Dancetrain Professional Learning Activity

Activity Name:	The Choreographic Toolkit Teacher Identified PL	Activity Type:	Refection Activity
Issue:	Sep/Oct 2019	Pages/Article:	p102-203 Schoolies Lesson Plan - Dynamic Alignment (available @ - link)
Accreditation Level:	Proficient Teacher	Duration:	2hrs

Teaching Standards:	2.1.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.		3.3.2 Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.
	3.5.2 Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.		6.2.2 Participate in learning to update knowledge and practice targeted to professional needs and school and/or system priorities.
How did this activity address the Standard Descriptor/s?	Teachers use critical thinking in relation to their own teaching practices and model this task for students. This task allows teachers to reflect on their own professional learning and choreography for students and allows them to modify their practice for students' engagement and learning needs. Teachers are also modelling effective non-verbal communication through choreography and flow chat text types.		

Activity:

Teacher reads the Choreographic Toolkit article and associated Lesson plan for their appropriate stage. Teacher considers the dance pieces they have choreographed in the past and completes their own SWAT (Strength, Weaknesses, Threats & Opportunities) analysis. Try to complete this with at least 2 different dance pieces with different audiences or contexts.

Teacher then creates a flow chat to represent their choreographic process. This will likely become quite complex and show your points of reflection and refinement. Teacher should then consider their experiences as a dancer or participant, and consider what may have influenced their choreographic practice and share this with students. Teacher then uses this as a model for students to create their own choreographic flow chats (high school task).