



JUNIOR CYCLE SHORT COURSE

CREATIVE DANCE AND MOVEMENT

COMMUNICATING AND COLLABORATING
FOR PHYSICAL AND PERSONAL DEVELOPMENT



I B T A



IRISH BALLET TEACHERS ASSOCIATION

Specification for Junior Cycle Short Course in

CREATIVE DANCE AND MOVEMENT

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INTRODUCTION TO JUNIOR CYCLE

Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation, and outcome for all.

The junior cycle allows students to make a greater connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives. These experiences are of a high quality, contribute directly to the physical, mental and social wellbeing of learners, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity, innovation and enterprise. The learner's junior cycle programme builds on their learning to date and actively supports their progress in learning and in addition, supports them in developing the learning skills that will assist them in meeting the challenges of life beyond school.

RATIONALE

Young people in junior cycle are at an important stage in their lives where they are developing rapidly, physically, emotionally, and socially. Increasingly, they are making their own lifestyle decisions, including whether and/or how they will participate in regular physical and creative activities. Dance education can provide all students with enjoyable and beneficial learning opportunities through the development of movement and dance skills within an inclusive and creative environment, supporting physical and mental wellbeing. It builds students' motivation and commitment to physical and creative activity through dance and movement within and beyond school. It can encourage students to get involved in both participation and leadership roles, irrespective of their previous experiences or ability in dance.

In this short course, students learn to appreciate the importance of regular health-enhancing physical and creative activities and to make informed choices about how to include physical and creative activities as part of a healthy lifestyle. Such informed choices are key to the development of lifelong habits. Student-centred teaching and learning, where students have control over creative choices, is an important aspect of the course. The course introduces basic dance and movement activities which are teacher-led and these form the foundation of the student-led individual and team activities.

The course is very much about inclusivity and caters for:

- Those with no dance experience.
- A class containing various levels of ability and experience.
- Additional educational needs.

As a result of their learning in creative dance and movement, students should be better able and more motivated to include regular physical activity in their lives thereby contributing to their overall sense of wellbeing.

In junior cycle, six indicators have been identified as central to students' wellbeing: Active, Responsible, Connected, Resilient, Respected and Aware. Dance education provides learning opportunities which contribute to each of these wellbeing indicators.

AIM

The short course aims to:

- Develop students to be knowledgeable, skillful and creative in dance and movement.
- Build confidence and competence in a range of creative dance and movement activities safely.
- Build students' awareness of the importance of health-enhancing and inclusive physical and creative activity.
- Develop students' commitment to lifelong activity in dance and movement.

OVERVIEW: COURSE

These strands align to the intended learning outcomes and support the goal of developing an inclusive and accessible course. The learning and skills within each strand are somewhat hierarchical and the strands are intentionally designed to scaffold the development of the student.

STRAND 1: DANCE & MOVEMENT BASICS

Introducing the basics of dance and movement: warm-up, development of flexibility and strength, balance, coordination, speed, and agility. Building a vocabulary of dance steps and basic movement technique. Developing the motivation to become physically active through dance and movement, supporting mental wellbeing.

STRAND 2: DANCE & MUSIC APPRECIATION

Exploring the relationship between music and movement. Developing an appreciation of the discipline of dance and movement and expanding that appreciation through working with, and appreciating, different music genres.

STRAND 3: CREATIVE CHOREOGRAPHY

Understanding the process to develop choreography and how to be creative in using this process. Teaching students how to choreograph independently (with solo tasks) before working with peers collaboratively.

Introducing observation and self-reflection skills as a part of the creative process using a dance and movement journal.

STRAND 4: CREATIVE TEAM PROJECT

Continuing the development of observation and self-reflection skills and the use of the dance and movement journal. Expanding creative skills by exploring choreography in a team context. Development of communication and leadership skills during this creative practice and building greater respect for self and others through teamwork in a creative performance environment; improving self-confidence and awareness of others.

Strand 1 starts the junior cycle course and Strand 2 commences in parallel. This is likely to take up the first year of the course (50 hours). The second year (50 hours) has both Strand 1 and 2 continuing at a lower level with the focus moving first to Strand 3 and, when complete, to Strand 4. The learning is scaffolded through the strands, so the order is specific. The course has been designed for approximately 100 hours of student engagement.

The learning outcomes in this short course are aligned with the level indicators for Level 3 of the National Framework of Qualifications.

LEARNING OUTCOMES

Learning outcomes are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having completed this junior cycle short course. The learning outcomes set out in the following tables apply to all students and represent outcomes for students at the end of their period of study (approximately 100 hours). The outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves.

STRAND 1: DANCE & MOVEMENT BASICS

STUDENTS LEARN ABOUT	LEARNING OUTCOMES: STUDENTS SHOULD BE ABLE TO
TOPIC 1A: Dance & Movement Introduction <ul style="list-style-type: none"> Dance & movement fundamentals. Basic dance & movement exercises. 	1.1 Demonstrate the principles of safe warm-up & cool-down. 1.2 Demonstrate safe practice in working within own limitations in dance & movement fundamentals. 1.3 Demonstrate a series of basic movements.
TOPIC 1B: Dance & Movement Skills <ul style="list-style-type: none"> A vocabulary of dance steps & basic movement technique. Dance & movement activities. Individual creative skills. 	1.4 Perform competently & confidently in a range of dance & movement activities. 1.5 Take responsibility for improving own performance based on personal developmental needs. 1.6 Demonstrate creativity in scaffolded individual activities.
TOPIC 1C: The Benefits of Dance & Movement <ul style="list-style-type: none"> The motivation to become physically active through dance & movement. Journaling as a means of self-reflection. 	1.7 Set SMART goals for own improvement in dance & movement. 1.8 Make informed decisions on their level of participation in dance & movement.

STRAND 2: DANCE & MUSIC APPRECIATION

STUDENTS LEARN ABOUT	LEARNING OUTCOMES: STUDENTS SHOULD BE ABLE TO
TOPIC 2A: Music Appreciation <ul style="list-style-type: none"> Different music genres/styles. Contemporary modern music genres/styles. 	2.1 Recognise different music genres/styles. 2.2 Recognise emotional response to different genres/styles. 2.3 Select music to meet a specified task.
TOPIC 2B: Dance & Music Relationship <ul style="list-style-type: none"> The relationship between music & movement. A basic level of music theory to develop rhythmic awareness. Journaling as a means of self-reflection. 	2.4 Recognise physical & creative response to different genres/styles. 2.5 Identify the time signature of a piece of music.

STRAND 3: CREATIVE CHOREOGRAPHY

STUDENTS LEARN ABOUT	LEARNING OUTCOMES: STUDENTS SHOULD BE ABLE TO
TOPIC 3A: The Creative Process <ul style="list-style-type: none"> The stepwise creative process to develop choreography. <ul style="list-style-type: none"> Develop ideas Create a motif or concept Take part in creative brainstorming exercises 	3.1 Work effectively in small groups & in pair-work. 3.2 Follow the stepwise creative process to develop choreography. 3.3 Develop & express own ideas confidently. 3.4 Develop a dance routine in pairs.
TOPIC 3B: Creation in Action <ul style="list-style-type: none"> The stepwise creative process for use in individual creative tasks. Time-management skills. 	3.5 Perform competently & confidently in a range of dance & movement activities. 3.6 Develop & perform creative movement routines. 3.7 Work confidently as a part of a creative team. 3.8 Improve skills in time management, team organization, individual & group decision making. 3.9 Perform confidently for peers.
TOPIC 3C: Observation & Reflection <ul style="list-style-type: none"> Self-reflection skills & observation skills as a part of the creative process. 	3.10 Self-reflect on own creative work. 3.11 Observe creative work of peers. 3.12 Express constructive feedback to peers.

STRAND 4: CREATIVE TEAM PROJECT

STUDENTS LEARN ABOUT	LEARNING OUTCOMES: STUDENTS SHOULD BE ABLE TO
TOPIC 4A: Dance & Movement Development <ul style="list-style-type: none"> Expanding dance & movement vocabulary. The role of the teacher as a coach in their creative project. 	4.1 Perform competently & confidently in a range of dance & movement activities. 4.2 Work with the teacher as a coach.
TOPIC 4B: Team Creative Performance <ul style="list-style-type: none"> The creative project process. The development of their creative skills. The development of their performance skills. 	4.3 Form a team & together agree objectives. 4.4 Plan a creative project fully to achieve the set objectives. 4.5 Develop & perform a 3 minute dance & movement routine competently & confidently from a given creative stimulus.
TOPIC 4C: Leadership & Communication <ul style="list-style-type: none"> Communication & leadership skills during the creative practice. Self-reflection skills & observation skills as a part of the creative process. 	4.6 Communicate effectively with the teacher, peers, & the audience. 4.7 Express creative ideas confidently. 4.8 Demonstrate increased awareness of own needs during the creative process.

STATEMENTS OF LEARNING

The table below demonstrates how this Junior Cycle Short Course on Creative Dance and Movement contributes to learning and teaching in the junior cycle.

STATEMENT	EXAMPLES OF RELEVANT LEARNING IN THE COURSE
Communicates effectively using a variety of means in a range of contexts.	<ul style="list-style-type: none"> Develop an understanding of the self-reflection process through use of reflective journaling. Develop an understanding of the peer feedback process through use of observation journaling. Communicating in pair-work, small group work & with the teacher who moves gradually to a coach role.
Creates & presents artistic works & appreciates the process & skills involved.	<ul style="list-style-type: none"> In a team setting & within a defined timescale, be able to develop a 3 minute dance & movement routine competently & confidently from a given creative stimulus following a stage-wise creative process. Learning to brainstorm creative ideas & explore options & alternatives in a team setting; making decisions that supports own wellbeing & those of others; being inclusive.
Is a confident & competent participant in physical activity & is motivated to be physically active.	<ul style="list-style-type: none"> Understands & can demonstrate safely & competently the basics of dance & movement. Identify personal reasons for developing dance & movement skills & note these in the reflective journal.
Brings an idea from conception to realisation.	<ul style="list-style-type: none"> Collaborates with peers on a creative project. Creates & performs a 3 minute routine with peers.

THE EIGHT KEY SKILLS OF JUNIOR CYCLE

In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. The junior cycle curriculum focuses on eight key skills: Being literate; Managing myself; Staying well; Managing information and thinking; Being numerate; Being creative; Working with others and Communicating. This course offers opportunities to support all key skills, but some are particularly significant. The table below describes the elements that are particularly related to learning activities in this short course.

KEY SKILL	KEY SKILL ELEMENT	STUDENT LEARNING ACTIVITY
Being literate	Expressing ideas clearly & accurately	<ul style="list-style-type: none"> Students develop own dance & movement ideas, share with a small group & then the group select from the ideas presented.
Managing myself	Being able to reflect on my own learning	<ul style="list-style-type: none"> Students learn to use a reflective journal to reflect on their own learning during the course.
	Setting & achieving personal goals	<ul style="list-style-type: none"> Students identify a personal goal related to dance & movement. Students complete individual creative tasks & achieve movement goals. Students learn about time management.

KEY SKILL	KEY SKILL ELEMENT	STUDENT LEARNING ACTIVITY
Staying well	Being healthy & physically active	<ul style="list-style-type: none"> Students learn to make informed decisions about their participation in physical activity through developing skill & motivation in dance & movement vocabulary.
	Being confident	<ul style="list-style-type: none"> Students increase confidence in individual performance to their peers through regularly sharing the outputs of their creative tasks.
	Being positive about learning	<ul style="list-style-type: none"> Students learn to demonstrate care & respect for themselves & others as they participate in different activities with their peers & teacher: through engaging in group tasks & taking active responsibility for their own & their team's safety, both physically & mentally.
Managing information & thinking	Thinking creatively & critically	<ul style="list-style-type: none"> During creative tasks, students select music, movement ideas & appreciate how to achieve a creative goal.
	Being curious	<ul style="list-style-type: none"> Students are working outside their comfort zone to explore new movement & dance ideas, in a working & performance setting.
Being numerate	Seeing patterns, trends, & relationships	<ul style="list-style-type: none"> Students are developing choreography & seeing the relationship between music, movement, dance: developing motif & formation.
	Developing a positive disposition towards investigating, reasoning & problem-solving	<ul style="list-style-type: none"> Students positively engage in activities which require problem solving & teamwork to achieve creative outcomes.
Being creative	Exploring options & alternatives	<ul style="list-style-type: none"> Students review music options for creative tasks & select appropriately to fit with creative end goals. Students use their dance vocabulary to perform creative activities.
	Learning creatively	<ul style="list-style-type: none"> Students select music & movement ideas & gain an appreciation of how to achieve a creative goal. Students learn about the choreography process & explore their own choreography in short individual & group tasks before completing a final team dance & movement project.
	Implementing ideas & taking action	<ul style="list-style-type: none"> Students work outside their comfort zone to explore new movement & dance ideas, in a working & performance setting
Working with others	Co-operating	<ul style="list-style-type: none"> Students engage in several peer & group tasks which require co-operation to achieve common & challenging goals.
	Respecting difference	<ul style="list-style-type: none"> Students learn to disagree respectfully in choosing one idea over another: being able to compromise.
	Learning with others	<ul style="list-style-type: none"> Students work in a disciplined group environment, working with a dance professional, learning new skills.
Communicating	Performing & presenting	<ul style="list-style-type: none"> Students perform selected individual & group choreography to others (teacher, peers & potentially others in the school environment).
	Listening & expressing myself	<ul style="list-style-type: none"> Students use a reflective journal to document their learning journey & can use this to express creative ideas to their peers & teacher.

Key Skills of Junior Cycle



ASSESSMENT & REPORTING

Essentially, the purpose of assessment and reporting at this stage of education is to support learning. This short course supports a wide variety of approaches to assessment. Some learning outcomes lend themselves to one-off assessment (creative tasks in strands 1 to 3), others to assessment on an ongoing basis as students engage in different learning activities such as discussing, explaining, planning, researching, reflecting, creating and performing. In these contexts, students with their teachers and peers reflect upon and make judgements about their own and others' learning by looking at the quality of specific pieces of creative work. They plan the next steps in their learning, based on feedback they give and receive. Ongoing assessment can support the student in their learning journey and in preparing for the Classroom-Based Assessment related to this short course.

In this short course students will provide evidence of their learning in a variety of ways including live performances, digital media and the use of a Reflective Journal.

Assessment is most effective when it moves beyond marks and grades and reporting focuses not only on how the student has done in the past but on the next steps for further learning. Student progress and achievement in short courses, both in ongoing assessments and in the specific Classroom-Based Assessment relating to this short course will be communicated to parents in interim reporting and in the Junior Cycle Profile of Achievement (JCPA). To support teachers and schools, an Assessment Toolkit is available online. Along with the guide to the Subject Learning and Assessment Review (SLAR) process, the Assessment Toolkit will include learning, teaching, assessment and reporting support material.

CLASSROOM-BASED ASSESSMENT

Classroom-Based Assessments are the occasions when the teacher assesses the students in the specific assessment(s) that are set out in the strand design.

Each strand of this short course includes different kinds of creative and movement learning experiences and provides opportunities for students to receive developmental feedback as they learn. Students will gather evidence of what they have learned in each strand through use of their Reflective Journal during and at the end of each strand. In third year, when they have completed the four strands, students provide evidence of their learning in strand 4 (Creative Project Presentation) to submit for their Classroom-Based Assessment. Strand 4 is a culmination of the learning in the three previous strands.

The Classroom-Based Assessment can be presented as a recorded live performance or as digital media, backed up with extracts from the Reflective Journal and Team Feedback Session.

The following tools support the assessment process:

- Reflective Journal used in strands 1 to 4.
- Activity based creative outputs

FEATURES OF QUALITY

The features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess students' Classroom-Based Assessments.

More detailed material on assessment and reporting in this short course, including features of quality and details of the practical arrangements related to assessment of this Classroom-Based Assessment, will be available in separate assessment guidelines. The guidelines will include, for example, the suggested length and formats for student pieces of creative work, and support in using 'on balance' judgement in relation to the features of quality. There are 4 descriptors of the standard of student work.

There are 4 descriptors of quality:

- Exceptional.
- Above expectations.
- In line with expectations.
- Yet to meet expectations.

ASSESSMENT ARRANGEMENTS

Assessment practices, whether as part of ongoing assessment or the Classroom-Based Assessment, are a key feature of teaching and learning in schools. Assessment arrangements for students, e.g. the support provided by a special needs assistant or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student's learning throughout the year.

Where a school judges that a student has a specific physical or learning difficulty, appropriate assessment arrangements may be put in place to remove, as far as possible, the impact of the disability on the student's performance in the Classroom-Based Assessment. Such accommodations which enable all students to access curriculum and assessment are based on specific needs.

Comprehensive guidelines for schools and an interactive version of the Inclusive Education Framework provide further information on supportive assessment practices.

APPENDIX 1:

LEVEL INDICATORS FOR LEVEL 3 OF THE NATIONAL FRAMEWORK OF QUALIFICATIONS (QQI)

This short course has been developed in alignment with the level indicators for Level 3 of the National Framework of Qualifications. Usually, for Level 3 certification and awards, the knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.

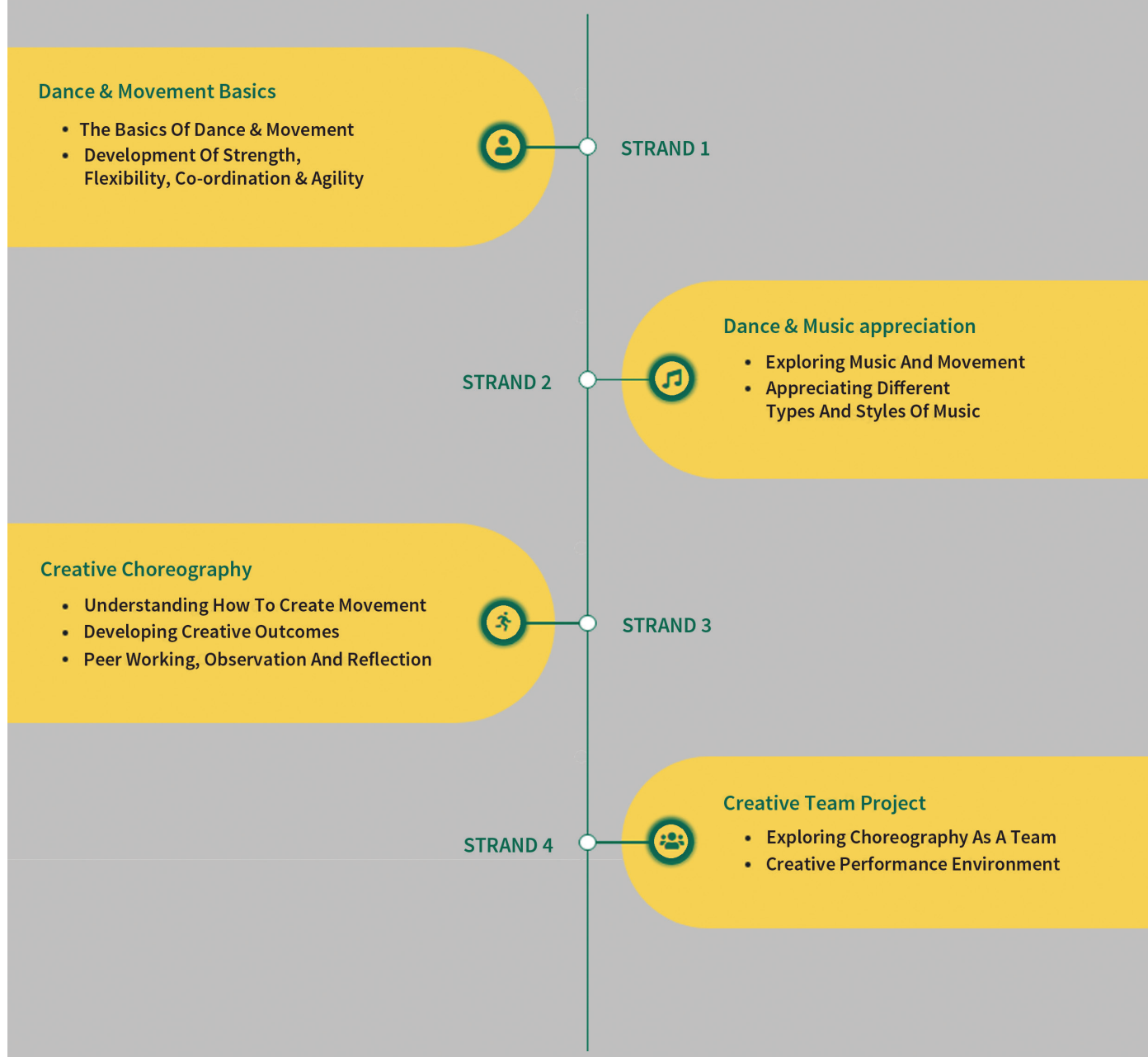
NFQ LEVEL	3
Knowledge Breadth	Knowledge broadly moderate in range
Knowledge Kind	Mainly concrete in reference and with some comprehension of relationship between knowledge elements
Know-how and skill Range	Demonstrate a limited range of practical and cognitive skills and tools
Know-how and skill Selectivity	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems
Competence Context	Act within a limited range of contexts
Competence Role	Act under direction with limited autonomy; function within familiar, homogeneous groups
Competence Learning to learn	Learn to learn within a managed environment
Competence Insight	Assume limited responsibility for consistency of self-understanding & behaviour

APPENDIX 2:**JC SHORT COURSE OVERVIEW****The JC Short Course**

Creative Dance and Movement: communicating and collaborating for physical and personal development

In this short course, students learn to appreciate the importance of regular health-enhancing physical and creative activities and to make informed choices about how to include physical and creative activities as part of a healthy lifestyle. Such informed choices are key to the development of lifelong habits. Student-centred teaching and learning, where students have control over creative choices, is an important aspect of the course. The course introduces basic dance and movement activities which are teacher-led and these form the foundation of the student-led individual and team activities.

The course is delivered in four sequenced strands:





IRISH BALLET TEACHERS ASSOCIATION

This JC Short Course Specification was developed by the Irish Ballet Teacher Association (IBTA) Education sub-committee led by Dr Trish Melton (IBTA Education Officer) with support from Clarissa Michaux (IBTA Secretary).
This short course has been developed in accordance with the NCCA template and guidelines