



ROYAL  
BALLET  
SCHOOL



# DIPLOMA OF DANCE TEACHING

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# 01

# WELCOME

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The Royal Ballet School's Diploma of Dance Teaching is a two-year course that trains professional dancers and teachers to teach classical ballet to a world-class standard in a variety of vocational and pre-vocational dance settings. The course is based in London at our Upper School on Floral Street, Covent Garden.

The Diploma uses The Royal Ballet School's vocational vocabulary and methodology and implements up-to-date, relevant pedagogy.

## IS IT RIGHT FOR ME?

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The course is suitable for current and ex-professional dancers and teachers. It gives a sound foundation for teaching ballet to a broad range of vocational and pre-vocational students.

## WHAT OPTIONS ARE AVAILABLE?

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Teachers can specialise in vocational or pre-vocational training. The course consists of seven core modules studied across two years.

## WHAT IS THE QUALIFICATION?

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On successful completion of the course, students are awarded The Royal Ballet School Diploma of Dance Teaching.



# ENTRY REQUIREMENTS

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

Dame Ninette de Valois,  
Founder of The Royal Ballet School



Candidates entering the course will normally have one or more of the following:

- ✓ A minimum of three years of professional experience as a dancer with The Royal Ballet, Birmingham Royal Ballet and/or another internationally recognised company
- ✓ A degree in dance, or equivalent, from a recognised dance training organisation, or a minimum of three years' professional experience as a dancer or teacher
- ✓ Successfully completed an interview for the course with The Royal Ballet School's Teacher Training team
- ✓ Demonstrated attributes required for ballet teaching including:
  - appropriate personal presentation
  - personal and professional integrity
  - analytical skills in relation to ballet technique, musicality and artistry
  - ability to, or capacity to learn to, visually recognise areas of improvement
  - appropriate communication skills to work with young people and colleagues
  - the desire to work with young people to foster their talent in classical ballet
  - organisational skills
  - the ability to work as part of a team
  - passed a Disclosure and Disbarring Service (DBS) check prior to the course.



# 03

# STRUCTURE

The course takes place over six academic terms, with intake every two years. Participants will attend the course on a Friday during term time with the possibility of an occasional Saturday. During the second year, work placements will take place on additional days throughout the week. Throughout both years one extra day per week is required for independent learning. Based at the Upper School, the majority of lectures take place in our Covent Garden premises with occasional sessions at White Lodge in Richmond Park.

## STUDENTS UNDERTAKE SEVEN CORE MODULES:



1. TEACHING CLASSICAL  
BALLET TECHNIQUE



2. WORKPLACE  
CONTEXT



3. REFLECTIVE  
PRACTICE



4. THE HEALTHY  
DANCER



5. EDUCATION  
PRACTICE



6. PSYCHOLOGY AND  
CHILD DEVELOPMENT



7. TEACHING IN VOCATIONAL  
OR PRE-VOCATIONAL SETTINGS

# 04

# COURSE MODULES, LEARNING OUTCOMES



## 1. TEACHING CLASSICAL BALLET TECHNIQUE

### AIM

To develop participant's knowledge of classical ballet training to give them the foundation skills for teaching in various settings.

### OUTCOME

- 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 long-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 in supporting 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.

## 2. WORKPLACE CONTEXT

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### AIM

To provide participants with knowledge of the practical and legislative requirements of working in various dance training and education settings.

### OUTCOME

- Understand the current and historical 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 and how it might relate to other countries' provision
- 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 strategies in different settings, policy, practice and structures
- Knowledge and understanding of professional conduct in dance teaching and learning contexts.

## 3. REFLECTIVE PRACTICE

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### AIM

To guide participants through the process of reflective practice to provide them with observational and reflective skills to evaluate their own and others' teaching practice and understand how to apply this to develop practice.

### OUTCOME

- 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 keep updated with changing responsibilities and best practice
- 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 strategies in different settings, policy, practice and structures
- Knowledge and understanding of professional conduct in dance teaching and learning contexts.

## 4. THE HEALTHY DANCER

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### AIM

To develop participants' knowledge of anatomical, physiological, mental health and developmental issues concerning the training of young dancers.

### OUTCOME

- Identify and understand the anatomy and biomechanics of the major joints in relation to classical ballet
- Understand the principles of strength and conditioning in relation to dance training
- Understand the cardiovascular and neuromuscular systems and their relationship to dance training
- Understand injury prevention principles and strategies for teaching classical ballet
- Understand the principles that underpin optimal training in classical ballet
- Understand nutritional concepts and hydration principles in relation to dance training
- Understand common dance injuries: causes and prevention strategies
- Understand the issues surrounding mental health in dance: healthy mindset, anxiety, stress, depression, eating disorders and self-esteem
- Understand emotional development in children and teenagers
- Understand the growth, maturation and development of children in relation to the teaching of young dancers.

## 5. EDUCATION PRACTICE

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### AIM

To provide participants with knowledge of educational theories and practice to give them the appropriate skills to teach in various settings.

### OUTCOME

- Understand how to develop lesson aims and outcomes to plan a scheme of work
- Understand the concepts of progression 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
- Understand the role of class management, behaviour management, communication, and presentation skills and apply these in the effective delivery 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

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### AIM

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

### OUTCOME

- 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 concepts of confidence, performance anxiety and resilience in relation to the teaching of classical ballet technique
- Understand the impact of perfectionism on the study of classical ballet and use this knowledge to develop positive teaching techniques
- Understand basic psychological skills such as imagery and learn how to incorporate these into the teaching of classical ballet technique
- Understand the concept of equal opportunity and potential barriers to participation and learning
- Understand and explore the concepts of motivation and effective feedback.

## 7. VOCATIONAL AND PRE-VOCATIONAL SETTINGS

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### AIM

To develop participants' knowledge of classical ballet training and give them the appropriate skills to teach in the vocational and pre-vocational sectors.

### OUTCOME

- Understand and define requirements of vocational and pre-vocational dance training
- Understand and effectively teach The Royal Ballet School's vocational vocabulary and methodology
- Apply knowledge and understanding gained in year one to practical teaching
- 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
- Develop skills that contribute to an effective teaching and learning process
- Understand and use basic music theory, including appropriate tempo and dynamics for varying age groups
- Develop appropriate relationships between teacher and pianist
- Develop communication skills, including the use of voice to impart musicality and rhythm.



# 05

# FACILITIES

## 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, Pilates studio and healthcare suite. 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 is committed to ensuring the artistic staff at the School are kept up to date with best current practice and knowledge of pedagogical skills through an ongoing programme of continuous professional development. Throughout the course, candidates will have opportunities to observe their teaching whenever possible.

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

# 06

# APPLY

*'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, The Royal Ballet School's Head of Training and Access

## COURSE FEES

For information on course fees and available funding, [click here](#)

## HOW TO APPLY

There is a three-stage process for applications:

- Application form
- Submit a recording of yourself teaching an age-appropriate ballet class
- An interview with the course leaders.







*'For me, the diploma has been a life changing experience. It has broadened my knowledge in many areas of ballet teaching and given me more confidence as a teacher. It has also inspired me to continue to learn.'* - Pippa Newton, 2020 Graduate

*'Being able to experience a high-end vocational ballet school alongside such experienced ballet teachers has been priceless. Having an inspiring and nurturing environment has made all the difference too.'* - Paula Cabral-Stojko, 2020 Graduate

*'There truly is not a course out there like it - you have created something special, and I feel proud to have been part of it.'* - Mark Hindle, 2022 Graduate

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