Personal tracking and critical reflection for context

CONTEXT								
Individual and group	Health and safety	Environment	Format	Purpose (of student/teacher/school)	Observers			
		1	1	1	1			

Personal tracking and critical reflection for content

CONTENT -	CONTENT - MATERIAL								
Technical skills	Condition	Creativity	Time and musicality	Space	Terminology	Performativity and quality	Working with others Research	Reflection	Contextualisation
	1	1	1	1	1	1	1	1	1

Personal tracking and critical reflection for content

CONTENT - PERSONAL DEVELOPMENT								
Artistic vision	Objectives	Habits	Embodiment	Self-image and relating	Motivation	Communication	Transferable Skills	
		1	I	1	1			

TEACHING METH	IODOLOGY - OBJEC	TIVE SETTING					
Identify relevant areas that may need addressing from Context	Identify one or more Content areas to be studied	Identify time frame to achieve objective	Identify scale of em- bodied understanding minimally required	Identify one or more teaching method to ef- fectively deliver content	Identify feedback strategies	Identify necessity, relevance and method of assessing	Scale of embodied understanding achieved
	1		l .	I .	1		I

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TEACHING METHODOLOGY - DIDACTICAL WORKING METHOD												
Teacher centred			Interaction and e	xperience based				Student centred				
Instructing	Flipped classroom	Scaffolding	Interacting	Experiential learning	Blended learning	Holistic educating	Differentia- tion	Assigning	Collaborative/ cooperative learning	Through play	Project based	
	•				'							

TEACHING N	TEACHING METHODOLOGY - ROLE OF THE TEACHER								
Expert	Leader	Facilitator	Collaborator	Student					
	I	I	I	I					

TEACHING METHODOLOGY - STUDENT FOCUS								
Artist	Craftsman	Performer	Researcher	Team player				
	1		1					

TEACHING N	METHODOLOG	GY – LEARNING	G MODALITIES	3						
Visual	Kinaesthetic	Verbal	Tactile	Musical	Spatial	Logical	Solitary	Social	Reflection	Imagination
	·									

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TEACHING METHODOLOGY - PRESENTING								
Safe	Moderate	Challenging	Observers					
	1	1						

Personal tracking and critical reflection for Feedback & Assessment

CONSIDERATIONS FOR FEEDBACK AND ASSESSMENT								
Why	What	When	Where	Who				
Purpose	Content	Assessment and its result	Environment	Provider				
	I	1	1	1				

Personal tracking and critical reflection for Feedback & Assessment

FEEDBACK								
Purpose	Timing or moment of feedback	Type of feedback	Feedback methods	Presentation of feedback	Organisation of feedback			
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Personal tracking and critical reflection for Feedback & Assessment

ASSESSMENT					
Purpose	Goals	Principles	Criteria	Methods	Organisation

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