

NATIONAL PERFORMING ARTS ALLIANCE LTD

**IN AFFILIATION WITH
GRADED QUALIFICATIONS ALLIANCE**

**LEVEL 4
PERFORMING ARTS
TEACHING QUALIFICATION
PROGRAMME OF STUDY**



**NATIONAL PERFORMING ARTS ALLIANCE LTD
COMPANY NUMBER 13708379**

UNIT 1 PRACTICE OF TEACHING

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UNIT 1 PRACTICE OF TEACHING

INTRODUCTION

Unit 1 Practice of Teaching

is based on the candidate practically demonstrating their

‘general teaching skills in a performing arts context’

supported by a personal, reflective e-journal,
case studies and a viva discussion.

ASSESSMENT COMPONENTS	
1	Personal, reflective e-journal of the candidate’s ‘journey’ through the Unit
2	3 Case Studies
3	Taught lesson
4	Viva discussion

E - JOURNAL



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UNIT 1 PRACTICE OF TEACHING

ASSESSMENT COMPONENT 1 E-JOURNAL

Throughout the duration of **UNIT 1 PRACTICE OF TEACHING** you are required to keep a working journal, which provides a place for critical reflection, information about your thinking, decision making, ideas, and problem solving.

It should provide a commentary on your learning experiences throughout the unit.

In particular your journal should contain your research, development and planning of:

ASSESSMENT COMPONENT 2	CASE STUDIES 1, 2, 3
ASSESSMENT COMPONENT 3	TAUGHT LESSON

Your e-journal will provide you and your examiner with information that you can be called upon to demonstrate your developing mastery of teaching performing arts and your work in your school/centre.

How you keep your journal, how you present/submit the contents is your choice.

This journal is essential evidence for Unit 1 and in the longer term should provide you with a useful resource to look back and draw upon.

It is important that you keep your journal 'as you go'. Try to see your journal as a working document. Your examiner will expect to see that this is what it really is, it shouldn't be purely a pristine retrospective diary of events written in 'best' copy. Instead it should reflect YOU as an individual as much as possible,

IMPORTANT THOUGHTS

Think of your journal as a form of dialogue rather than statements about what you have done rather than just a collection of information.

Your journal will record many of your most challenging teaching experiences as well as information and references; it is personal to you and should become an integral part of your teaching practice.

No two journals are the same, many people have different styles and approaches.

Some may prefer something that is more like an artist's sketchbook, full of notes, jottings, ideas and sketches; others may prefer a format that is more like a notebook.

It may include texts, annotations, key words, jottings, thoughts, written prose, tables, flow charts, mind maps, drawings, photographs, visual material, graphs, videos, blogs, etc.

Ensure it reflects your own style and personality. Whatever format it is you will need to make sure that it is available as part of the information needed for your final assessment.

Try to put time aside each time you undertake some aspect of the programme to reflect on your learning opportunities and to identify further learning needs. This may be any aspect of the programme, your teaching or about others involved in your journey. Jot each one into your journal. Everything you experience is good learning; positive or negative!

Flag up key points/concepts, perhaps by a noting a key word, or 'post-its' for quick cross reference. You will devise your own approach, but it needs to be brief! Don't use too many words when a bullet pointed list will do the same job!

Think of your journal as a form of dialogue rather than statements about what you have done or a collection of information. Over time your journal will become a record of experience and practice, a means of reflecting on experience and planning for future progression.

It should demonstrate that you have worked on and thought about your teaching in a way that means something to YOU and helps YOU as a teacher continue to develop and progress. Avoid writing a descriptive diary of what you have done. Try to explain what you did, how and why. How did others feel? Would you do it again? This is called **REFLECTIVE PRACTICE**.

ASSESSMENT CRITERIA FOR E-JOURNAL UNIT 1

1	Clarity of communication
2	Reflection
3	Professional Development

Whilst compiling your journal ask yourself the following questions. :

1	Does your journal demonstrate appropriate and different styles of communication that are analytical, evaluative, logical, and coherent?
2	Does your journal show you to be reflective in order to develop as a professional for your teaching?
3	Does your journal demonstrate that you are up to date with current developments in your subject area and in general teaching practice?

SUBMISSION

Clearly stating:

- full name
- registration number
- title of document

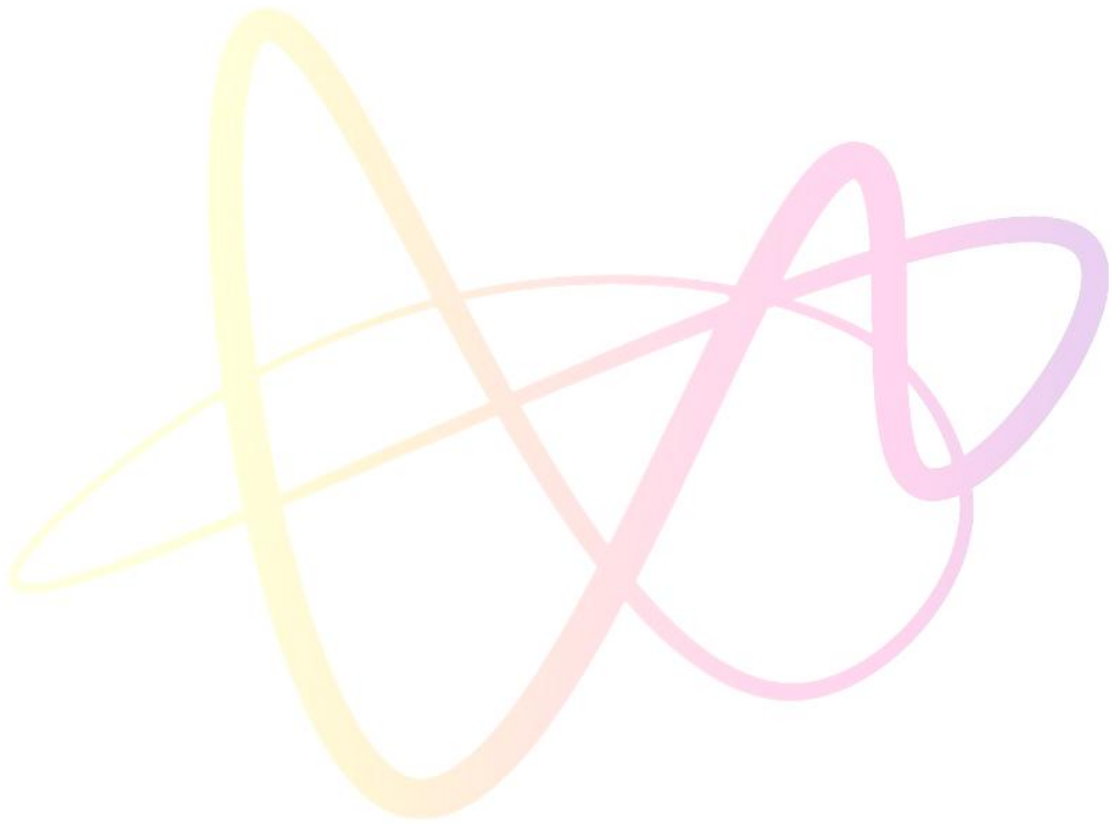
Submit VIA WETRANSFER OR GOOGLE DRIVE

to:

npaasubmissions@gmail.com

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CASE STUDY 1



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UNIT 1 PRACTICE OF TEACHING

ASSESSMENT COMPONENT 2

CASE STUDY 1 TEACHING AND LEARNING

The aims of this case study are for you to develop your skills, knowledge and understanding of:

- Planning lessons
- Teaching styles
- Engaging learners
- Teaching methods
- 'Classroom' organisation
- Managing behaviour
- Relationships in the 'classroom'
- The learning process

THE FOLLOWING STATEMENT DESCRIBES THE ATTRIBUTES AND/OR INGREDIENTS OF A 'GOOD' LESSON.

"A good lesson should have clear learning outcomes understood by all learners. It should have a good shape to it whereby it is divided up into several parts, for example, 'starter', 'main body', 'finish'. There should be a good structure to the lesson whereby there are planned sequences which seamlessly transits from one to another which ensures the lessons are pacy to maintain student's interest and to manage their behaviour. Students should know what they are doing and how well they are doing. Learning can be encouraged using resources and the use of modes of learning (for example, whole class, group, pair, individual, team) One of the successes of good teaching is about the progress students make in lessons judged against the very specific learning outcomes (lesson aims) students achieve. Students' progress can be judged by the gains in learning of their skills, knowledge and understanding, so teachers can ask themselves at the end of a lesson what skills (knowledge) [understanding] have my students left the lesson with they didn't have before?"

THE TASKS FOR CASE STUDY 1

PART A

- i. Break the statement down to identify the main attributes and/or ingredients of a good lesson.
- ii. Briefly discuss each attribute and/or ingredient you have identified.

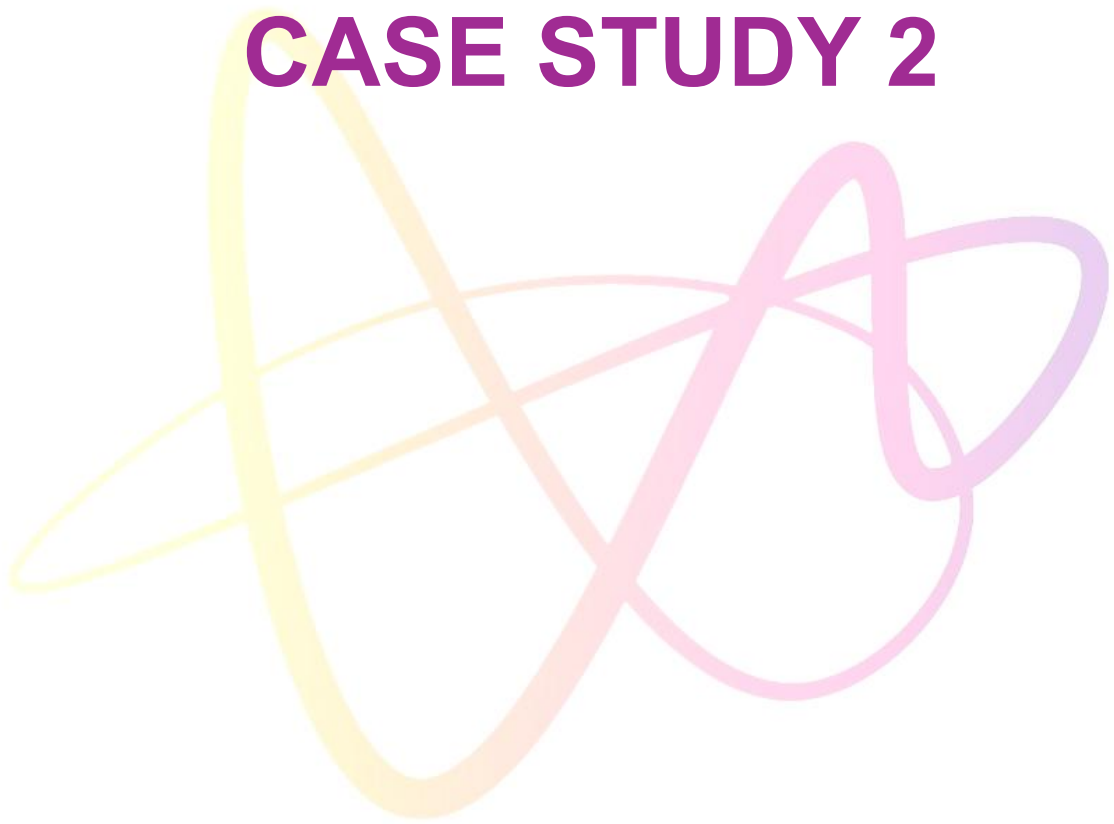
PART B

- i. Observe two lessons and compare them against your main attributes or ingredients of a good lesson you identified in Part A.
- ii. Consider those lessons and comment on any similarities and differences between the lessons and the above statement.

PART C

- i. Reflect on the way you teach and compare it to the above statement.
- ii. Explain any similarities and differences between your teaching style and the above statement.
- iii. Give an action plan of the areas of your teaching you need to develop and how you will go about it.

CASE STUDY 2



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UNIT 1 PRACTICE OF TEACHING

ASSESSMENT COMPONENT 2

CASE STUDY 2

CLASSROOM APPLICATION AND COMMUNICATION

The aim of this case study is for you to develop your skills, knowledge and understanding of:

1. Motivating learners
2. Communicating to learners how to improve
3. Involvement with the learning process
4. Communication skills
5. Subject specific skills
6. Teaching skills
7. Safe teaching
8. Using technical language

THE TASKS FOR CASE STUDY 2

PART A

- i. Using reference material such as books, websites, blogs or AI, conduct some research into the role of **COMMUNICATION** relevant to 'performing arts' teaching. Be sure to reference it so the reader/examiner knows where you got the quotation/statement from.
- ii. Using reference material such as books, websites, blogs or AI, conduct some research into **HOW TO MOTIVATE** learners to improve and be involved with the learning process. Be sure to reference your research material so the reader/examiner knows where you got the quotation/statement from.

PART B

- i. Observe **two** lessons and make comments upon what you observed in direct relation to eight categories given above.

PART C

For both lessons you observed:

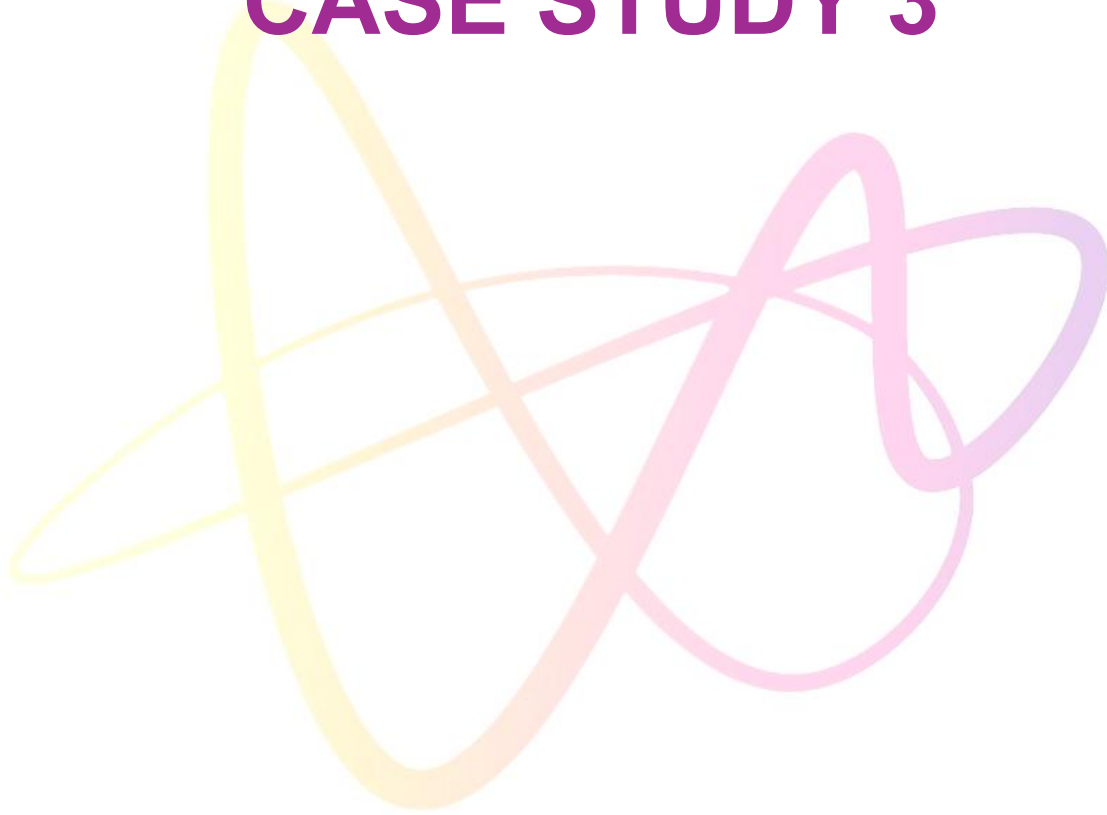
- i. **ANALYSE AND EVALUATE** the observations using the eight categories above
- ii. **COMPARE** your observations to the research you conducted in **PART A** considering the **SIMILARITIES AND DIFFERENCES**
- iii. identify **GOOD PRACTICE** and **AREAS FOR IMPROVEMENT**

PART D

Imagine the two lessons were your own:

- i. show how you would help other teachers to develop their practice along your identified good practice
- ii. show any actions you would implement to develop your 'areas for improvement'.

CASE STUDY 3



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UNIT 1 PRACTICE OF TEACHING

ASSESSMENT COMPONENT 2

CASE STUDY 3 PROFESSIONAL PRACTICE

As a teacher you will carry out a diverse range of activities, some will be legal requirements backed by legislation and statutory requirements, others will be just as important but considered essential practice. For example, planning lessons and entering examinations are not legal requirements but obviously necessary and essential practice!

This case study is intended to give you a good understanding of the current duties and responsibilities of a performing arts teacher and school/centre, and to give you a tool kit for conducting an audit. You should be aware that changes in the law may alter so it is your responsibility to ensure you keep up to date. You can do this by using websites of appropriate organisations, government bodies and by being a member of a relevant professional organisation

Requirements may vary depending on the country you are referring to.

Areas you **MUST** investigate include:

- Data Protection
- Equality, Diversity, Inclusion, SEND
- Self Employment
- Health and Safety
- Insurance
- Licences
- Safeguarding
- How to set up a business teaching your genre

The aims of this case study are for you to develop your skills, knowledge and understanding of:

1. Duties and responsibilities
2. Business practices
3. The importance of professional reflection
4. The value of research as part of professional development

THE TASKS FOR CASE STUDY 2

PART A

Conduct research by using reference material from any source and/or your own school/centre into the **legal** requirements that a 'performing arts' teacher/school/centre must comply with.

- i. Identify the legal requirements
- ii. Give a brief summary of each

PART B

IN TABLE FORMAT

- i. From your research and investigation reflect on the activities you carry out as a performing arts teacher and list them.
- ii. Group similar activities into categories giving each on an appropriate title.
- iii. For each category indicate the duties of a 'performing arts' teacher/school
- iv. Alongside each duty indicate whether the duty is a 'legal requirement' or 'best practice'.

PART C

- i. Explain the difference between **POLICY, PROCESS, PROCEDURE**
- ii. Select a policy from your school and give an example of its processes and procedures.
- iii. Research **ALL** your school policies and **set them out into a table** as shown below:

POLICY TITLE	LEGAL REQUIREMENTS OR BEST PRACTICE?	LIST ANY PROCEDURES USED	DATE OF THE NEXT POLICY REVIEW

PART D

- i. Using the information from the above table **REFLECT** on the titles and implementation to describe any gaps between what is required and what you presently work with.
- ii. **Produce another table** showing
 - gaps
 - actions to address the gaps
- iii. Produce a risk assessment of your dance school's legal duties and responsibilities.
- iv. From your risk assessment identify **ONE MAIN PRIORITY RISK** and produce a contingency plan indicating mitigating actions.

PART E

- i. Explain how you would set up your own school/centre concentrating entirely upon the business aspects.

TEACH A LESSON



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UNIT 1 PRACTICE OF TEACHING

ASSESSMENT COMPONENT 3

TEACH A LESSON GUIDANCE FOR CANDIDATES

This requires you to produce a videoed lesson based on practically teaching a lesson of your chosen genre. You should demonstrate your **general teaching skills and competencies**.

Choose **ONE** 'level' from any of the 3 options below:

LEVEL 1 STUDENTS	GRADES 1 - 3	45 MINUTES
LEVEL 2 STUDENTS	GRADES 4 - 5	60 MINUTES
LEVEL 3 STUDENTS	GRADES 6 - 8	60 MINUTES

You will be required to demonstrate in your lesson and viva/discussions your general teaching skills and competencies by:

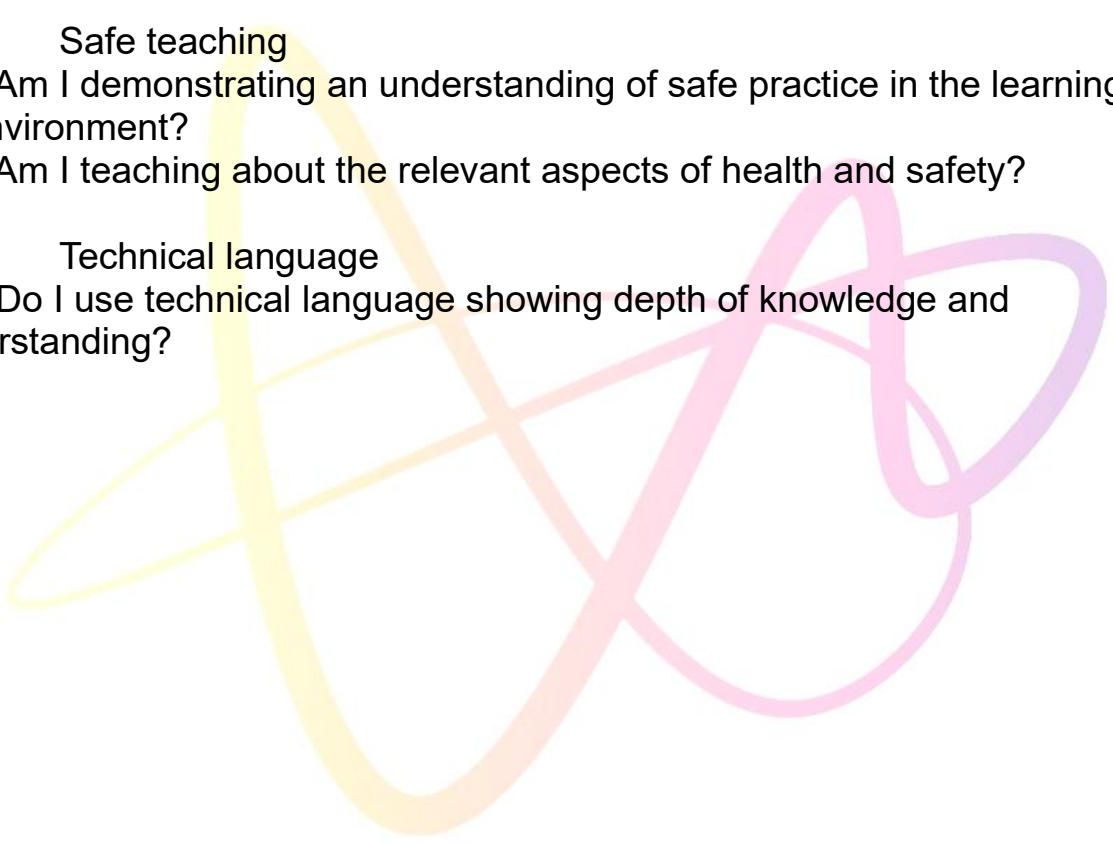
- Communicating motivation
- Communicating how to develop learners
- Clarity of communication
- Classroom organisation
- Managing behaviour
- Relationships
- Lesson planning
- General teaching strategies
- Encouraging engagement
- Knowledge and understanding of subject teaching methods
- Subject skills
- Teaching skills
- Safe teaching
- Technical language

You will be assessed and marked on **ALL** of the above assessment criteria. You may use a lesson plan and notes whilst teaching each session.

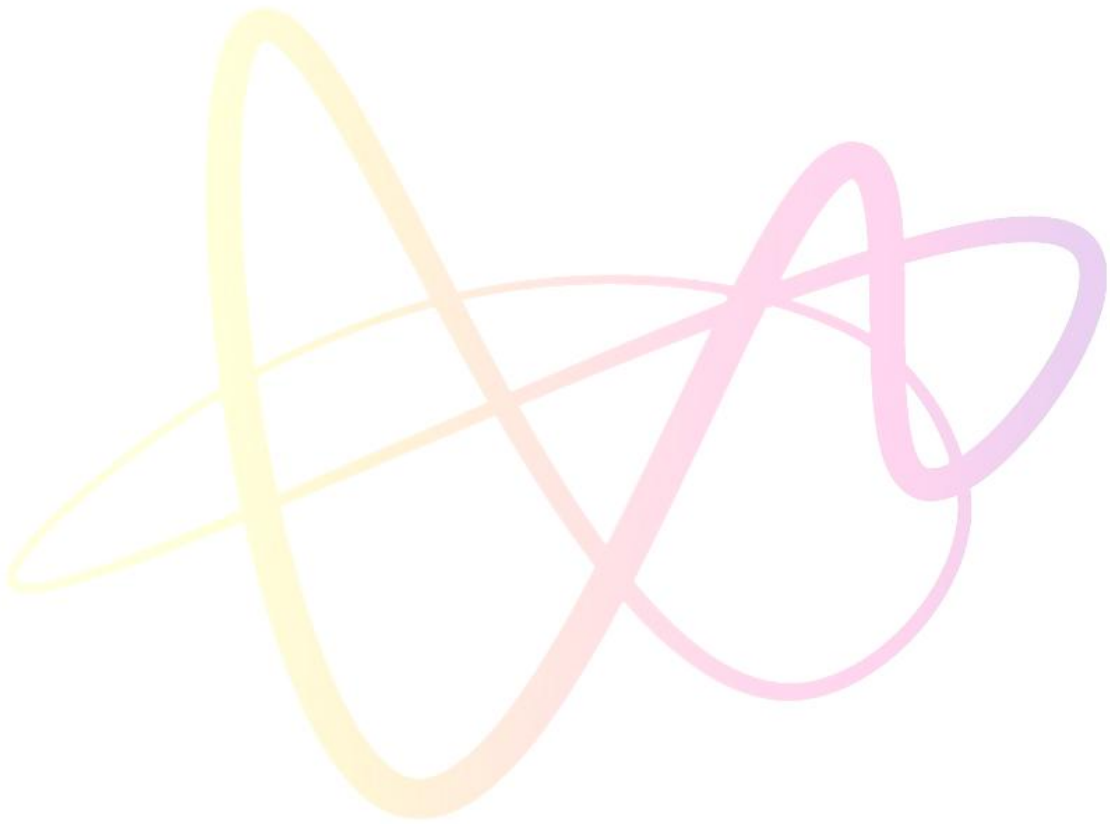
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In preparing for the lesson, you are reminded to ask yourself the following questions for each of the above assessment criteria. It is important that the lesson addresses all the following requirements in order to achieve a good result.

1. Communicating motivation
~ Am I demonstrating how to encourage learners to be motivated, work hard and independent?
2. Communicating how to develop learners
~ Am I using a range of teaching strategies and feedback appropriate so that learners know how to develop?
3. Clarity of communication
~ Am I demonstrating appropriate styles of communication that are analytical, evaluative, logical, and coherent?
4. Classroom organisation
~ Is my classroom organisation and use of resources for learning providing a positive environment for learners to make progress?
5. Managing behaviour
~ Am I as a role model creating a positive atmosphere which encourages appropriate behaviours for learning?
6. Relationships
~ Am I encouraging positive relationships resulting in learners respecting each other and teacher, reflecting the diversity of learners?
7. Lesson planning
~ Does my lesson planning shows clear time management which provides pace and structure and takes into account differing abilities of learners?
8. General teaching strategies
~ Am I providing learners with demonstrations, practice and performance opportunities including warm-ups and cool-downs where appropriate?
~ Are learners provided with feedback and assessment to encourage them to develop?
9. Encouraging engagement
~ Am I ensuring learners understand what they are learning?
~ Is learning enhanced by deploying a range of modes of learning, e.g. whole class, group, pair, solo work?

10. Knowledge and understanding of subject teaching methods
~ Am I demonstrating knowledge and understanding of appropriate teaching methods
 11. Subject skills
~ Am I demonstrating the relevant subject skills, knowledge and understanding?
~ Are appropriate exercises correctly taught?
 12. Teaching skills
~ Am I demonstrating appropriate teaching skills considering learners individual needs and learning styles?
~ Am I using appropriate interventions and feedback to support learning?
 13. Safe teaching
~ Am I demonstrating an understanding of safe practice in the learning environment?
~ Am I teaching about the relevant aspects of health and safety?
 14. Technical language
~ Do I use technical language showing depth of knowledge and understanding?
- 

VIVA DISCUSSION



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UNIT 1 PRACTICE OF TEACHING

VIVA DISCUSSION GUIDANCE FOR CANDIDATES

In the viva discussion lasting a **MAXIMUM OF 30 MINUTES** the examiner will ask questions and encourage you to discuss aspects of any of the assessment criteria you applied to your **LESSON, JOURNAL AND CASE STUDIES**.

The intention of the viva discussion is to give you a chance to expand on aspects of your lesson and case studies and for your examiner to establish your understanding of such.

The examiner will base their questions on **SOME** of the following areas related to the assessment criteria.

- 1 Communicating motivation
~ discussion generally how to motivate learners to work hard and independently
- 2 Communicating how to develop learners
~ discussion generally how teaching strategies and feedback help learners to develop
- 3 Involvement
~ discussion about your research, investigation, development, and reflection
- 4 Clarity of communication
~ (In your viva discussion overall be sure to show your ability to be analytical, evaluative, logical, and coherent)
- 5 Classroom organisation
~ discussion about your general approach to classroom organisation and the use of resources providing a positive learning environment

- 6 Managing behaviour
~ discussion about how being a role model creates a positive environment for behaviour for learning
- 7 Relationships
~ discussion about how to build positive relationships reflecting the diversity of learners
- 8 Analysis and evaluation
~ (In your viva discussion overall be sure to show your investigation, questioning, and appraising skills)
- 9 Lesson planning
~ discussion about general lesson planning (time management, pace, structure) and differing abilities of learners
- 10 General teaching strategies
~ discussion about general teaching strategies (demonstrations, practice, performances, warm ups & cool downs, feedback, and assessment)
- 11 Encouraging engagement
~ discussion about learners understanding what they are learning, and learning through whole class, group, pair, and solo work
- 12 Knowledge and understanding of subject teaching methods
~ discussion about general knowledge and understanding of teaching methods
- 13 Subject skills
~ discussion about the need for subject related skills, knowledge and understanding to ensure correct teaching of 'exercises'
- 14 Teaching skills
~ discussion about the need for teaching skills to consider learners individual needs and learning styles
~ discussion about supporting learners through interventions and feedback
- 15 Safe teaching
~ discussion about safe practice in the learning environment
~ discussion about teaching aspects of safe practice

16 Technical language

~ discussion about the use of technical language

17 Duties and responsibilities

~ discussion about a teachers duties and responsibilities, in particular safeguarding and inclusive practice.

18 Business practices

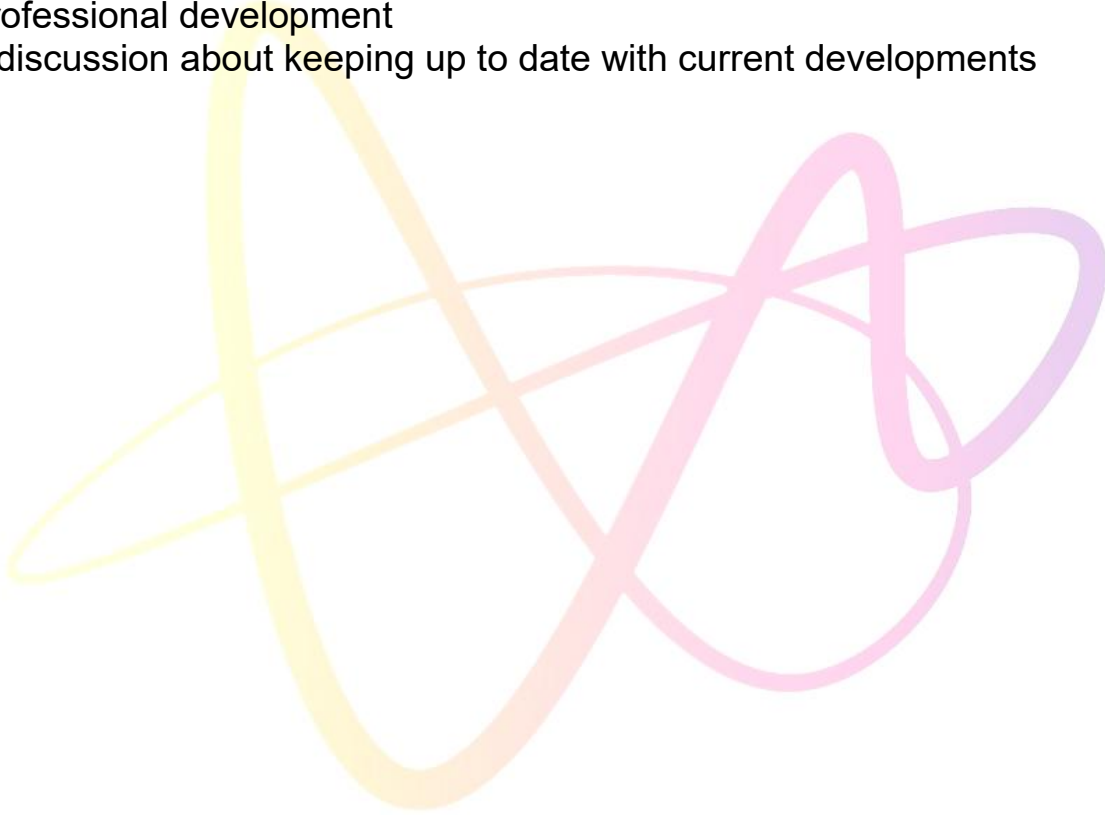
~ discussion about business practice requirement for a teacher or school

19 Reflection

~ discussion about being a reflective practitioner as a professional

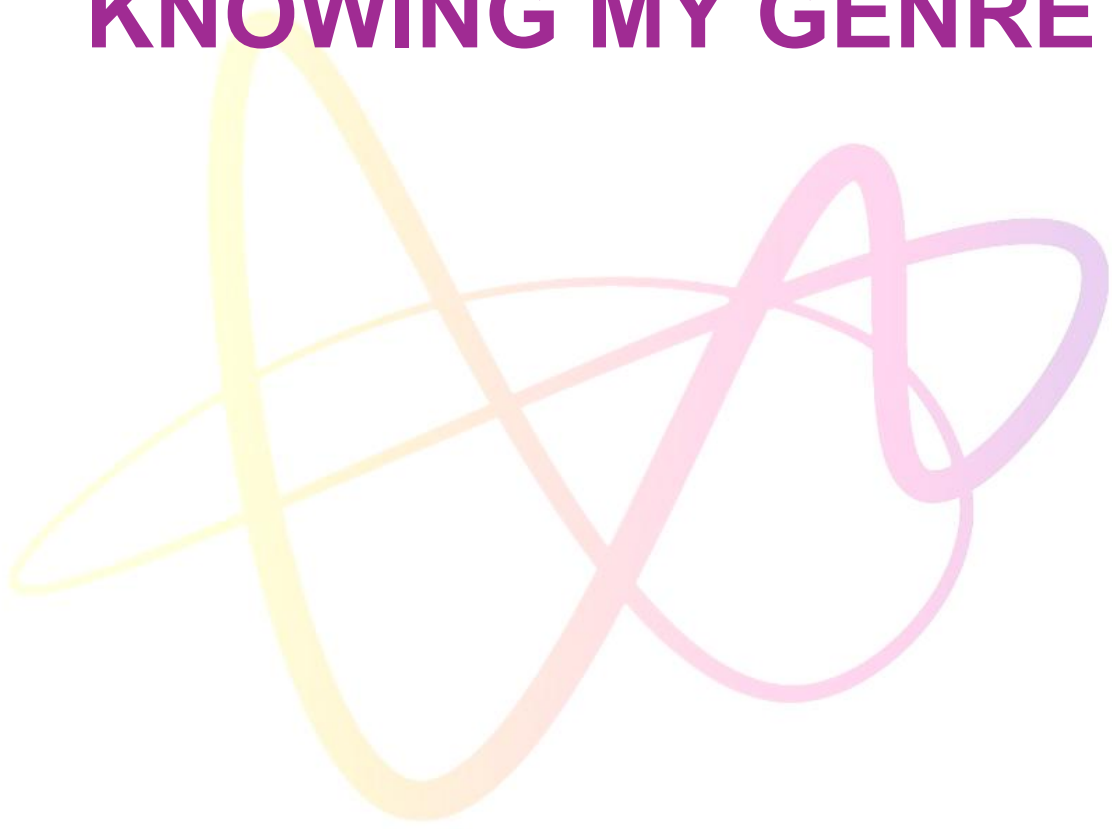
20 Professional development

~ discussion about keeping up to date with current developments



UNIT 2

KNOWING MY GENRE



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UNIT 2 KNOWING MY GENRE

MICRO SESSION BRIEFS GUIDANCE FOR CANDIDATES

Unit 2 – ‘Knowing My Genre’ is based on you practically demonstrating your **technical skills, knowledge and understanding of your chosen genre in a teaching context**, supported by a viva discussion.

You will be required to demonstrate in each micro teaching session and the viva discussion your specific teaching competencies related to **your chosen genre by demonstrating:**

- Communicating how to develop learners
- Clarity of communication
- Classroom organisation
- Analysis and evaluation
- Knowledge and understanding of subject teaching methods
- Subject skills
- Teaching skills
- Safe teaching
- Technical language

You will be assessed and marked on each of the above assessment criteria. You may use a lesson/session plan and notes whilst teaching each session.

In preparing the micro-sessions, you are reminded to ask yourself the following questions for each of the above assessment criteria. It is important that the micro sessions overall address the following requirements in order to maximise marks. It is not necessary to address each assessment criteria in each micro-session.

- 1 Communicating how to develop
 - ~ Am I using a range of teaching strategies and giving feedback appropriate for the *chosen genre* so that learners know how to develop?
 - ~ Am I demonstrating knowledge and understanding of progression across the programmes of study for the *chosen genre*?
- 2 Clarity of communication
 - ~ In my viva discussion will I be able to show appropriate styles of communication that are analytical, evaluative, logical, and coherent for the *chosen genre*?
- 3 Classroom organisation
 - ~ Does my classroom organisation and use of resources for learning provides a positive environment for learners to make progress in the *chosen genre*?
- 4 Analysis and evaluation
 - ~ In my viva discussion will I be able to show investigation, questioning, and appraising skills for the *chosen genre*?
- 5 Knowledge and understanding of subject teaching methods
 - ~ Am I demonstrating knowledge and understanding of the appropriate teaching methods for the *chosen genre*?
- 6 Subject skills
 - ~ Am I demonstrating skills, knowledge and understanding of the *chosen genre*?
 - ~ Are appropriate exercises correctly taught as in the programmes of study for the *chosen genre*?
- 7 Teaching skills
 - ~ Am I demonstrating appropriate teaching skills for the *chosen genre* and considering learners individual needs and learning style?.
 - ~ Am I using appropriate interventions and feedback to help learners develop in the *chosen genre*?
- 8 Safe teaching
 - ~ Am I demonstrating an understanding of safe practice in the learning environment for the *chosen genre*?
 - ~ Am I teaching about related health and safety aspects for the *chosen genre*?
- 9 Technical language
 - ~ Am I using technical language for the *chosen genre* showing depth of knowledge and understanding?

MICRO SESSION BRIEFS & VIVA DISCUSSION

Choose from the following options:

Option 1 – teach a whole class

Option 2 – teach a small group

Option 3 – teach prompting a demonstrator

Option 4 – self demonstration (this option can only be used once)

MICRO SESSION 1 – PROGRESSION

Select **one or two elements** from your chosen genre's programme of study/syllabus.

Show in a maximum **30 minute** session how **PROGRESSION** is taught across the three levels, Level 1, 2 and 3 (Grades 1 – 8).

You are reminded that the time you allocate to your chosen element(s) should provide the examiner with enough evidence to award marks.

MICRO SESSION BRIEF 2 – QUALITIES OF PERFORMING ARTS

“The qualities of performing arts can generally be grouped into three main categories: physical, technical, and aesthetic/expressive qualities. Physical qualities refer to the strength, flexibility, coordination, and stamina demonstrated by the performer. Technical qualities involve the mastery of skills and techniques specific to the chosen genre, such as precise movements, vocal control, or accurate timing. Aesthetic qualities encompass the ability to express and convey emotion, character, and artistic intention, which brings depth and meaning to the performance. Together, these elements combine to create a compelling and engaging performance that resonates with audiences.”

Show in a maximum **30 minute** session how you would teach the qualities of performing arts at **ONE** particular level (either Level 1, 2 or 3 – eg Grades 1-3; Grades 4-5; Grades 6-8) in your chosen genre.

You are reminded that the time you allocate to your chosen element(s) should provide the examiner with enough evidence to award marks.

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MICRO SESSION BRIEF 3 – TEACHING THE PROGRAMME OF STUDY/SYLLABUS

Chose a level (different the one chosen for in Micro Session 2) and select a **set of related exercises** from the programme of study/syllabus for your chosen genre.

Demonstrate in a maximum **30 minute** session:

- a. the correct teaching of your chosen exercises
- b. your skills, knowledge and understanding of the chosen exercises as in the programme of study/syllabus
- c. an appropriate teaching method/style for your chosen exercises.

You are reminded that the time you allocate to your chosen element(s) should provide the examiner with enough evidence to award marks.

VIVA DISCUSSION

In the viva discussion lasting a **maximum of 30 minutes** the examiner will ask questions and encourage you to discuss aspects of any of the above assessment criteria as applied to your micro sessions overall. The intention of the viva discussion is to give you a chance to expand on aspects of your micro-sessions and for your examiner to clarify aspect of your micro-sessions.

The examiner will base their questions from **SOME** of the following areas related to the assessment criteria and sometimes with ask follow up questions for further clarification.

1. Communicating how to develop learners
 - ~ discussion about the teaching strategies used related to the chosen genre
 - ~ discussion about how progression was related to the chosen genre
2. Clarity of communication
 - ~ (In your viva discussion overall be sure to show your ability to be analytical, evaluative, logical, and coherent)

3. Classroom organisation
~ discussion about how the sessions were organised appropriate to the chosen genre
4. Analysis and evaluation
~ (In your viva discussion overall be sure to show your investigation, questioning, and appraising skills)
5. Knowledge and understanding of subject teaching methods
~ discussion about how you developed learner understanding and knowledge of the chosen genre
6. Subject skills
~ discussion of a skill you taught, knowledge you taught, and what understanding learners acquired related to the chosen genre
~ discussion about how you felt you could have improved upon your teaching of the chosen genre
7. Teaching skills
~ discussion of how you considered different learning styles and needs of individual learners for the chosen genre
~ discussion of how you (i) intervened, and how you (ii) gave feedback
8. Safe teaching
~ discussion of how you showed you understood the need for safe practice in the chosen genre
~ discussion of the aspect of safe practice you taught related to the chosen genre
9. Technical language
~ discussion about the technical language you used related to the chosen genre.