

## Unit 3 –Teaching Practice Case Study exemplar Tap

### Completing the case study

This case study covers the requirements for Unit 3 –Teaching Practice in relation to:

- Class management
- Lesson planning and evaluation
- Communication
- Evaluation of teaching practice

You will also be asked to demonstrate these elements in the examination.

There is no set time for you to complete the case study. However, the case study should be submitted alongside a set of lesson plans and evidence of continuous professional development (CPD) in advance of the examination for Unit 3 Teaching Practice.

Each section of this case study contains guidance to help you focus on the areas you need to include. You should also refer to the Candidate Handbook which contains additional information and guidance for completing the case study (pages XX to XX).

It is recommended that you use no more than 2,000 words for the entire case study. A recommended word count for your response is included in each section.

## Section 1: The student(s)

For your case study, you should focus on an individual or group of students that you are working with. They could be working towards an examination or towards a different set of goals.

**Please give an overview of the students and what they are working towards.**

150 words

2 students training towards Intermediate Tap. 1 aged 22 (candidate A) and 1 aged 50 plus (candidate B). The candidates are Mother & Daughter. Candidate A has attended classes previously from 11-15 years and left to concentrate on Private Schooling work and then University. Is now taking classes 'as and when' in Tap & Ballet whilst on a year break from University.

Candidate B has attended Adult Tap classes for over 10 years and when Adult Tap was taken off our Timetable continued with 1 to 1 sessions. Has completed around 4 years of 1 to 1 sessions on a weekly basis, and via Zoom during periods when the Studio was closed. Successfully completed Grade 4 and 5 Tap with our Senior pupils.

Both candidates of average fitness, no illnesses or injury affecting general performance. Some noticeable restrictions in flexibility and arm lines etc due to only taking classes in 1 genre and only training 1 hour per week.

Both candidates show huge enthusiasm and a keen interest in Tap. They both mainly attend because they just love it!

## Section 2: Class management (learning outcome 1)

For this section of the case study, you need to consider the following in your response:

- How you employed different methods in different classes to get the best out of the students.
- How the different methods you used encouraged your students to be motivated and participate in the class section.
- How you decide on the appropriate content and music for your teaching sessions.

**Explain the techniques you use to manage the student(s) successfully in your teaching sessions with them**

250 words

The candidates took part in many dance routines whereby we choreographed to famous music i.e west end, chart songs, traditional and we played around with many styles and eras. Watched lots of video clips of all the above. Candidates chose choreography pieces from Inspirational people in the Tap Industry and we worked on parts of these. They chose to perfect these in their own time. Ideas exchanged over digital communication, Candidate B particularly keen to rehearse at home and send videos she had been inspired by.

Candidate B really enjoyed coming to our Seniors show dance rehearsals and joining in as she had learnt the same choreography.

Introduced counting rhythms in Tap, both candidates enjoyed the logic behind clapping and tapping a rhythm. Academic background allowed them to create their own rhythms and they are now able to count set exercises through from the syllabus to assist their performance.

Worked on strengthening exercises for ankles, calves, thighs in order to execute movements safely and discussed posture and flexibility with recommendations for external classes, such as Yoga and Pilates to assist this. Discussed useful cardio exercises and candidates were able to laugh about their own Cardio fitness!

Videos of classwork for candidates to practice at home, again Candidate B very keen to practice each week and showed clear progression. Candidate B has a natural talent for Tap and is very quick to pick up and remember everything, with less rehearsal in between lessons.

### Section 3: Lesson planning and evaluation (learning outcome 2)

For this section of the case study, you need to consider the following in your response and link this to the lesson plans you submit:

- How you decided on the starting point for the student(s).
- The learning objective itself. What are the students working towards? How long do you think it will take them?
- How you identified individual needs
- How lesson content will encourage the class or individual to progress towards that learning goal.
- An evaluation of your lesson planning and how effective they were in enabling the student(s) to achieve their goals

**Explain how you have devised the lesson plans for the student(s) and evaluate their effectiveness**

300 words

*This year the candidates expressed an interest in taking their IDTA Intermediate Tap exam in the Summer along with our Senior girls who will be leaving to go on to further their careers post 18.*

*During free work in previous months, we used lots of sequences from the syllabus so as we progressed through the work the candidates were able to demonstrate these proficiently. Their enjoyment for the subject, along with ability to count rhythms well has made for very quick learning, along with an understanding of the subject and why we are doing each exercise.*

*Candidate A is very tall and sometimes caught out by up tempo exercises due to agility levels. Movements such as wings and pick-ups have been analyzed in order to gain the correct weight placement and elevation required to execute these steps.*

*Candidate B is very slight meaning movements are often more compact and neat, however due to lack of previous training in other genres we have had to work on range of mobility and arm lines more considerably as these did not come naturally. Again both candidates keen to learn due to maturity and these aspects are corrected with assistance. In general, we have worked on 1 exercise every 2 to 3 weeks. Each week we recap the previous exercises at the beginning of the lesson. Some exercises have required more work and some less, specifically where use of chair is required as*

*again previous dance experience means they have not experienced much use of props before.*

*Exercises for rhythm and Tap terminology have proved very easy to teach, where as those involving wings and pick-ups slightly longer, again due to all factors previously mentioned. Candidates are on task to be entered for their exam at the end of July 2023.*

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#### Section 4: Communication (learning outcome 3)

For this section of the case study, you need to consider the following in your response:

- What works well and what doesn't work well with the student(s) and what types of language you use
- How you use language in instructions and explanations.
- How you explain technical terminology to the student(s).
- How you demonstrate empathy and sensitivity in your communication with the student(s)

##### **Explain how you communicate with the student(s)**

250 words

*Teaching adults requires a mature rapport. We enjoy a balance between fun and disciplined learning. I feel as a teacher teaching adults on a 1 to 1 personal basis like this has required a lot of maturity from myself and further research to teach both candidates of varied age and physical structure using safe techniques.*

*Both candidates show intensity when learning so I have made sure I am knowledgeable in the subject, both with the set exercises, in free work relative to tap and also the background of tap Dancing. I enjoy sharing these with candidates who are mature enough to appreciate them.*

*Communication for myself is both easy but thorough and the candidates both communicate effectively to ask for assistance and can discuss ways to progress appropriately.*

*Terminology has been thoroughly discussed and we have had many "wow that's cool" moments, for example a pendulum wing I demonstrated when discussing types of wings. Also enjoying Syncopation and Tacit sections when the candidates have made realizations they didn't know prior to the sessions.*

*Sensitivity and empathy is very important with regards to personal fitness, age etc. I am very lucky that both candidates have a lighthearted approach to this and can joke about the things they struggle with. Their attitude is always "we will do it" and this as a teacher is all you could ask for at this level!*

## Section 5: Reflecting on and evaluating teaching practice (learning outcome 4)

For this section of the case study, you need to consider the following in your response:

- Your strengths and weaknesses
- Improvements you have identified that you need to make
- Any feedback you have received from students, parents and colleagues
- How your practice compares to other practice you have observed
- What good practice looks like

### **Evaluate the effectiveness of your teaching practice with the student(s)**

350 words

*Teaching at Intermediate level and with such mature, intense and intelligent learners has had its personal struggles for me, which I have overcome.*

*I am a very conscientious teacher and perhaps sometimes over the top with details and perfection. This appears to have worked in my favor as I have been able to respond to the candidates' intense learning requirements. I have also been able to perfect and recap my own knowledge for the syllabus work after not teaching it for 7 years and have been able to address it from a more mature perspective. It has been challenging but lots of fun and I feel I am much more confident with the details of the syllabus at this level, something I wasn't 10 years ago.*

*Time permitted I would work on more Cardio fitness with the candidates and flexibility and upper body strength exercises in class.*

*Both candidates express their gratitude each week and are always keen to book extra sessions in our School holiday closures. Senior students have commented on how good they are 'for adults' and in turn the candidates have felt welcome in a class of 15-19 year olds, representing a job well done.*

*I have taken influence in my 1 to 1 coaching from particular IDTA examiners who have all mentored me. The knowledge I have gained from them has enabled me to extract the detail & reasoning behind the IDTA work and as a more mature teacher I now release the importance of this and hopefully can use this to pass on to my students. I also really enjoy the discussions on why, where and how, breaking down the syllabus and its roots, rather than just churning out exercise after exercise, grade after grade.*