“In at the deep end”

Give out task cards with technique-specific tasks on them (e.g. teach a triple time step and a break). The tasks are written deliberately to be too difficult for the level of the dance leader.

The Tutor/Assessor asks students to be prepared to lead their task in the next half an hour. Obviously, this will not be possible and the Tutor/Assessor must encourage students to use time before the next session to research techniques and/or steps.

This will emphasise the need for planning and organisation. They will do this by tapping into other organisations in their community to find out more about movement and dance. Then ask the candidate at the next session to teach in small groups the task they have researched.

Discuss with the group what they will need to do to be able to carry out the task next week.

- Read a book
- Watch a video
- Ask a qualified teacher of the technique
- Try it for themselves
- Contact the governing or training body for that technique of movement/dance
Demonstrate what is meant by unison

Teach your group a wing sequence

Perform the white cat solo from the musical ‘Cats’

Demonstrate a Grand Jete

Demonstrate what is meant by cannon

Explain what a motif is

Teach a triple time step & break

Demonstrate effective use of body isolation

Explain the use of Dynamics within a dance piece

Teach an Arabesque