



**International Dance  
Teachers' Association**

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International Dance Teachers' Association  
Level 4 Diploma in Dance Teaching  
UNIT 3 guidance and examples



### Unit 3 example documents

Unit 3 requires written information to be submitted prior to the teaching practice examination. The following documents give some examples of approaches that you might want to take when constructing:

Lesson plans  
Teaching logs

There is also a blank teaching log template for you to download and complete.

There are five example lesson plans:

1. Preparatory Theatre Craft
2. Grade 2 Ballet
3. Intermediate Ballet
4. Grade 5 Tap
5. Wedding couple

There are 10 example teaching logs:

Logs 1-6 show a progressive set of sessions with a group of Freestyle learners who have learning difficulties.

- Log 7. Social Latin Jive
- Log 8. Modern Jazz Grade 4
- Log 9. Latin Ballroom beginners
- Log 10. Theatre Craft Grade 4

These are example documents only and should **not** be reproduced by learners.

### Lesson Plan for Preparatory Theatre Craft

Week 1 – Teach “Wake Up Warm Up”, working particularly on the marches. Go through all the steps they need to learn for the grade and do training exercises for them

Week 2 – Teach “Flexifeet and Fingers” and “Catch it if You Can”. Do training exercises for learning minims and crotchets

Week 3 – Teach “Following The Leader” do strengthening exercises for walking on the balls of the feet and practice skips. Practice all the steps again and give examples of amalgamations

Week 4 – By this week I would expect to be nearing the end of the exam but not to be perfect, just for the children to have a rough outline of what they are expected to do. Practice gallops and then teach “Jumping Jacks” start teaching the “Dance Time” routine

Week 5 – Teach “Wave Goodbye” and finish learning the “Dance Time” routine

Week 6 – Perfect “Wake Up Warm Up” and do training exercises for Marches with straight legs and bent legs to get the children to establish the difference.

Week 7 – Perfect “Flexifeet and Fingers” doing training exercises for the heel toe action and the hand shakes.

Week 8 – Practice “Flexifeet and Fingers” from the week before. Perfect “Catch It If You Can” try to some different music so they really understand the counts of the minim and the crotchet

Week 9 – Practice “Catch It If You Can” from the week before. Perfect “Following The Leader” really practising the walks on the balls of the feet and the skipping. Maybe in turn going down the room and to some different music.

Week 10 – Practice “Following the Leader” from the week before. Polish up “Jumping Jacks” Training exercises for gallops and the jumps pushing away from the floor

Week 11 – Practice “Jumping Jacks” and go back over all the exercises from the beginning making sure they are all done correctly.

Week 12 – Practice everything learnt so far making sure they all know it.

Week 13 – Off for Easter Holiday

Week 14 – Start to teach the “Dance Time” routine again and go over the steps they need to know for this grade.

Week 15 – Teach the rest of the “Dance Time” routine and practice an amalgamation

Week 16 – Practice the “Dance Time” routine and an amalgamation

Week 17 – Have a lesson just going through all the steps and putting small routines together to practice for amalgamations

Week 18 – Practice the first 3 exercises “Wake Up Warm Up2, “Flexifeet and Fingers” and “Catch It If You Can” these should be established by now

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Week 19 – Practice “Following The Leader” and “Jumping Jacks” These exercises should be well established by now too.

Week 20 – Practice the “Dance Time” routine in groups so we can pick out any bits the children may not know or be struggling with.

Week 21 – Practice the “Dance Time” routine again and the “Wave Goodbye”

Week 22 – Go through the whole exam

Week 23 – Go through the whole exam

Week 24 – Use this week to work on any parts that need attention

Week 25 – Go through the whole exam

Week 26 – Go through the whole exam

Week 27 – Go through the whole exam

Week 28 – Go through the whole exam, they are now ready for their exam

**Lesson Plan for Grade 2 Ballet**

Week 1 – General Class, training exercises for core muscles and further strength in the back

Week 2 – Start teaching the syllabus starting with Warm up, explaining about time signatures. Show examples of different music 3/4 and 4/4 and dance the warm up to the other music

Week 3 – Training exercises for plies and rises, learn the plies exercise

Week 4 – By week 4 I would expect the first 2 exercises to be learnt. Go over the first 2 exercises and the training exercises

Week 5 – Training exercises for tendus and glisses then teach the tendu and glisse exercise. Practicing releves in 5th. Go over the other exercises already learnt

Week 6 – Training exercises for ronds de jambe and practice the other exercises learnt

Week 7 – Do the ronds de jambe training exercises again. Teach the ronds de jambe a terre exercise

Week 8 – Grande Battement training exercises. Learn The Grande Battement exercise and go over everything learnt so far

Week 9 – Teach the Pirouette Prep exercise and do training exercise for retire

Week 10 – Go over all the exercises learnt

Week 11 – Learn the Jete Prep exercise and go over everything learnt so far

Week 12 – Go over all the barre work

Week 13 – (off for Easter)

Week 14 – Go over the barre work. Strengthening exercises for the back. Practicing arm positions. Learn the ports de bras with walks. Practice enchainment

Week 15 – Training exercises for Attitude, teach the attitude ordinaire exercise. Go over ports de bras with walks exercise

Week 16 – Training exercises for 1st Arabesque, learn the 1st Arabesque exercise. Go over the 3 centre exercises. Practice an enchainement

Week 17 – Go through all the barre work and the centre work up to 1st Arabesque

Week 18 – Teach the allegro warm up. Do training exercises for glissade and coupe over and teach the Set Enchainement.

Week 19 – Teach the polka and run through all the centre work

Week 20 – Learn the Variation and the Curtsey

Week 21 – Practice Enchainements and Creative Improvisation

Week 22 – Do the Variation, practice the enchainment and Creative Improvisation

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Week 23 – Go through the whole exam

Week 24 – Go through the whole exam

Week 25 – Go through the whole exam

Week 26 – Go through the whole exam

Week 27 –Go through the whole exam

Week 28 – Go through the whole exam, they should now be ready to take this exam

<b>Lesson Plan for Intermediate Ballet.</b>	
<b>Estimated time from beginning to exam 23 weeks.</b>	
Week 1 06/01/2015	Teach Plie exercise, tendus, and start to learn allegro steps
Week 2 13/01/2015	Plie, tendu's, battement glisse, Ronds de Jambe plus allegro warm-up and allegro steps
Week 3 20/01/2015	As above plus petit battement and battement frappe, Ronds de jambe en l'air, allegro warm-up and allegro steps
Week 4 27/01/2015	Grande Battement, Adage at the barre, allegro warm-up and steps
Week 5 03/02/2015	Demi-pointe exercise, Grande Battement en Cloche, allegro warm-up and allegro study number 1
Week 6 10/02/2015	Through the barre, plus plie and port de bras, allegro warm up, allegro study number 1
HALF TERM	
Week 7 24/02/2015	Re-Cap week 6. Plie and port de bras, Battement tendu and temps lie
Week 8 03/03/2015	Battement Tendu, Grande Battements and Temps Lie. Adage steps as they require balance and control. Fouette and rotation, unseen adage and port de bras.
Week 9 10/03/2015	Demi pointe and pirouette. Demi pointe enchainements. Technique of pirouette and turns, head, arms, releve.
Week 10 17/03/2015	Re-cap technique of pirouette. Teach Pirouette en dehors and en dedans, and turns en diagonal
Week 11 24/03/2015	Re-cap whole up to en diagonal
EASTER	
Week 12 14/04/2015	Re-cap whole plus allegro steps
Week 13 21/04/2015	Allegro study number 1 Allegro study number 2 plus all allegro steps
Week 14 28/04/2015	Allegro study number 3 Allegro enchainements
Week 15 05/05/2015	Technique of batterie Batterie study plus unseen enchainement
Week 16 12/05/2015	Pointe work. Technique of pointe



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	Rises and releves, echappe and releves
HALF TERM	
Week 17 26/05/2015	Re-cap : Barre, Centre Practice, Adage, Pirouettes and turns. Allegro and variation
Week 18 02/06/2015	Pointe technique. Rises, releves, echappe releve, courru, temps lie and reverence
Week 19 09/06/2015	Variation, Adage, pirouettes and turns, pointe studies
Week 20 16/06/2015	Whole syllabus, nit pick details
Week 21 23/06/2015	Unseen enchainements plus pointe work
Week 22 30/06/2015	Whole syllabus
Week 23 07/07/2015	Whole syllabus

**Lesson Plan for Grade 5 Tap**

Week 1 – General Class, learning all the steps needed for this grade and doing training exercises

Week 2 – General class, learning all the steps needed for this grade and doing training exercises

Week 3 – Teach the first exercise “Warm Up, 5, 6, 7, Go!” and do training exercises for clips.

Week 4 – Teach the Clip Combo exercises and go over the warm up

Week 5 – Teach “Doubling Up” exercise and go through the warm up

Week 6 – Go through the first 3 exercises making sure these are correct

Week 7 – Practice relate and respond and learn Turns in Jazz Time, doing training exercises for spotting

Week 8 – Practice the Turns in Jazz Time and the Relate and Respond again. Training exercises for wings

Week 9 – Teach the Wing Progression exercise and practice the other exercises learnt so far

Week 10 – Do training exercises for time steps and go over previous time steps learnt. Teach Tacited Time Steps. Practice some Amalgamations

Week 11 – Practice everything learnt so far, making any corrections including some Amalgamations

Week 12 – Practice everything so far making any corrections including Amalgamations

Week 13 – (Off for Easter)

Week 14 – Start learning Henderson Presents Tango Vibes and practice relate and respond

Week 15 – Continue learning Henderson Presents Tango Vibes and practice wing progression

Week 16 – Finish learning Henderson Presents Tango Vibes and practice Tacited Time Steps

Week 17 – Start Learning Henderson Presents Something Different and go over the Tango Vibes

Week 18 – Continue Learning Henderson Presents Something Different and practice Wing Progression, Tacited Time Steps and Relate and Respond

Week 19 – Finish teaching Henderson Presents Something Different and practice the rest of the syllabus from the beginning

Week 20 – Practice Henderson Presents Tango Vibes and Something Different making any corrections that need to be made and learn the Choreographed bow

Week 21 – Practice “Warm Up”, “Clip Combo” and “Doubling Up” spending time to ensure these are perfected

Week 22 – Practice “Relate and Respond”, “Times Two” and “Turns In Jazz Time” making sure these are all correct and polishing up any bits that need it.

Week 23 – Practice “Wing Progression” and “Tactical Time Steps” and do some Amalgamations

Week 24 – Practice both of the Henderson Presents pieces and choose which one each pupil will do

Week 25 – Go through the whole grade

Week 26 – Go through the whole grade

Week 27 – Go through the whole grade

Week 28 – Go through the whole grade

EXAMPLE

ONLY

### Lesson Plan for a Wedding Couple

I am a student teacher studying for the Latin Associate and recently I was given the opportunity to give instruction to a young couple who were planning their wedding and had left their wedding dance until last. With only two weeks until the big day and with no dance ability (so I was told) this was going to give me a real challenge, completely thinking on my feet.

I decided to make a very flexible plan which depended on various scenarios:

1. If they had an idea of a dance they would like to learn.
2. Their choice of music and I suggest a dance they could learn.
3. Their choice of music but a short choreographed routine I must make up.
4. Did they have a CD / iPod / or band playing at the reception
5. How much time they could give to learning the dance/routine
6. The size of the floor at the reception
7. The length of time they wished to dance for.
8. What sort of dress would the bride be wearing.

As I had recently got married myself I did have some idea of these questions to be asked.

The couple arrived for the first lesson and luckily came with a selection of their favourite music which we listened to. I then asked the various points I had thought about in my flexible plan. Finally they decided that as they liked the Latin rhythms and they were going on honeymoon to Cuba the dance should reflect that style of dance.

This couple were very attentive and I taught some basic Cha Cha Cha with a short entry to start. They had 4 lessons of 45minutes duration. Simplicity was the key word and this gave the couple confidence for this small section of their big day.

I learnt a lot about teaching and giving just the right amount of steps, but also making it enjoyable too.

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**Level 4 Diploma in Dance Teaching**  
**Teaching log example 1**

**Notes for completion:**

Please use this template to complete records of your teaching practice. This can include any relevant teaching practice that you have undertaken. If the practice has been supervised or observed by your trainer or another teacher, please ask them to sign the log to say that they have observed your teaching.

Name of candidate	Emily Jones
Date of teaching practice	3.1.15
Location (eg dance studio, venue)	Redhill Community Centre
Number of students	5
Age range of students	8+
Genre being taught	Freestyle

1. Give a brief explanation of the session and students. What are they working towards? What progress are they making towards their objectives? (Assessment Criterion 1.1 and 2.1)

The aim of this session was to get the students to use more isolation when dancing routines.

2. Please list the teaching techniques you used in this session and why you found them useful (Assessment Criterion 1.2)

Some students may not have known what isolation was so the first thing I did was explain it to them and gave them some examples. To begin with I taught the exercises slowly so they were able to understand what they had to do.

3. Did you identify any individual requirements or needs in this session? What were these? (Assessment Criterion 1.3 and 2.2)

No individual requirements or needs were identified.

4. What syllabus elements did you choose for this session? How did you identify which were the most appropriate for these students? (Assessment Criterion 2.2)

I chose to do a variety of different isolation exercises. For example, moving shoulders forwards and backwards, circling the wrists, hip swings, turning head from side to side and half circling and moving the rib cage from side to side etc.

5. Did you use any resources in this session? What were these? (Assessment Criterion 2.4)

No resources used.

6. Which communication techniques did you use with these students? Why did you choose these? (Assessment Criterion 3.1)
I mostly used verbal communication as the students were able to understand me. I also used demonstration and body language in case the verbal was not understood correctly.

7. Were the students motivated and engaged? Did they participate fully in the session? (Assessment Criterion 1.1)
The students seemed to be motivated and engaged. They all participated in the session.

8. Did you have any problems with student behaviour? How did you manage this? (Assessment Criterion 1.1)
No student behaviour issues.

9. Give a brief summary of how the session went and what you have learnt. What will you do differently next time? (Assessment Criteria 2.3 and 4.1)
By the end of the session the students were able to understand what isolation is and were able to demonstrate different isolation exercises.

10. Any other comments to make on the session - for example did you have a discussion with your trainer? Did you get feedback from them on the session? (Assessment Criterion 3.3)
Exercises were observed before the session and were found suitable.

11. Trainer comments (if session observed)
N/A

Candidate signature	Emily Jones
Date	4.1.15
Trainer signature (if required)	N/A
Date	N/A

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**Level 4 Diploma in Dance Teaching**  
**Teaching log example 2**

**Notes for completion:**

Please use this template to complete records of your teaching practice. This can include any relevant teaching practice that you have undertaken. If the practice has been supervised or observed by your trainer or another teacher, please ask them to sign the log to say that they have observed your teaching.

Name of candidate	Emily Jones
Date of teaching practice	10.1.15
Location (eg dance studio, venue)	Redhill Community Centre
Number of students	5
Age range of students	11+
Genre being taught	Freestyle

1. Give a brief explanation of the session and students. What are they working towards? What progress are they making towards their objectives? (Assessment Criterion 1.1 and 2.1)

The aim of this session was to get the students to use and develop their creative ability and skills. This was done by giving them time to create their own short routines.

2. Please list the teaching techniques you used in this session and why you found them useful (Assessment Criterion 1.2)

To begin with I went through some basic moves they could use e.g. turns and taught them how to do different variations of that move and how to change it. I also taught them some routines to give them some ideas. I split the moves into small sections and taught them slowly so the students could understand them more easily.

3. Did you identify any individual requirements or needs in this session? What were these? (Assessment Criterion 1.3 and 2.2)

N/A

4. What syllabus elements did you choose for this session? How did you identify which were the most appropriate for these students? (Assessment Criterion 2.2)

I began with a warm up to avoid injury. I then did some isolation exercises as they could use some of them in their own routines e.g. shoulders, waist and chest exercises. I then did some floor exercises to give them some more ideas for their own routine. I then did a cool down afterwards.

5. Did you use any resources in this session? What were these? (Assessment Criterion 2.4)

No resources used

6. Which communication techniques did you use with these students? Why did you choose these? (Assessment Criterion 3.1)
Mostly verbal communication was used as the students had the ability to understand it. I used a loud clear voice so they could hear and understand what I was saying.

7. Were the students motivated and engaged? Did they participate fully in the session? (Assessment Criterion 1.1)
Some students felt embarrassed to show their routine at the end so did not fully participate.

8. Did you have any problems with student behaviour? How did you manage this? (Assessment Criterion 1.1)
No problems with student behaviour.

9. Give a brief summary of how the session went and what you have learnt. What will you do differently next time? (Assessment Criteria 2.3 and 4.1)
Most students seem to enjoy it. I think next time I would put them in pairs or groups as some were uncomfortable doing it by themselves.

10. Any other comments to make on the session - for example did you have a discussion with your trainer? Did you get feedback from them on the session? (Assessment Criterion 3.3)
The session plan was checked with my trainer before the session began.

11. Trainer comments (if session observed)
N/A

Candidate signature	Emily Jones
Date	11.1.15
Trainer signature (if required)	N/A
Date	N/A



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**Teaching log example 3**

**Notes for completion:**

Please use this template to complete records of your teaching practice. This can include any relevant teaching practice that you have undertaken. If the practice has been supervised or observed by your trainer or another teacher, please ask them to sign the log to say that they have observed your teaching.

Name of candidate	Emily Jones
Date of teaching practice	17.1.15
Location (eg dance studio, venue)	Redhill Community centre
Number of students	5
Age range of students	11+
Genre being taught	Freestyle

1. Give a brief explanation of the session and students. What are they working towards? What progress are they making towards their objectives? (Assessment Criterion 1.1 and 2.1)

The students are now able to learn locomotive actions. The aim of this session was to introduce the students to runs, leaps and progressive spins.

2. Please list the teaching techniques you used in this session and why you found them useful (Assessment Criterion 1.2)

I found splitting routines and exercises into different sections easier to teach and I also found the students were able to remember them better if they were in smaller sections.

3. Did you identify any individual requirements or needs in this session? What were these? (Assessment Criterion 1.3 and 2.2)

When doing leaps and progressive spins, some students preferred to lead with their left leg rather than their right.

4. What syllabus elements did you choose for this session? How did you identify which were the most appropriate for these students? (Assessment Criterion 2.2)

To begin with a warm up was done to ensure each muscle was stretched correctly to avoid injury. The students then did exercises from the corner of the room as it gave them more space. The exercises involved leaps, runs and spot turns. This was followed by a cool down.

5. Did you use any resources in this session? What were these? (Assessment Criterion 2.4)

No resources were used.

6. Which communication techniques did you use with these students? Why did you choose these? (Assessment Criterion 3.1)
The main communication technique I used was verbal communication as most students were able to understand the requirements. I also demonstrated the exercises to reinforce my instructions and to make sure everyone understood.

7. Were the students motivated and engaged? Did they participate fully in the session? (Assessment Criterion 1.1)
I felt that most, if not all, of the students participated in the session to the best of their ability.

8. Did you have any problems with student behaviour? How did you manage this? (Assessment Criterion 1.1)
During this session there were no problems with student behaviour.

9. Give a brief summary of how the session went and what you have learnt. What will you do differently next time? (Assessment Criteria 2.3 and 4.1)
I feel the session went very well. Next time rather than having them all do the corner exercises together I would put them in pairs so that they have more space.

10. Any other comments to make on the session - for example did you have a discussion with your trainer? Did you get feedback from them on the session? (Assessment Criterion 3.3)
My trainer looked at the routines and exercises before the session and said that they were good and suitable.

11. Trainer comments (if session observed)
N/A

Candidate signature	Emily Jones
Date	18.1.15
Trainer signature (if required)	N/A
Date	N/A

**IDTA**  
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**Teaching log example 4**

**Notes for completion:**

Please use this template to complete records of your teaching practice. This can include any relevant teaching practice that you have undertaken. If the practice has been supervised or observed by your trainer or another teacher, please ask them to sign the log to say that they have observed your teaching.

Name of candidate	Emily Jones
Date of teaching practice	24.1.15
Location (eg dance studio, venue)	Redhill Community Centre
Number of students	3
Age range of students	10+
Genre being taught	Freestyle

1. Give a brief explanation of the session and students. What are they working towards? What progress are they making towards their objectives? (Assessment Criterion 1.1 and 2.1)

The students in the session have a variety of different additional needs. The main aim of this session is to help the students improve their co-ordination as their additional needs mean that they find co-ordination hard. This will be done through a variety of dance movements and exercises.

2. Please list the teaching techniques you used in this session and why you found them useful (Assessment Criterion 1.2)

I made up a small simple dance that uses both arms and legs. I taught it a movement at a time so that the students could understand what they had to do without thinking of doing other movements as well. I also taught the foot actions first and then the arm movements to the action so that the students were not "overloaded" with information all at once.

3. Did you identify any individual requirements or needs in this session? What were these? (Assessment Criterion 1.3 and 2.2)

As they all had additional needs move of them had individual requirements or needs in the session. For example one student found it hard to concentrate so taking a break every 10 minutes or so helped him. Once student did not like dancing on their own and felt more comfortable and happier to hold my hand or stand next to me.

4. What syllabus elements did you choose for this session? How did you identify which were the most appropriate for these students? (Assessment Criterion 2.2)

A warm up was done at the start of the session to avoid injury. Simple exercises were then used to aid co-ordination. For example rotating one arm forwards whilst rotating the other arm backwards. A cool down was then done.

5. Did you use any resources in this session? What were these? (Assessment Criterion 2.4)

No resources were used during this session.

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6. Which communication techniques did you use with these students? Why did you choose these? (Assessment Criterion 3.1)

As well as using verbal communication I also used actions for example when the students needed to stand still I showed them how a soldier would stand still and quiet and then they would copy and be a "soldier". I used actions because they found it interesting and understood it more than just verbal communication.

7. Were the students motivated and engaged? Did they participate fully in the session? (Assessment Criterion 1.1)

I found that the students were motivated most of the time but as they have additional needs they didn't always fully participate as they find it hard to concentrate.

8. Did you have any problems with student behaviour? How did you manage this? (Assessment Criterion 1.1)

The only behaviour problem I came across was the students walking off when they lost concentration. I managed this by engaging them in a conversation that interests them e.g. their hobbies or likes and dislikes. They would then join in again with the class as normal.

9. Give a brief summary of how the session went and what you have learnt. What will you do differently next time? (Assessment Criteria 2.3 and 4.1)

I felt the session went very well and the students seem to enjoy it.

10. Any other comments to make on the session - for example did you have a discussion with your trainer? Did you get feedback from them on the session? (Assessment Criterion 3.3)

My trainer watched the session and said that all routines and exercises were suitable for the students.

11. Trainer comments (if session observed)

N/A

Candidate signature	Emily Jones
Date	24.1.15
Trainer signature (if required)	N/A
Date	N/A

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**Teaching log example 5**

**Notes for completion:**

Please use this template to complete records of your teaching practice. This can include any relevant teaching practice that you have undertaken. If the practice has been supervised or observed by your trainer or another teacher, please ask them to sign the log to say that they have observed your teaching.

Name of candidate	Emily Jones
Date of teaching practice	31.1.15
Location (eg dance studio, venue)	Redhill Senior Citizens Centre
Number of students	3
Age range of students	10+
Genre being taught	Freestyle

1. Give a brief explanation of the session and students. What are they working towards? What progress are they making towards their objectives? (Assessment Criterion 1.1 and 2.1)

The students in this session all had a variety of additional needs. The aim of this session was to teach the students the different arm positions and movements e.g. high V, low V, opposition etc.

2. Please list the teaching techniques you used in this session and why you found them useful (Assessment Criterion 1.2)

I made a short simple routine which included a variety of different arm positions and movements. I taught it a little bit at a time and slowly so that they would understand more easily than if it was all taught at the same time.

3. Did you identify any individual requirements or needs in this session? What were these? (Assessment Criterion 1.3 and 2.2)

Most of the students had individual requirements as they had additional needs. For example one student struggled with co-ordination and another student finds it hard to concentrate.

4. What syllabus elements did you choose for this session? How did you identify which were the most appropriate for these students? (Assessment Criterion 2.2)

I chose to use isolation exercises that involved the students arms to get them prepared for the different arm positions and movements. For examples, moving shoulders backwards and forwards and lifting and dropping the wrists.

5. Did you use any resources in this session? What were these? (Assessment Criterion 2.4)

I used pictures of someone doing the different arm positions and movements so that if the students forgot what to do they could look at the pictures.

6. Which communication techniques did you use with these students? Why did you choose these? (Assessment Criterion 3.1)

I used verbal communication as well as body language and different actions. For example, if the students needed to stand up straight I would tell them to be like a ruler.

7. Were the students motivated and engaged? Did they participate fully in the session? (Assessment Criterion 1.1)

As they had additional needs they found it hard to concentrate for a long period of time which means they didn't participate fully and they weren't engaged for all of the time.

8. Did you have any problems with student behaviour? How did you manage this? (Assessment Criterion 1.1)

The only problem I came across was their concentration. To help with this I gave them a break every 10 or 15 minutes and then they would be able to concentrate after the break.

9. Give a brief summary of how the session went and what you have learnt. What will you do differently next time? (Assessment Criteria 2.3 and 4.1)

They seemed to enjoy learning the different arm positions and movements and really enjoyed looking at the pictures.

10. Any other comments to make on the session - for example did you have a discussion with your trainer? Did you get feedback from them on the session? (Assessment Criterion 3.3)

Trainer agreed the lesson plan before the session.

11. Trainer comments (if session observed)

N/A

Candidate signature	Emily Jones
Date	1.2.15
Trainer signature (if required)	N/A
Date	N/A

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**Level 4 Diploma in Dance Teaching**  
**Teaching log example 6**

**Notes for completion:**

Please use this template to complete records of your teaching practice. This can include any relevant teaching practice that you have undertaken. If the practice has been supervised or observed by your trainer or another teacher, please ask them to sign the log to say that they have observed your teaching.

Name of candidate	Emily Jones
Date of teaching practice	7.2.15
Location (eg dance studio, venue)	Redhill Senior Citizens Centre
Number of students	3
Age range of students	10+
Genre being taught	Freestyle

1. Give a brief explanation of the session and students. What are they working towards? What progress are they making towards their objectives? (Assessment Criterion 1.1 and 2.1)

The students in this session all had a variety of additional needs. The aim of this session was to learn different head movements e.g. turned, raised, lowered etc.

2. Please list the teaching techniques you used in this session and why you found them useful (Assessment Criterion 1.2)

I went through the movements one at a time. I taught them slowly so the students would understand. I also used a loud and clear voice so that they could hear me properly.

3. Did you identify any individual requirements or needs in this session? What were these? (Assessment Criterion 1.3 and 2.2)

Concentration was an individual requirement that I came across as most of them found concentration hard for a long period of time.

4. What syllabus elements did you choose for this session? How did you identify which were the most appropriate for these students? (Assessment Criterion 2.2)

To begin with I did a warm up to avoid injury. I then did isolation exercises that involved head movement e.g. half circling. I then did some short routines which involved the different head movements they were learning. I then did a cool down.

5. Did you use any resources in this session? What were these? (Assessment Criterion 2.4)

No resources used in this session.

6. Which communication techniques did you use with these students? Why did you choose these? (Assessment Criterion 3.1)

I used verbal communication, body language and different actions. For example, standing still like a soldier.

7. Were the students motivated and engaged? Did they participate fully in the session? (Assessment Criterion 1.1)
They seemed to be motivated although did not participate fully due to concentration problems.

8. Did you have any problems with student behaviour? How did you manage this? (Assessment Criterion 1.1)
I did not come across any student behaviour problems.

9. Give a brief summary of how the session went and what you have learnt. What will you do differently next time? (Assessment Criteria 2.3 and 4.1)
I thought the session went very well although next time I would make the session shorter so they don't have to try and concentrate for so long.

10. Any other comments to make on the session - for example did you have a discussion with your trainer? Did you get feedback from them on the session? (Assessment Criterion 3.3)
Trainer agreed the lesson plan before the session was conducted.

11. Trainer comments (if session observed)
N/A

Candidate signature	Emily Jones
Date	7.2.15
Trainer signature (if required)	N/A
Date	N/A



**IDTA**  
**Level 4 Diploma in Dance Teaching**  
**Teaching log example 7**

**Notes for completion:**

Please use this template to complete records of your teaching practice. This can include any relevant teaching practice that you have undertaken. If the practice has been supervised or observed by your trainer or another teacher, please ask them to sign the log to say that they have observed your teaching.

Name of candidate	Freda Laidlaw
Date of teaching practice	8/4/15
Location (eg dance studio, venue)	Nonsuch Dance Studio
Number of students	Private lesson 2 students
Age range of students	55
Genre being taught	Social Latin Jive

1. Give a brief explanation of the session and students. What are they working towards? What progress are they making towards their objectives? (Assessment Criterion 1.1 and 2.1)

This is the second private lesson for the two students who are learning a social Jive to perform at their wedding reception. Following on from the first lesson they went away and practiced at home. I was very pleased at their progress and it was obvious that they had practiced the steps. So with that in mind I decided that I would teach two further figures. I was quite confident that they would be able to accomplish this.

2. Please list the teaching techniques you used in this session and why you found them useful (Assessment Criterion 1.2)

I just continued in the same way as the previous lesson. The atmosphere was friendly and more relaxed this week as the couple had got over their nerves and were so pleased how much they had achieved in the short time.

3. Did you identify any individual requirements or needs in this session? What were these? (Assessment Criterion 1.3 and 2.2)

These had already been established in the previous lesson, so we all knew what was required and how they would approach the dance. We did discuss how they would come on to the floor and following my suggestion they readily agreed this was a good idea. This would be arranged with the restaurant where the reception would take place.

4. What syllabus elements did you choose for this session? How did you identify which were the most appropriate for these students? (Assessment Criterion 2.2)

The couple continued to dance the figures learnt the previous week along with two extra figures to give more variety to their performance.

5. Did you use any resources in this session? What were these? (Assessment Criterion 2.4)

Only the CDs player

6. Which communication techniques did you use with these students? Why did you choose these? (Assessment Criterion 3.1)

No different from the previous week.

7. Were the students motivated and engaged? Did they participate fully in the session? (Assessment Criterion 1.1)

Certainly, they have a very big day in their lives coming up and it was a joy to see so much enjoyment and excitement. The dance is now going to be filmed too.

8. Did you have any problems with student behaviour? How did you manage this? (Assessment Criterion 1.1)

No.

9. Give a brief summary of how the session went and what you have learnt. What will you do differently next time? (Assessment Criteria 2.3 and 4.1)

The session was successful and they have a lively routine which they can dance to music. They have one further lesson just before the big day and it will just be a recap and just practice. I will not teach any further figures, it is now up to them to practice.

<p>10. Any other comments to make on the session - for example did you have a discussion with your trainer? Did you get feedback from them on the session? (Assessment Criterion 3.3)</p>
<p>Yes, I did and she was able to attend the lesson. I first had to ask the couple if they minded but it turned out to be a very good exercise and we pretended she was a wedding guest.</p>

<p>11. Trainer comments (if session observed)</p>
<p><i>Freda, showed a positive approach in this lesson and had taught the couple a routine that in the time allowed was enough for them to remember and perform on their wedding day. Anymore figures would have been too much and overloaded. The idea just to have refresher just before the occasion is excellent and finishes off the project. I think Freda has done well in the short time allowed as well as considering the different setting when the couple perform the dance.</i></p>

Candidate signature	Freda Laidlaw
Date	8/4/15
Trainer signature (if required)	Rose Cawley
Date	8/4/15

**IDTA**  
**Level 4 Diploma in Dance Teaching**  
**Teaching log example 8**

**Notes for completion:**

Please use this template to complete records of your teaching practice. This can include any relevant teaching practice that you have undertaken. If the practice has been supervised or observed by your trainer or another teacher, please ask them to sign the log to say that they have observed your teaching.

Name of candidate	<i>Jane Smith</i>
Date of teaching practice	<i>21<sup>st</sup> January 2015</i>
Location (eg dance studio, venue)	<i>Church Hall</i>
Number of students	<i>5</i>
Age range of students	<i>13-15</i>
Genre being taught	<i>Modern Jazz</i>

1. Give a brief explanation of the session and students. What are they working towards? What progress are they making towards their objectives? (Assessment Criterion 1.1 and 2.1)

*Class time 45 minutes. Students range from 13-15 years and are working towards Grade 4 Modern Jazz. This the first term of their work towards their examination which I am planning for the following year.*

2. Please list the teaching techniques you used in this session and why you found them useful (Assessment Criterion 1.2)

*In this session we worked on exercises to improve strength and flexibility from the Grade 4 Modern Jazz syllabus. We also looked at musical structure and working towards improving the students understanding of this.*

3. Did you identify any individual requirements or needs in this session? What were these? (Assessment Criterion 1.3 and 2.2)

*None identified in this class.*

4. What syllabus elements did you choose for this session? How did you identify which were the most appropriate for these students? (Assessment Criterion 2.2)

*As we are at the beginning of training we focussed on exercises for the lash kick and glisse to side kick after warming up. We also did some exercises on musical understanding of the 5/4 rhythm. This was followed by Jazz turns, travel turns and leaps. Some of the students found the musical phrasing a little tricky.*

5. Did you use any resources in this session? What were these? (Assessment Criterion 2.4)

*I used various exercises for strengthening and improving posture. I also used a variety of jazz music for the discussion on music and styles.*

6. Which communication techniques did you use with these students? Why did you choose these? (Assessment Criterion 3.1)

*As we are at the beginning of training I focussed on helping the students to understanding the glossary of terms at this grade.  
I also got them to move to the music expressing dynamic and emotion and we then discussed the rhythmical impulse and impact of the movement and music.*

7. Were the students motivated and engaged? Did they participate fully in the session? (Assessment Criterion 1.1)

*The students were very responsive. They were at first a little inhibited when asked to express their feelings through music but they were more confident by the end of the class.*

8. Did you have any problems with student behaviour? How did you manage this? (Assessment Criterion 1.1)

*Having trained and developed through the grades they were aware of the correct procedure. On the whole the class was good, having learned discipline from day one.*

9. Give a brief summary of how the session went and what you have learnt. What will you do differently next time? (Assessment Criteria 2.3 and 4.1)

*I felt the class went well, all students enjoyed the class. Their enthusiasm was great. I will continue to work on the set exercises as mentioned above and then continue to build each week until the Grade 4 Jazz syllabus has been covered.*

10. Any other comments to make on the session - for example did you have a discussion with your trainer? Did you get feedback from them on the session? (Assessment Criterion 3.3)

*I discussed the reasons why I chose the set exercises and explained the benefits the students will have gained. The feedback from the students was very complimentary and they were all looking forward to the next session.*

11. Trainer comments (if session observed)

*Session was not observed.*

Candidate signature	<i>Jane Smith</i>
Date	<i>21.1.15</i>
Trainer signature (if required)	
Date	

**IDTA**  
**Level 4 Diploma in Dance Teaching**  
**Teaching log example 9**

**Notes for completion:**

Please use this template to complete records of your teaching practice. This can include any relevant teaching practice that you have undertaken. If the practice has been supervised or observed by your trainer or another teacher, please ask them to sign the log to say that they have observed your teaching.

Name of candidate	<b>Winnie Croft</b>
Date of teaching practice	<b>1/4/15</b>
Location (eg dance studio, venue)	<b>Nonsuch Dance Centre</b>
Number of students	<b>16</b>
Age range of students	<b>45-75</b>
Genre being taught	<b>Latin /Ballroom beginners class</b>

1. Give a brief explanation of the session and students. What are they working towards? What progress are they making towards their objectives? (Assessment Criterion 1.1 and 2.1)

**This is a new beginners class lasting for 8 weeks. The students will be introduced to, and learn the basic steps in five selected dances. This will give them confidence to dance at social gatherings and special occasions. As this is the second class there will be a revision of last weeks class and then the start of the next dance which today is Cha Cha Cha. At the end of the lesson which is 50 minutes, there will be a short break for tea/coffee or a drink from the licensed bar then if they wish to there is a practice session to music where every one can have chance to try out the two dances learnt so far for a further 20minutes. This is a course paid for in advance so the class will move forward together as a group.**

2. Please list the teaching techniques you used in this session and why you found them useful (Assessment Criterion 1.2)

**As this was the second week of the course every one was getting to know one another. It was important for me to welcome each student to the class and get to know their names. Most students came as a couple except two students, one man and lady who seemed to pair up and dance together. At the beginning of the class I played the music to the students to give them an idea of the speed and type of music they would dance to Cha Cha Cha. Then I split the group into their gender and had two lines where I slowly went through the Close Basic in Cha Cha Cha although not using any turn.**

**After a few times of practice they partnered up,although, first I explained and showed them how to stand in relation to each other and how to take hold in Cha Cha Cha. The first week was Social Foxtrot, so it was important for me to show the difference in the hold and starting position. It is necessary to be simple so that at the end of the lesson they leave the class happy that they could dance those few steps with a partner and to the music.**

3. Did you identify any individual requirements or needs in this session? What were these? (Assessment Criterion 1.3 and 2.2)

**No, as everyone was partnered up it was easy to see the class working and having fun. There was a break at the end of the class so any queries could be asked during that time. I always ask if there is any problem to speak to me, but to date the class is very happy and they can't wait until next week.**

4. What syllabus elements did you choose for this session? How did you identify which were the most appropriate for these students? (Assessment Criterion 2.2)

**This is an absolute beginners class, with all the students never having taken part in a dance class before. I taught the Close Basic of Cha Cha Cha but without turn. That was all they could cope with along with the revision from the previous week.**

5. Did you use any resources in this session? What were these? (Assessment Criterion 2.4)

**The only resources I had to use was the Laptop for the music.**

6. Which communication techniques did you use with these students? Why did you choose these? (Assessment Criterion 3.1)

**When I teach I always call out the steps and count the class into the music. It is important to get to know your students to make them feel welcome to your class and give them confidence. You have to be friendly and approachable.**

7. Were the students motivated and engaged? Did they participate fully in the session? (Assessment Criterion 1.1)

**Yes, it seemed there was laughter as well as enjoyment. This is a social class, something that the students are taking part in during leisure time. It is important to remember that they could equally be doing some other activity. Everyone joined in and all stayed afterwards to the short practice class.**

8. Did you have any problems with student behaviour? How did you manage this? (Assessment Criterion 1.1)

**No, these were grown up students enjoying a social night out.**

9. Give a brief summary of how the session went and what you have learnt. What will you do differently next time? (Assessment Criteria 2.3 and 4.1)

**I consider that the session went well and I received positive comments from the students that they had enjoyed the class and how friendly in was. I will continue in the same way for the next class except it will be another new dance to begin as well as revision of this class.**

10. Any other comments to make on the session - for example did you have a discussion with your trainer? Did you get feedback from them on the session? (Assessment Criterion 3.3)

**At present no, I will not see my trainer until next week when I go for a lesson. She will ask me how the class is going and I tell her what I have done to date.**

**I will have to make provision to be observed, not sure how as I need to ask some one kindly to film me in a class. My trainer lives 50 miles away and I cannot expect her to travel down to my class and anyway she is also teaching on the same night. As I am new to the area it is difficult, also I would have to borrow an iPad or maybe have to use my mobile phone to film this. Will have to give some more thought.**

11. Trainer comments (if session observed)

**Session not observed.**

Candidate signature	<b>Winnie Croft</b>
Date	<b>2/4/15</b>
Trainer signature (if required)	
Date	



**IDTA**  
**Level 4 Diploma in Dance Teaching**  
**Teaching log example 10**

**Notes for completion:**

Please use this template to complete records of your teaching practice. This can include any relevant teaching practice that you have undertaken. If the practice has been supervised or observed by your trainer or another teacher, please ask them to sign the log to say that they have observed your teaching.

Name of candidate	Kate Riley
Date of teaching practice	1.4.15
Location (eg dance studio, venue)	DSPA Studio
Number of students	7
Age range of students	14-16
Genre being taught	Grade 4 Theatre Craft

1. Give a brief explanation of the session and students. What are they working towards? What progress are they making towards their objectives? (Assessment Criterion 1.1 and 2.1)

In this session we were working on using the scarves for "impact" and working in heeled shoes. We're working towards taking the Grade 4 exam in July. The students are now using the scarf well, although more "attack" is needed on sections of the exercise. Some students are struggling with the kick exercise in heels as they are losing their balance.

2. Please list the teaching techniques you used in this session and why you found them useful (Assessment Criterion 1.2)

The teaching techniques I used were for weight adjustment, especially for working in heels. We went back to the Grade 3 exercise to make sure the students were using their feet properly in their shoes. I then took basic steps (sways, step close steps, step ball changes etc) making sure that correct posture was used. Making sure that the students understood that when in heels your weight needs to be adjusted. When using the scarves we needed to address the fact that they are using a prop. So again simple moves were used with the scarves so they could get used to moving with a prop. We used walks, runs, turns and sways and explored different ways of using the scarf. And also used "force" in our actions to make the scarf move.

3. Did you identify any individual requirements or needs in this session? What were these? (Assessment Criterion 1.3 and 2.2)

One student struggled with getting the correct "force" behind the movement with the scarf, so it lacked the impact required and also she could occasionally get tangled up. Another student found difficulties with the kicks in the heeled shoes, as her foot was flexed and she was pitching her weight too far back.

4. What syllabus elements did you choose for this session? How did you identify which were the most appropriate for these students? (Assessment Criterion 2.2)

I chose "impact" and "audition kicks and tricks" for this session. I chose "impact" as it requires control and force when using the prop and I chose "audition kicks and tricks" because we're working in heeled shoes.

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5. Did you use any resources in this session? What were these? (Assessment Criterion 2.4)
We used props and heeled shoes. We used the scarves, but also discussed and experimented with different props and how they could be used to enhance a performance.

6. Which communication techniques did you use with these students? Why did you choose these? (Assessment Criterion 3.1)
I broke the exercises down, and taught the use of the scarf first and then built up to include steps, then took out elements of the exercise that may cause a problem e.g Jump in 2 <sup>nd</sup> , walk behind side front to LDF and step hop turn. Eventually I built the exercise after having taught in sections. The same technique was used for audition kicks and tricks.

7. Were the students motivated and engaged? Did they participate fully in the session? (Assessment Criterion 1.1)
The students were very attentive during this session. They participated well. And tried to the best of their ability.

8. Did you have any problems with student behaviour? How did you manage this? (Assessment Criterion 1.1)
The students behaved well, if not getting a little giddy when working with the scarves. But after explaining to them that it was important to use the scarves well so they get the most from the exercise they soon started working well.

9. Give a brief summary of how the session went and what you have learnt. What will you do differently next time? (Assessment Criteria 2.3 and 4.1)
The session went well and I have learned that even though they use heeled shoes in Grade 3 they will need extra work in them to perform the routines required in Grade 4. Also they have ever used props before so they need to experiment with the scarves. I think next time I would dedicate a whole session to working with props.

10. Any other comments to make on the session - for example did you have a discussion with your trainer? Did you get feedback from them on the session? (Assessment Criterion 3.3)
I had a short discussion with my trainer and I had some positive feedback. Also I got some more example training exercises for working in heeled shoes

11. Trainer comments (if session observed)
<i>Kate managed the session well. When we discussed the session she realised that perhaps she had asked the students to do too much working with props and also getting used to working in heeled shoes.</i>

Candidate signature	K. Riley
Date	4.4.15
Trainer signature (if required)	S. Johnson
Date	4.4.15

**IDTA**  
**Level 4 Diploma in Dance Teaching**  
**Teaching log**

**Notes for completion:**

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Name of candidate	
Date of teaching practice	
Location (eg dance studio, venue)	
Number of students	
Age range of students	
Genre being taught	

1. Give a brief explanation of the session and students. What are they working towards? What progress are they making towards their objectives? (Assessment Criterion 1.1 and 2.1)

2. Please list the teaching techniques you used in this session and why you found them useful (Assessment Criterion 1.2)

3. Did you identify any individual requirements or needs in this session? What were these? (Assessment Criterion 1.3 and 2.2)

4. What syllabus elements did you choose for this session? How did you identify which were the most appropriate for these students? (Assessment Criterion 2.2)

5. Did you use any resources in this session? What were these? (Assessment Criterion 2.4)

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6. Which communication techniques did you use with these students? Why did you choose these? (Assessment Criterion 3.1)

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7. Were the students motivated and engaged? Did they participate fully in the session? (Assessment Criterion 1.1)

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8. Did you have any problems with student behaviour? How did you manage this? (Assessment Criterion 1.1)

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9. Give a brief summary of how the session went and what you have learnt. What will you do differently next time? (Assessment Criteria 2.3 and 4.1)

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10. Any other comments to make on the session - for example did you have a discussion with your trainer? Did you get feedback from them on the session? (Assessment Criterion 3.3)

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11. Trainer comments (if session observed)

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Candidate signature	
Date	
Trainer signature (if required)	
Date	

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