative dance lessons and use this knowledge to implement successful lesson planning
- Understand and analyse the essential structures and movement principles of ballet and how these are applied to introduce ballet to new audiences
- Understand how to facilitate and guide creative exploration and student choreography
- Understand how to introduce and explore ballet as an art form from a number of perspectives, including how to apply the use of ballet technique and repertoire as a stimulus for creative dance and choreography
- Understand how to plan for longer term progression and apply this knowledge to improve achievement and foster high quality learning
- Understand and apply the use of music to support creative dance
- Understand the historical and current context of ballet in education and community settings and apply this knowledge to support the effective transfer of creative teaching skills to a variety of contexts
- Understand and practically demonstrate the role of class management, interpersonal communication and presentation skills as appropriate to creative dance and apply these in effective delivery



Assessment Schedules

Assessments include both practical and written components. Assessment of each module feeds into the assessment of DDTAL units 1-4 with the anatomy and psychology modules being assessed separately. *Please see DDTAL handbook for further information on assessment procedures for units 1-4.*

Schedule:

Year One

End of spring term
Draft of the DDTAL Unit 1 assessment

Start of summer term
Anatomy assessment

Summer Half-term
Draft of DDTAL Unit 2 assessment

End of summer term
DDTAL Unit 1 and 2 assessment submitted

Year Two

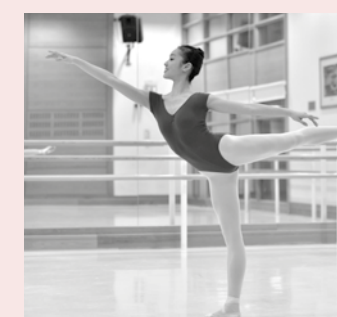
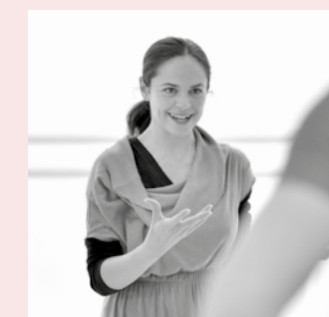
Start of autumn term
Draft of DDTAL Unit 3 assessment

End of autumn term
DDTAL Unit 3 assessment submitted

Start of spring term
Psychology assessment

End of spring term
Recorded practice lesson submitted

Summer half-term
DDTAL Unit 4 submitted



A Centre for Excellence

Located in the heart of Covent Garden, opposite the Royal Opera House, The Royal Ballet School's premises are world class. The facilities include state-of-the-art, fully-equipped dance studios, medical and physiotherapy consulting rooms plus dance library resources. All specialised facilities, equipment and other resources will be available for the course.

The highly qualified staff of the School will be responsible for the delivery of the practical modules, augmented by experts who will teach in appropriate areas of the course.

The Royal Ballet School employs guest teachers from time to time to work with students and staff of the School to ensure practices and knowledge is kept up-to-date. Candidates for this course will have a chance to observe these classes where possible.

This is a unique opportunity to see first-hand the renowned teaching of The Royal Ballet School in situ.

Course Fees

For information on course fees please see our website www.royalballetschool.org.uk/teachers-course.

How to apply

To apply please contact The Royal Ballet School at teachers.link@royalballetschool.org.uk for application forms and further information.

'This unique course draws on The Royal Ballet School's work to promote best practice in teaching dance across a broad range of contexts. It is a privilege to nurture the next generation of dance teachers and to share our specialist resources.'

Ginny Brown Partnership & Access Programme Manager, The Royal Ballet School





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