

Examples of delivering dance through the PE and Sport Premium funding

TOM HOBDEN, UNIT

Read how Tom Hobden, Artistic Director of UNIT, has used the sports premium to build long-term relationships with schools by embedding dance into the curriculum and up-skilling the classroom teacher.

Artistic Director of UNIT, Tom Hobden, has used the sports premium as an opportunity to build long-term and worthwhile relationships with schools. Instead of approaching schools with one-off workshops or packages, it is suggested to the school that dance artist Tom Hobden works as dancer and choreographer in residence over a sustained period of time, from three months up to a year. He builds a dialogue with the schools about their current dance provision and suggests a collection of approaches that will develop a culture of dancing and creativity. For example, Tom has supported team teaching to develop teacher confidence, led regular CPD sessions in teaching dance in a primary context, offered feedback in observed lessons, created easy to follow schemes of work, supported teachers to use dance across the curriculum and created inspirational performance projects that demonstrate best practice for staff and students. (This has included teachers dancing alongside pupil's performance projects).

Most importantly, UNIT responds to the need of the school and is motivated to create 'dancing schools' through an embedded approach. The sustained activity enables everyone (pupils, teachers, support staff) to use Tom as a resource and in-house specialist and this has proven to raise the profile, skill base and understanding of dance across the school. In UNIT's current schools we are developing dance projects in stimulating creativity and quality in creative writing, using dance to develop a sense of confidence and personal identity as well bringing high quality training to newly qualified teachers.

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CORNWALL DANCE PARTNERSHIP

Find out about how a local network of artists and organisations in Cornwall are using technology to help primary schools with their dance provision.

The Cornwall Dance Partnership, led by Dance Republic 2, is a network of local dance artists and cultural organisations, including Falmouth University, creating an online menu of CPD opportunities for primary schools, sharing spaces, providing performance opportunities and collaborating with partners such as The National Trust to create dance programmes inspired by the outdoors and landscapes. By capitalising on Cornwall's beautiful outdoor spaces and beaches, schools can develop dance skills combined with outdoor creative learning. Cornwall Dance Partnership also works together to bring specialist dance artists into Cornwall from other parts of the UK to work with schools. Cornwall Dance Partnership works across the county to create high quality dance opportunities. It has worked with 1,500 children and 150 teachers in its first year.

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DEBBIE MITCHELL, THE MUSIC DANCING FEET PARTNERSHIP

Debbie Mitchell, a dance specialist, is delivering dance in primary schools across the Lincoln area, due to growing demand.

Dance specialist Debbie Mitchell, from The Music Dancing Feet Partnership, was finding it harder to recruit new pupils into her private dance school as parents were keeping their children at school for longer in after school clubs and activities. Then she was approached by a local primary school to deliver dance as part of their curriculum. As demand grew, and as a primary school governor became aware of the primary PE sports funding, it was evident that a small business could not deliver a quality service without additional staff. Debbie decided to invest in a national franchise, Premier Sport and Performing Arts, and now has the license to deliver PE and dance in curriculum time, and holiday clubs to schools across the central Lincoln area. The work can also involve working alongside school teachers as part of their CPD.

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GOSFORTH FIRST SCHOOLS, NEWCASTLE UPON TYNE

In Newcastle Upon Tyne, a cluster of schools each use part of their PE and Sport Premium to employ a full-time PE dance specialist teacher.

The Head Teacher at Archibald First School has set up a Trust with all nine First Schools. Each school pays a portion of their primary PE sports funding to employ a full-time PE dance specialist teacher, Karin Smurthwaite. Karin has written a PE dance curriculum map for all the schools to follow. She is devising a whole year plan to deliver dance and other PE activities with 85 school staff. Karin works closely with a PE specialist from Gosforth Academy who has a 'PE Transition role'. Festivals and competitions are organised and hosted at the Academy throughout the year. The plan is to instigate a Gosforth schools dance festival in Newcastle at the City Hall.

GREENWICH DANCE & TRINITY LABAN PARTNERSHIP

Find out how an arts organisation and an Higher Education Institution are offering a programme to primary schools to fulfil the requirements for the PE and Sports Premium funding.

The Greenwich Dance & Trinity Laban Partnership is offering a programme to primary schools called Dance Directions, supporting schools to deliver dance in the curriculum, improving the quality of PE, raising achievement and encouraging more pupils to take part in physical activity. Taught by specialist dance teachers from Greenwich Dance and Trinity Laban, Dance Directions will help to fulfil the requirements for the PE and Sports Premium funding. Dance Directions will support schools' aim for all pupils to be physically literate, with knowledge, skills and motivation necessary for a healthy lifestyle and lifelong participation in physical activity.

Dance Directions offer:

1. Professional Development for primary school teachers to increase confidence, knowledge and skills in teaching dance as part of PE.
2. Curriculum dance projects helping to raise the profile of dance across the school as a tool for whole school improvement. By working alongside classroom teachers, specialist dance teachers can improve the quality of schools PE curriculum offer.
3. Bespoke programme of professional development and curriculum projects to suit school's individual needs.

For details including costs contact:
greenwichdance.org.uk or call 020 8293 9741
trinitylaban.ac.uk or call 020 8305 9748

The Greenwich Dance and Trinity Laban Partnership is a leading model of collaboration between a key British arts organisation and an internationally respected Higher Education Institution.

NOCTURN

NOCTURN works with a number of primary schools blending contemporary dance, technology and enquiry across the Thames Valley area.

NOCTURN, a contemporary performance company, are specialists in long term dance projects and bespoke interventions for KS1, KS2 and Early Years. Their practice places a child's creative voice at the heart of projects, enabling them to explore big questions through dance.

With their own special blend of contemporary dance, technology and enquiry that introduces dance to pupils in a new way and encourages them to take up sport and physical activities. They work with staff to share their creative methods and provide opportunities for staff to learn alongside them.

In addition to sessions in support of a school own themes and learning targets, NOCTURN offer:

- Fun ideas for developing confidence, communication and literacy skills through dance;
- One on one training for teachers on delivering dance and creativity in the curriculum;
- Lesson plans and ideas to support creativity in lessons;
- Coaching in building exciting and innovative dance lessons;
- Support for Arts Award Discover & Explore.

At the heart of all NOCTURN's work is collaboration: they work with you, and your pupils, to get the very best out of dance.

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JUMP, START, MOVE

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Each package of support is bespoke and is developed based on individual schools' needs. Support will quite often include a highly experienced dance artist being placed in a school to work alongside all teachers to train them in the dance curriculum including planning, delivery, assessment and tracking progress. The dance artist works with the teacher to develop dance plans that maximise the opportunities for personalised learning and differentiation.

Cross-curricula links are made using programmes of study and schools are left with schemes of work that have been developed by the dance artist and teacher. Support can also, be offered for using dance in out of hours provision. Jump Start Move can also deliver one off programmes or a series of insets.

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Linden Dance by One Dance UK, Dani Bower

CAPE PRIMARY

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Epic Dance, an outside dance company, support our teaching staff through a personalised CPD programme. Teachers spend some time observing and supporting an Epic Dance teacher and then as the weeks continue, our teaching staff begin to team teach and take the lead in different aspects of the sessions. Towards the end of the term, teachers are leading the dance session with Epic Dance only supporting. This type of CPD support has allowed the teaching staff to build up their confidence in delivery and has a positive impact on the attitude towards the delivery of dance. Epic Dance work closely with each year group to build a dance programme based on the topic for that term.

Epic Dance work with all teaching staff throughout the year to help plan, deliver and team teach dance. After receiving the support, the teachers feel more confident in teaching dance. The funding is also spent on extracurricular lunch time dance clubs and competitions.

Mr Bhogal, a year 3 teacher of Cape Primary, comments:

“Dance is an integral part of PE and children learn the fundamentals of sport. Agility, balance and co-ordination are vital necessities to any child. Dance can teach children about different cultures whilst nurturing children’s social skills. Teaching in a school where most of the learners are EAL, dance is a marvellous tool for breaking down language barriers. Dance can be used as a great medium to give children, especially those with EAL, a platform to showcase a skill, talent or passion without the worry of a language barrier to negotiate. In summary, dance is regarded as a fun, engaging way to develop the basics of PE.”

SHOBANA JEYASINGH DANCE

In 2017-18, Shobana Jeyasingh Dance created, developed and led a year-long contemporary dance residency at Goodrich Community Primary school, one of Southwark’s biggest state primary schools with a mixed student intake. We were keen to develop and broaden children’s knowledge and appreciation of contemporary dance and deepen the company’s work in this field.

In 2017-18, Shobana Jeyasingh Dance created, developed and led a year-long contemporary dance residency at Goodrich Community Primary school, one of Southwark’s biggest state primary schools with a mixed student intake. The project was delivered by our company dancers Noora, Andre and Wayne. We were keen to develop and broaden children’s knowledge and appreciation of contemporary dance and deepen the company’s work in this field. Craig Voller, the school’s headmaster approached Shobana Jeyasingh Dance in 2017 to

introduce dance to the school's curriculum and get the pupils physically active (Southwark is London's top borough for high childhood obesity rates). From October 2018, we engaged over 150 pupils from year 1 to year 6. Our dancers delivered weekly sessions, totalling 24 sessions in the year for each class, which supported the school's curriculum engagement with dance, sports and creativity. We worked with the school's PE coordinator to deliver those sessions, and offered keen students a place in an after-school club on Wednesdays.

Goals and objectives:

We focused on familiarising students with contemporary dance and observed how dance could have an impact on their overall learning and wellbeing. The first term introduced students to active and fun ways of moving the body while working in small groups. We familiarised pupils with dance exercises and creative tasks in the second term and we supported them in devising short choreographies. During the last term, each class created and staged a dance piece.

Findings:

Throughout the residency, we made some unexpected discoveries: students of all ages worked really well in small groups and enjoyed doing so. 'I really enjoyed working in groups' was a phrase that came back at the end of the year's evaluation. They also appreciated doing something creative and fun. Students who were usually shy or less academically inclined used the dance sessions as a space to shine. This was particularly true for the students who took part in the after-school club and produced their own dance piece at the end of the year.

The residency has been valuable; this class is good already in sports, but it has been good in levelling their abilities. Some girls are not so good in [some subjects like] maths etc and the dance classes has helped them be more confident. It's helped them show the others in the class that they are quite good at this. The whole class respects the dancers much more now, the behaviour in class is good. – year 6 teacher

[The residency] has stretched the students, it's made them reconsider what dance is and what it isn't. It been really good, especially for boys to see how contact can be made with bodies, how you can work/touch each other in a completely new way. They're building skills. It's also been good to have a male dancer as there are less male figure roles in the schools [where 75% of staff is female]. – year 5 teacher

We have been delighted to be part of the Goodrich's students journey this year, and be part of an active primary school. We have become more passionate in working with young children on developing contemporary dance movements and creativity. Our participation work as a company has been enriched through this experience and we are now actively looking at other similar opportunities in primary schools in the UK and internationally.

For any further information, or to discuss a school residency, project or workshop contact us on education@shobanajeyasingh.co.uk

Our Learning programme is generously funded by the Garcia Family Foundation, Oak Foundation and Dr Michael and Anna Brynberg Charity.

BELMONT PRIMARY SCHOOL

In light of the Covid-19 restrictions at Belmont wanted to ensure that all pupils received the dance element of the PE curriculum. The sessions were funded by Sports Premium funding. They decided to deliver dance in a different way, allowing each class to access the hall for an entire day. They invited Claire Pring, a lead dance specialist and Royal Opera house ambassador, to deliver the dance sessions.

Context

In light of the Covid-19 restrictions at Belmont we wanted to ensure that all pupils received the dance element of the PE curriculum. The sessions were funded by Sports Premium funding.

The restrictions meant that we were unable to utilise our school changing rooms and classes were unable to access the hall as they normally would due to cleaning implications. To overcome this we decided to deliver dance in a different way, allowing each class to access the hall for an entire day. This avoided the need for cleaning between classes and there was no use of changing rooms. The children came to school in their PE kit and spent the entire day working alongside a dance specialist. We invited Claire Pring, a lead dance specialist and Royal Opera house ambassador, to deliver the dance sessions.

Intent

The aim of the dance sessions was to deliver a high-quality dance session that ensured that all pupils could fulfil the necessary dance element of the PE curriculum. The dance sessions were based around the texts studied in the Pathways to Read scheme of work. Claire received the titles of the books in advance and then wrote bespoke lesson plans for each year group. These lesson plans were sent to all staff prior to the sessions and will be kept by the school to use in the future.

The dance sessions enhanced the children's knowledge and understanding of the text they were studying and added a greater depth of empathy with the characters and themes in the stories.

The dance sessions also enabled staff to observe a highly skilled practitioner deliver dance and therefore was an excellent form of CPD. Following a staff audit, dance was identified as an area of the PE curriculum that some staff felt less confident in. Therefore, this was an excellent opportunity for staff to learn from an expert and ensure a sustainable approach to teaching dance.

Impact

All staff reported that:

- The children were fully engaged with the sessions and really enjoyed the time with Claire.
- The lesson plans provided by Clare were excellent and easy to use
- Staff felt they had benefited from observing Claire deliver the sessions and felt more confident about delivering dance themselves in the future.

- The children had a much better understanding of the text they were studying. For example, the Reception staff found the work done by Claire on key vocabulary really improved the children's understanding of the story and the staff planned to use the actions performed in dance back in the classroom.
- Some of the children found being in the hall in novel experience as they may not been there since the previous academic year. For Reception this was their first time in the hall and they needed a little time to get used to the new environment and the space.
- Assessment was easier to do than in previous years as staff could stand back and watch Claire delivered the lessons. Staff could video final dance performances and consult with Claire about their ability.
- Some pupils revealed a hidden talent in dance, some who were normally very introverted and quiet came out of their shells and showed a new side to their character. This was invaluable to staff.

This approach to dance delivery was very well received by staff and repeating this experience was preferred.

Teacher feedback

'Basically, everyone loved it. Some of the parents also commented on the gate bout what a good time they (the children) had had, and how tired they were.'

'One child in the class who has always presented as quite shy and quiet- found his confidence today! I have never seen him light up so much, he was enthralled all day. Claire felt that he had natural dance ability, so I have passed this on to his very proud mum, and she is now considering booking dance classes for him. It was a great opportunity to be able to assess children and notice their strengths-many which we had not soon before.'

'The children agreed that it was really good to be using the hall space as this was the only time they had been in the hall this academic year it was a welcome change from being the classroom for learning.'

'The children really enjoyed the day and found it very useful when considering my own practice around the teaching of dance.'

Pupil feedback

'That was amazing! It's the best dance I have ever done!'

'I loved to dance.'

'I loved to the moon and back.'

'I was happy because it was so good and I love dance, it was so fun and liked everything.'

'I liked doing duet work.'

'I've improved my coordination.'

'I liked working in teams. Claire told us how important teamwork is and enjoyed working not just by ourselves.'

'It was fun, different, and I enjoyed being free to create my own ideas.'

'I loved the fact that we watched all of the groups perform their dances and got to feed back to them on what we thought that they had done well end what we thought they could have improved upon. We then used this feedback to improve upon our dances.'

Claire Pring-dance specialist

'I think it gave children the opportunity to fully immerse themselves in an experience & for subjects like dance it helps to break down those preconceived ideas & prejudices. To see the teachers really observing their students - to have the opportunity to stand back (we all know that when teaching, we can be so busy with the task in hand that we might miss the finer details). And for the children for whom this is their thing' or those who are unlikely to get this type of experience out of school, it can be life-changing.'

Summary

The dance days initiative proved to be an immense success, with the staff, pupils and dance specialists benefitting enormously from the experience. Not only have the aims of the dance sessions been fully met, but the children have had a thoroughly enjoyable and positive experience that allowed the children freedom to explore and collaborate and their pleasure shone through. Based on the success of this experience we have already booked a gymnastics specialist to complete a series of gymnastic days in Terms 3 and 4 2001 .

www.belmont.derbyshire.sch.uk

www.clairepringdance.com

