

## Dancetrain Professional Learning Activity

Activity Name:	<b>Layering</b>	Activity Type:	<b>Reflection activity &amp; Professional Reading</b>
Issue:	<b>Nov/Dec 2019</b>	Pages/Article:	<b>Bodywise</b> <i>Layering</i> P78-79
Accreditation Level:	<b>Proficient Teacher</b>	Duration:	<b>1.5 hrs</b>
Teaching Standards:	<b>1.1.2</b> Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	<b>1.2.2</b> Structure teaching programs using research and collegial advice about how students learn.	<b>2.2.2</b> Organise content into coherent, well-sequenced learning and teaching programs.
	<b>3.1.2</b> Set explicit, challenging and achievable learning goals for all students	<b>3.2.2</b> Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning	<b>3.6.2</b> Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
How did this activity address the Standard Descriptor/s?	<b>Teacher use the reading on <i>Layering</i> to identify and assess where individual students are currently in a learning sequence of dance technique. They then set progressive technique exercises and milestones to allow students to work towards mastering a specific dance skill within their repertoire. Teacher plans how to deliver the sequence of learning for varying abilities within their class, and within appropriate time frames</b>		

### Activity

1. Read the article in the **Bodywise** section – *Layering* P78-79
2. Identify at least 2 or 3 complex movement skills in your choreography or choreography that your students are learning to perform. These should be movements which your students have not mastered and need to develop. Observe your student rehearsing these movements
3. Identify where your students are in the 3 stages explained on p78 and also where your students are in the table on p79
4. In consideration of their level of mastery, break the movement down into a series of more simple, repetitive exercise that students can use to train and prepare for the complex movement. Plan how you will deliver these exercises

sequentially - “Layering” (backwards mapping), and within your teaching timetable. You may also need to plan how/when you introduce the next progression to individual students if they vary in technical capacity. Ensure students have adequate time to master the first exercise before they move onto the next.

E.g.

Lesson 1 - simple jump combination

Lesson 2 – jump combination with a change of direction

Lesson 3 – locomotor jump sequence in one direction

Lesson 4 – locomotor jump sequence with increased speed, various directions

5. As you deliver these lessons record these as annotation in your program, making note of any adjustment
  
6. You may like to give more capable HSC students an opportunity to complete a similar task in relation to other complex movements. This will prepare them for their HSC Core Performance Interview – providing good examples to discuss.