

GUIDELINES FOR THE TUTORING OF UNIT 2, UNIT 3 & UNIT 5 AND COURSE ORGANISATION

Guidelines for Tutoring Unit 2 & 3

Courses are either Residential e.g. Summer School at St Andrews or Non-Residential organised by a Branch, a Teacher's Association or an Affiliated Group. Units 2 & 3 are normally studied together.

Unit 2 15 hours (minimum)

Unit 3 25 hours (minimum)

When the tutoring of Unit 3 and Unit 5 courses is combined, the minimum number of hours for the course is 35 hours in order to allow time for the differentiation between the requirements of a Unit 3 lesson and a Unit 5 lesson.

The tutoring of Unit 2 & 3 differs between Residential and Non-Residential Courses

Residential Course (eg. Summer School, St Andrews)

- 2 weeks
- 15 hours for Unit 2 must be completed during week 1
- 25 hours for Unit 3 is started during week 1
- Tutoring of Unit 3 finishes on Wednesday evening of the second week and the 25 hours must have been completed by then.
- It is difficult to fit in the 40 hours
- Maximum number of candidates 12
- Tutor must keep a register of attendance

At least two months before commencement of the course send a letter, similar to the one in Appendix I, to the candidates. You may wish to include additional items to this letter.

Included in the letter should be email links (all on RSCDS website) to all the following documents:

- Exam Syllabus
- Exam Marking Sheets for relevant Units
- Guidelines for Teaching SCD

It is also advisable to stress in your letter that the candidates **must be familiar with the manual before they come**. The Manual is available for purchase either in hard copy format or as an electronic format from the RSCDS shop.

Examination dress code

In order that candidates can bring appropriate clothes for their examination, please advise them of what attire would be deemed appropriate. What a candidate may normally wear as a dancer to class, may not be suitable when being in the role of a teacher, who must be professional in their attire as well as in their teaching. A few discreet words of advice may be needed to a candidate to ensure they are appropriately dressed.

Female candidates ~ skirts or dresses (length so that foot work can be seen clearly and not too short)
tops can have sleeves or sleeveless (not shoe string sun tops)

Male candidates ~ kilts, hose with flashes, long sleeved white shirts, tie

All candidates appropriate dance shoes. (Colour does not matter.)

You should receive from Headquarters, for each candidate:

- a copy of their application form to sit Unit 2 and Unit 3 (form X2X3-04 or X2X3 -05 if resit)
- for Unit 2 a list of candidates (form X2-11) along with their photographs
- for Unit 3 a list of candidates (form X3-11) along with their photographs
- a Tutor Report form (form X2X3-27)

Emphasise to the students that it is very important that they know the Unit 2 dances before the commencement of the course.

To save time meet the students on the Sunday evening so that tutor, musician and students can get to know one another. The tutor can then give an introduction to the course.

Tutors must take into consideration in their planning that there may be candidates attending to only sit only Unit 2. They should not be given teaching time during week 1 but will observe and dance for the other candidates while they teach. There may also be candidates attending to sit only Unit 3.

'Any candidate coming to Summer School to do only Unit 3, who has not previously done the course, is required to attend St Andrews in time for the start of class on the Wednesday of the first week. Form X2X3-21 '.

Booklet

The tutor can prepare a Booklet for the candidates giving information on:

- teaching steps and formations,
- teaching points,
- music,
- copies of Unit 2 & 3 assessment sheets,
- a lesson plan template,
- a sample lesson,
- writing a lesson plan,
- warm up and cool down.

This can be sent to the candidates to print before the start of the course. Alternatively, this information can be given out to the students at the course.

Keeping Records

- Record what has been covered – eg. how many times dances have been danced, who recapped
- Record number of hours spent on Unit 2 & Unit 3

A table might help with the planning of the days

Monday 29th July 2013 Morning				
TIME	ACTIVITY	TUTOR/CANDIDATE	RHYTHM	MUSIC

Week 1

Initial assessment of the candidates by the tutor

During the first class the tutor will need to note the starting baseline for each individual candidate. The tutor should build on this to enable the candidate to reach their full potential within the Examination Syllabus. The tutor should not try to predict the possible outcome of the examination during the first class as a candidate can often surprise a tutor on their success in what may initially have appeared to be a steep learning curve.

Content of Course

- Warm up and cool down. Candidates will not be required to give warm up and cool down exercises in the exam. The tutor gives the principals of warm up and cool down exercises with examples. Candidates will, however, give warm ups and cool downs throughout the course.
- Foot positions
- See and assess candidates' steps
- Work on steps, transitions, change of foot and possible difficult areas in dances
- Change partners for each dance
- Candidates recap dances
- Tutor talks about formations in Unit 2 dances that appear in the Syllabus ~ Appendix C (list of formations to be studied for Unit 3) including Teaching Points
- At the beginning of the week spend most time on the dancing
- On the second day start on Unit 3 with the tutor giving a sample lesson on teaching each step
- Candidates teach steps. There probably won't be time for each candidate to teach every step on this second day
- Continue working on all formations in Syllabus ~Appendix C (List of formations to be studied for Unit 3)
- By Wednesday decide on partners for the dancing for Unit 2 and give to the Depute Director
- Continue practising the dances and recapping
- Rotate the couples so they can dance as lead couple for all the dances, as often as time allows. Try to dance all the dances as many times as possible.

Content of Course cont'd

- Mock Unit 2 exam ~ give the candidates the experience of performing the dances as per the exam conditions
- Tutor talks about lesson planning and writing a lesson plan
- Homework should be set for;
 - I. Continuing to learn the dances
 - II. Practising recapping
 - III. Improving steps, transitions, change of foot, possible difficult areas in dances
 - IV. Working on formations, steps, teaching points
 - V. Writing lesson plans

Depute Director will organise volunteers for the afternoons (when the candidates are teaching) but also ask candidates to encourage their friends to come to the afternoon sessions. If at all possible all candidates should have the chance of teaching 16 or 18 dancers in a class (the number of dancers each candidate will have for their exam class, 16 if they have a 2 couple assignment, 18 if it is a 3 couple assignment).

Unit 2 Exam

Unit 2 Assessment Form

Candidates must see a Unit 2 Assessment Form so that they can see the elements on which they are being examined. Impress on them that they must show *ALL* the elements in their dancing

Order of candidates dancing in Unit 2

- The Depute Director will contact examiners about the timetable for exams before the course begins.
- If there are 12 candidates the examiners may prefer a 4 couple set and a 2 couple set with 2 supporting couples OR they may ask for two 3 couple sets with 1 supporting couple in each OR work a six couple set, rotating couples in and out after each couple finishes dancing as lead couple.
- Tutor needs to liaise with the Depute Director regarding the examiners' wishes before the course begins.
- The tutor arranges the order of dancers and sets Appendix IV
- The tutor will give the dance order to the Depute Director by Wednesday evening for a Friday examination

Exam Day (Friday)

- Examination will take place Friday afternoon.
- Most of the organising will be the responsibility of the Depute Director.
- The tutor will warm up the dancers before they do their dances.
- The tutor sits in on the exams and marks their own assessment of the candidates.
- At the end of the day after the examiners have deliberated, the tutor receives feedback from the examiners.

On the **Saturday morning** continue to work on Unit 3. During the rest of the course the following areas must be covered.

- Tutor giving a sample lesson on teaching steps demonstrating rhythmic counting
- Tutor giving a sample lesson on teaching some formations
- Tutor demonstrating skills exercises for formations
- Tutor teaching a sample Unit 3 exam assignment
- Teaching Points and follow up Teaching Points
- Tutor demonstrating how to observe and correct faults
- Teaching links between formations
- Class management
- Lesson planning
- Understanding the Assessment Sheet for Unit 3
- Candidates understanding that they are teaching beginners as a first lesson.
- Candidates must preferably teach all steps, a progression, a corner formation and a chain formation and other formation if time allows
- Candidates must *teach in reel, jig and strathspey rhythms*
- Candidates must observe and correct faults. Identify a fault, show how to correct it. The class should try and 'feel' the correction then dance again to music
- Candidates teaching skills exercises and formations. If there are a lot of candidates, consideration may be given to working in pairs or groups. E.g. working in pairs, one candidate teaches a skills exercise for the formation taught by the other candidate.
- Homework, including writing a lesson plan for the lesson to be given on Monday
- Each candidate teaching as much as possible even if it's only for a short time. Candidates need to get used to being in front of a class, some may not have any experience of this
- Arranging the class so that candidates teach at different times, i.e. so that the same candidate doesn't teach first or last every time
- Division of time and pace of lesson is very important, use a kitchen timer to time the lessons
- Homework should be given after each class to reflect topics covered in that and previous classes.
- Always include lesson plans in homework.

Examples of assignments:

- Teach two formations (taken from bank)
- Teach a step and one formation
- Teach a skills exercise and one formation

On Saturday afternoon and all day Sunday there have traditionally been no classes. There is no reason why there can't be classes. It's at the discretion of the tutor *and of course the musician*, however, some areas, such as lesson planning could be worked on without a musician. Do, however, remember to forewarn the candidates before they come to Summer School that these classes may take place.

Week 2

The rest of the tutoring for Unit 3 MUST be completed by Wednesday evening. On Thursday morning the Depute Director will give the candidates their assignments and they will have the rest of the day to analyse their assignment, write a lesson plan and teach it to some friends. The tutor will also need Thursday to analyse the assignments and prepare their assessment sheets for the exams on Friday. The musician will arrange to meet the candidates individually, once the candidates have had time to consider their assignments, in order that the candidates can discuss their music requirements for the exam.

Continuing Unit 3

During Week 1 the tutor must have covered 10 hours on Unit 3, leaving the other 15 hours + for Week 2.

Unit 3 Assessment Form

Candidates must see a Unit 3 Assessment Form so that they can see the elements on which they are being examined. Impress on them that they must show **ALL** the elements in their teaching. Some elements may need explaining. Stress the importance of coaching rhythmically and the observation and correction of faults.

Aim for the candidates to teach another three times. The number of times a candidate teaches will depend on the number of candidates on the course.

Example of assignments:

- Teach two formations (taken from bank)
- Teach a step and one formation
- Teach a skills exercise and one formation

Candidates may not be able to have 20 – 30 minutes each time they teach. This is dependent on the numbers on a course. It would be hoped that they can have 15 minutes BUT some of that time must be used for feedback.

Feedback

All feedback must be given in a positive, encouraging manner, even when giving a correction.

Feedback must be given by the tutor whenever the candidate has finished teaching. This feedback should be for all the candidates to hear as it is part of the learning process for all candidates. However, if there is a comment of a personal nature eg. poor posture or an inappropriate mannerism, then this should be quietly mentioned to the candidate. The tutor should encourage the musician to give feedback where appropriate. It is also a good idea to have a candidate observing, however, there probably won't be enough time for them to give their feedback.

Division of time & Pace of Lesson

Let candidates know how important it is that they use their time wisely. Tell them how long they have to teach their assignment. Setting a kitchen timer for the required number of minutes can be useful.

Lesson Plans

Candidates must have as much practise as possible in writing lesson plans. For some of the lessons they give during the course they will only be teaching e.g. a step and a formation but encourage them to write a full lesson plan to include a step, skills exercise and the formation(s).

Mock Exam

Candidates MUST teach a step and two formations, as they will have to for the exam. Assignments can be found in the Unit 3 Bank. In the Syllabus it states that Unit 3 candidates have 20 – 30 minutes to teach their lesson but encourage them to complete it within 25 minutes unless they have strathspey or a main formation involving three couples to teach.

Unit 3 Exam

Unit 3 Assessment form

Candidates must see a Unit 3 Assessment Form so that they can see the elements on which they are being examined. Impress on them that they must show *ALL* the elements in their teaching. Some elements may need explaining. Stress the importance of coaching rhythmically and the observation and correction of faults. Stress this is a beginner's lesson.

Order of Candidates teaching in the exams

- The Depute Director will contact examiners about the timetable for the exams *before* the course begins.
- The tutor, by the end of the last class on Tuesday afternoon or earlier, ensures the candidates draw lots for the order of teaching.
- A list is then made of the order and given to the Depute Director, who passes it on to the Examiners. The order should not be changed except in special circumstances and after consultation with the Depute Director and the examiners.
- The Depute Director ensures the examiners have the order of teaching list by Wednesday evening.

Assignments

- Assignments are given out on Thursday morning in the order of the prepared list by the Depute Director .
- Once the assignments have been given out, the tutor must have no more contact with the students.
- The candidates may, however, consult any other teacher but not the examiners.
- The musician will arrange to meet the candidates to discuss their music requirements for the exam, when the candidates have had time to consider their assignments.

Exam Day

- Most of the organising, finding volunteers etc. will be the responsibility of the Depute Director.
- The tutor warms up the volunteers. The examiners then usually talk to them to explain what they should/shouldn't do.
- Each candidate should do their own warm up elsewhere just before they teach.
- *Candidates cannot be a volunteer to dance for the exams* except in special circumstances and only once they have been examined themselves. Permission must be received from the examiners prior to the start of the exam session.
- The tutor sits in on the exams and marks their own assessment of the candidates.
- After the examiners have deliberated, the tutor receives feedback from the examiners. If the examinations run over into a second day due to numbers, then the feedback to the tutor will be after all the examinations are completed on the second day.
- The Depute Director must consult the examiners in advance to make arrangements for the feedback session.

Non-Residential Course

- Must be organised by a Branch, Teacher's Association or Affiliated Group i.e. a tutor cannot organise a course independently without the backing of a Branch, Teacher's Association or Affiliated Group
- Spread over four to six months, with classes every two to three weeks or several weekends to suit local preferences
- Classes between four to six hours duration, excluding breaks
- Arrange enough classes so that a candidate can miss one class but still complete the requisite number of hours, e.g. eleven 4-hour classes giving 44 hours
- Usually the examinations for Units 2 & 3 will both be at the end of the course so study for these two Units will be spread over the entire course **OR** Unit 2 may be taken first with Unit 3 following at a later date. Local preferences, in consultation with the Convenor of Education and Training and Headquarters, will determine how the course is organised.
- If tutoring a combined Unit 3 and Unit 5 course, then the minimum number of hours for the course is 35 hours, in order to allow time for the differentiation between the requirements of a Unit 3 lesson and a Unit 5 lesson.
- Maximum number of candidates 12
- Tutor must keep a register of attendance

At least two months before commencement of course send a letter, similar to the one in Appendix I, to the candidates. You may wish to include additional items to this letter.

Included in the letter should be email links (all on RSCDS website) to all the following documents:

- Exam Syllabus
- Exam Marking Sheets for relevant Units
- Guidelines for Teaching SCD

It is also advisable to stress in your letter that the candidates **must be familiar with the manual before they come**. The Manual is available for purchase either in hard copy format or as an electronic format from the RSCDS shop.

Examination dress code

In order that candidates can bring appropriate clothes for their examination, please advise them of what attire would be deemed appropriate. What a candidate may normally wear as a dancer to class, may not be suitable when being in the role of a teacher, who must be professional in their attire as well as in their teaching.

Female candidates ~ skirts or dresses (length so that foot work can be seen clearly and not too short)
tops can have sleeves or sleeveless (not shoe string sun tops)

Male candidates ~ kilts, long sleeved white shirts, tie

All candidates appropriate dance shoes. (Colour does not matter.)

You should receive from Headquarters, for each candidate:

- a copy of their application form to sit Unit 2 and Unit 3; form X2X3-04 or X2X3 -05 if resit)
- for Unit 2 a list of candidates (form X2-11) along with their photographs
- for Unit 3 a list of candidates (form X3-11) along with their photographs
- a Tutor Report form (form X2X3-27)

Emphasise to the students that it is very important that they know the Unit 2 dances before the commencement of the course.

Booklet

The tutor can prepare a Booklet for the candidates giving information on:

- teaching steps and formations,
- teaching points,
- music,
- copies of Unit 2 & 3 assessment sheets,
- a lesson plan template,
- a sample lesson,
- writing a lesson plan,
- warm up and cool down.

This can be sent to the candidates to print before the start of the course. Alternatively, this information can be given out to the students at the course.

Keeping Records

- Record what has been covered – how many times dances have been danced, who recapped
- Record number of hours spent on Unit 2 & Unit 3

A table might help with the planning of the days

Monday 29th July 2013 Morning				
TIME	ACTIVITY	TUTOR/CANDIDATE	RHYTHM	MUSIC

Initial assessment of the candidates by the tutor

During the first class the tutor will need to note the starting baseline for each individual candidate. The tutor should build on this to enable the candidate to reach their full potential within the Examination Syllabus. The tutor should not try to predict the possible outcome of the examination during the first class as a candidate can often surprise a tutor on their success in what may initially have appeared to be a steep learning curve.

Content of Course

How the time in the classes is used will depend on the number and duration of classes.

Assuming the course consists of eight 7-hour classes, 6 hours tuition and two 15 minute and one 30 minute break:

For the first **two hours** work on Unit 2

- Warm up and cool down. Candidates will not be required to give warm up and cool down exercises in the exam. The tutor gives the principles of warm up and cool down with examples. Candidates to teach warm up and cool down exercises throughout the course
- Foot positions
- See and assess candidates' steps
- Work on steps, transitions, change of foot and possible difficult areas in dances
- Change partners for each dance
- Candidates recap dances
- After three or four classes decide on partners for exam.
- Tutor talks about formations in Unit 2 dances that appear in Appendix C (list of formations to be studied for Unit 3) including Teaching Points

Remaining **four** hours of class working on Unit 3

Unit 3 Section must include

- Tutor giving a sample lesson on teaching steps demonstrating rhythmic counting
- Tutor giving a sample lesson on teaching some formations
- Tutor demonstrating skills exercises for formations
- Tutor teaching a sample Unit 3 exam assignment
- Teaching Points and follow up Teaching Points
- Tutor demonstrating how to observe and correct faults
- Teaching links between formations
- Class management
- Lesson planning
- Understanding the Assessment Sheets for units being covered
- Candidates understanding that they are teaching beginners as a first lesson for Unit 3
- Candidates teaching as often as possible. At the beginning of the course it is better for everyone to teach at every class for less time and then nearer the exam fewer students teach during each class but for longer
- Candidates must preferably teach all steps, a progression, a corner formation and a chain formation and other formation if time allows
- Candidates must *teach in jig, reel and strathspey rhythms*
- Candidates must observe and correct faults. Identify a fault, show how to correct it. The class should try and 'feel' the correction then dance again to music

Unit 3 Section must include cont'd

- Arranging classes so that students teach at different times during the class, i.e. the same person doesn't always go first or last.
- Arranging classes so that a variety of formations and in different rhythms is taught throughout the class.
- Division of time and pace of lesson is very important, use a kitchen timer to time the lessons
- Homework should be given after each class to reflect topics covered in that and previous classes.
- Especially include lesson plans.

Example of assignments:

- Teach two formations (taken from bank)
- Teach a step and one formation
- Teach a skills exercise and one formation

Feedback

All feedback must be given in a positive, encouraging manner, even when giving a correction.

Feedback must be given by the tutor whenever the candidate has finished teaching. This feedback should be for all the candidates to hear as it is part of the learning process for all candidates. However, if there is a comment of a personal nature eg. poor posture or an inappropriate mannerism, then this should be quietly mentioned to the candidate. The tutor should encourage the musician to give feedback where appropriate. It is also a good idea to have a candidate observing, however, there probably won't be enough time for them to give their feedback.

Division of time & Pace of Lesson

Let candidates know how important it is that they use their time wisely. Tell them how long they have to teach their assignment. Setting a kitchen timer for the required number of minutes can be useful.

Lesson Plans

Candidates must have as much practise as possible in writing lesson plans. For some of the lessons they give during the course they will only be teaching e.g. a step and a formation but encourage them to write a full lesson plan to include a step, skills exercise and the formation(s).

Mock Exam

Candidates **MUST** teach a step and two formations, as they will have to do for the exam. Assignments can be found in the Unit 3 Bank. In the Syllabus it states that Unit 3 candidates have 20 – 30 minutes to teach their lesson but encourage them to complete it within 25 minutes unless they have strathspey or a main formation involving three couples to teach.

Unit 2 Exam

Unit 2 Assessment Form

Candidates must see a Unit 2 Assessment Form so that they can see the elements on which they are being examined. Impress on them that they must show **ALL** the elements in their dancing.

Order of candidates dancing in Unit 2

- The organiser will contact the examiners about the timetable for the exams.
- The organiser will liaise with the examiners if there are more than 8 candidates regarding format of the sets and inform the tutor. Eg. 12 candidates the examiners may prefer a 4 couple set and a 2 couple set with 2 supporting couples OR they may ask for two 3 couple sets with 1 supporting couple in each or work a six couple set, rotating couples in and out after each couple finishes dancing as lead couple.
- The tutor will arrange the order of dancers and sets. Appendix IV
- The tutor will give the organiser the dance order three weeks before the examination.
- The organiser will send the order to the examiners, to arrive 2 weeks before the exam.

Exam Day Unit 2

- The tutor will warm up the dancers before they do their dances.
- The tutor sits in on the exams and marks their own assessment of the candidates.
- At the end of the day after the examiners have deliberated, the tutor receives feedback from the examiners.

Unit 3 Assessment Form

Candidates must see a Unit 3 Assessment Form so that they can see the elements on which they are being examined. Impress on them that they must show **ALL** the elements in their teaching. Some elements may need explaining. Stress the importance of coaching rhythmically and the observation and correction of faults. Stress this is a beginner's class lesson.

Order of Candidates teaching in the Unit 3 exams

- The organiser will contact the examiners about the timetable for the exams.
- The tutor ensures that the candidates draw lots for the order of teaching **at least 3 weeks** before the exam date.
- A list is then made of the order and given to the organiser, who passes it on to the Examiners. The order should not be changed except in special circumstances and after consultation with the organiser and the Examiners.
- The organiser ensures that the order of teaching list arrives at the examiners **at least 2 weeks** before the exam.

Assignments

Assignments are sent to the organiser about five days before the exam.

- The organiser gives the assignments to the candidates and tutor 72 hours before the exam, in the order of the list prepared at the class.
- Once the assignments have been given the tutor must have no more contact with the candidates.
- The candidates may consult any other teacher but not the course examiners.
- The organiser gives a copy of the timetable with the assignments to the musician 72 hours beforehand.
- The musician will arrange to liaise with the candidates to discuss their music requirements for the exam, when the candidates have had time to consider their assignments. This can be done by phone or email or meeting.

Exam Day

Most of the organising, such as finding volunteers, will be the responsibility of the organiser.

- The tutor warms up the volunteers. The examiners then usually talk to them to explain what they should/shouldn't do. Each candidate should do their own warm up elsewhere just before they teach.
- *Candidates cannot be a volunteer to dance for the exams* except in special circumstances and only once they have been examined themselves. Permission must be received from the examiners prior to the start of the exam session.
- The tutor sits in on the exams and marks their own assessment of the candidates.
- After the examiners have deliberated the tutor receives feedback from the examiners. Depending on timings the feedback may be the same day or the next day.
- The organiser must consult with the examiners in advance to make arrangements for the feedback session.

Guidelines for Tutoring Unit 5

Unit 5 25 hours (minimum)

When the tutoring of Unit 3 and Unit 5 courses is combined, the minimum number of hours for the course is 35 hours in order to allow time for the differentiation between the requirements of a Unit 3 lesson and a Unit 5 lesson.

Residential (eg. Summer School, St Andrews)

Week 1

- Monday to Friday 2 $\frac{3}{4}$ hours in the morning, 2 hours in the afternoon = 4 $\frac{3}{4}$ hours
- Saturday 2 $\frac{3}{4}$ hours
- Total 26 $\frac{1}{2}$ hours

Week 2

- Monday to Wednesday 2 $\frac{3}{4}$ hours in the morning, 2 hours in the afternoon = 4 $\frac{3}{4}$ hours
- Total 14 $\frac{1}{4}$ hours
- Total for both weeks 40 $\frac{3}{4}$ hours
- Tutor must keep a register of attendance for both weeks.

At least two months before commencement of course send a letter, similar to the one in Appendix II, to candidates from the tutor. You may wish to include additional items to this letter.

Included in the letter should be email links (all on RSCDS website) to all the following documents:

- Exam Syllabus
- Exam Assessment Sheet for Unit 5
- Guidelines for Teaching SCD

It is also advisable to stress in your letter that the candidates **must be familiar with the manual before they come**. The Manual is available for purchase either in hard copy format or as an electronic format from the RSCDS shop.

Examination dress code

In order that candidates can bring appropriate clothes for their examination, please advise them of what attire would be deemed appropriate. What a candidate may normally wear as a dancer to class, may not be suitable when being in the role of a teacher, who must be professional in their attire as well as in their teaching.

Female candidates ~ skirts or dresses (length so that foot work can be seen clearly and not too short)
tops can have sleeves or sleeveless (not shoe string sun tops)

Male candidates ~ kilts, long sleeved white shirts, tie

All candidates appropriate dance shoes. (Colour does not matter.)

The tutoring of Unit 5 differs between Residential and Non-Residential Courses.

About 10 weeks before commencement of course ask Headquarters for a list of students and their contact details so that you can send the letter. You should receive from Headquarters, for each candidate:

- a copy of their application form to sit Unit 5 (form X4X5-03 or X4X5-04 if resit)
- a list of candidates (form X5-10) along with their photographs
- a Tutor Report form (X5-27)

It is also helpful to contact the candidates and ask for a copy of their Unit 4 Records of Teaching Practice or a list of the dances they taught for the 6 hours detailed lesson plans. This helps in planning assignments for the course to develop the candidate’s teaching experience.

Booklet

The tutor can prepare a Booklet for the candidates giving information on:

- teaching steps and formations
- teaching points
- music
- copies of Unit 5 assessment sheet
- a lesson plan template
- a sample lesson
- writing a lesson plan
- warm up and cool down

Alternatively, this information can be given out to the students at the course

Each candidate must teach a jig, a reel and a strathspey

This only allows 3 x 30 minutes per candidate assuming there are 12 candidates.

Keeping Records

- Record what has been covered – eg steps and formations taught and by whom, dances taught
- Record number of hours spent on Unit 5

A table might help with the planning of the days

Monday 29 th July 2013 Morning				
TIME	ACTIVITY	TUTOR/CANDIDATE	RHYTHM	MUSIC

Initial assessment of the candidates by the tutor

During the first class the tutor will need to note the starting baseline for each individual candidate. The tutor should build on this to enable the candidate to reach their full potential within the Examination Syllabus. The tutor should not try to predict the possible outcome of the examination during the first class as a candidate can often surprise a tutor on their success in what may initially have appeared to be a steep learning curve.

Contents of Course

Although the candidates aren't examined on their dancing alone, the quality of their dancing is taken into consideration when they are demonstrating. It may be a considerable time (up to ten years) between taking Unit 2 and Unit 5

Tutor to revise foot positions, steps and general dancing

- Basic formations, many studied for Unit 3, should be revised
- All other formations for Unit 5 as per Appendix D in the Syllabus
- Tutor to give sample lessons of Unit 5 formations
- Tutor to teach a sample lesson as per Unit 5 exam assignment
- Candidates to understand that they are teaching at Intermediate level for Unit 5
- Candidates must aim to improve the execution of steps and formations for Unit 5
- Each student to teach in jig, reel and strathspey rhythm, dances from Unit 5 Bank
- Candidates must teach links between formations and entry and exits to formations
- Teaching pas-de-basque and skip change in both jig & reel time
- Candidates must use rhythmic counting during their lesson. A good time to do this is when improving the step and teaching the main formation.
- Candidates must observe and correct faults. Identify a fault, show how to correct it, let them try and 'feel' the correction then dance again to music
- Lesson planning for the teaching of a complete dance
- Homework should be given after each class to reflect topics covered in that and previous classes.
- Always include lesson plans in homework.

Example of assignments:

- Teach a skills exercise and one formation from formations on Unit 5 list but not on Unit 3 list
- Write a lesson plan for a dance from the Unit 5 bank

Feedback

All feedback must be given in a positive, encouraging manner, even when giving a correction.

Feedback must be given by the tutor whenever the candidate has finished teaching. This feedback should be for all the candidates to hear as it is part of the learning process for all candidates. However, if there is a comment of a personal nature eg. poor posture or an inappropriate mannerism, then this should be quietly mentioned to the candidate. The tutor should encourage the musician to give feedback where appropriate. It is also a good idea to have a candidate observing, however, there probably won't be enough time for them to give their feedback.

Division of time & Pace of Lesson

Let candidates know how important it is that they use their time wisely. Tell them how long they have to teach their assignment. Setting a kitchen timer for the required number of minutes can be useful.

Lesson Plans

Candidates must have as much practise as possible in writing lesson plans. For some of the lessons they give during the course they will only be teaching e.g. a step and a formation or two formations but encourage them to write a full lesson plan for what they are teaching.

Mock Exam

Candidates MUST teach at least one complete dance. Dances can be found in the Unit 5 Bank. In the Syllabus it states that Unit 5 candidates have 30 – 40 minutes to teach their lesson but encourage them to complete it within 35 minutes unless they have strathspey or a main formation involving three couples to teach.

Unit 5 Assessment form

Candidates must see a Unit 5 Assessment Form so that they can see the elements on which they are being examined. Impress on them that they must show *ALL* the elements in their teaching. Some elements may need explaining. Stress the importance of coaching rhythmically and the observation and correction of faults. Stress that this is an improvers, intermediate lesson.

Order of Candidates teaching in the exams

- The Depute Director will contact examiners about the timetable for the exams *before* the course begins.
- The tutor, by the end of the last class on Tuesday afternoon of the second week or earlier, ensures the candidates draw lots for the order of teaching.
- A list is then made of the order and given to the Depute Director, who passes it on to the Examiners. The order should not be changed except in special circumstances and after consultation with the Depute Director and the Examiners.
- The Depute Director ensures the examiners have the order of teaching list by Wednesday evening.

Assignments

- Assignments are given out on Thursday morning in the order of the drawn list by the Depute Director.
- Once the assignments have been given the tutor must have no more contact with the candidates.
- The candidates may consult any other teacher but not the course examiners.
- The Depute Director gives a copy of the timetable with the assignments and order of candidates teaching to the musician a minimum 24 hours before the examination day.
- The musician will arrange to meet the candidates to discuss their music requirements for the exam, when the candidates have had time to consider their assignments.

Exam Day

- Most of the organising, finding volunteers will be the responsibility of the Depute Director.
- The tutor warms up the volunteers. The examiners then usually talk to them to explain what they should/shouldn't do.
- Each candidate should do their own warm up elsewhere just before they teach.
- *Candidates cannot volunteer to dance for the exams* except in special circumstances and only once they have been examined themselves. Permission must be received from the examiners prior to the start of the exam session.
- The tutor sits in on the exams and marks their own assessment of the candidates.
- At the end of the day after the examiners have deliberated the tutor receives feedback from the examiners. If the examinations run over into a second day due to numbers, then the feedback to the tutor will be after all the examinations are completed on the second day.
- The Depute Director must consult with the examiners in advance to make arrangements for the feedback session.

Non-Residential Course

- Must be organised by a Branch, a Teachers' Association or Affiliated Group i.e. a tutor cannot organise a course independently without the backing of a Branch, a Teachers' Association or Affiliated Group
- Spread over four to six months, with classes every two to three weeks or several weekends to suit local preferences
- Classes between four and five hour duration, excluding breaks
- Arrange enough classes so that a candidate can miss one class but still complete the requisite number of hours, e.g. eight 4-hour classes giving 32 hours
- Maximum number of candidates 12
- Tutor must keep a register of attendance
- When the tutoring of Unit 3 and Unit 5 courses is combined, the minimum number of hours for the course is 35 hours in order to allow time for the differentiation between the requirements of a Unit 3 lesson and a Unit 5 lesson.

At least two months before commencement of course send a letter, similar to the one in Appendix II, to candidates from the tutor. You may wish to include additional items to this letter.

Included in the letter should be email links (all on RSCDS website) to all the following documents:

- Exam Syllabus
- Exam Assessment Sheets for relevant Units
- Guidelines for Teaching SCD

It is also advisable to stress in your letter that the candidates **must be familiar with the manual before they come**. The Manual is available for purchase either in hard copy format or as an electronic format from the RSCDS shop.

Examination dress code

In order that candidates can bring appropriate clothes for their examination, please advise them of what attire would be deemed appropriate. What a candidate may normally wear as a dancer to class, may not be suitable when being in the role of a teacher, who must be professional in their attire as well as in their teaching.

Female candidates ~ skirts or dresses (length so that foot work can be seen clearly and not too short)
tops can have sleeves or sleeveless (not shoe string sun tops)

Male candidates ~ kilts, long sleeved white shirts, tie

All candidates appropriate dance shoes. (Colour does not matter.)

About 10 weeks before commencement of course ask Headquarters for a list of students and their contact details so that you can send the letter. You should receive from Headquarters, for each candidate:

- a copy of their application form to sit Unit 5 (form X4X5-03 or X4X5-04 if resit)
- a list of candidates (form X5-10) along with their photographs
- a Tutor Report form (X5-27)

It is also helpful to contact the candidates and ask for a copy of their Unit 4 Records of Teaching Practice or a list of the dances they taught for the 6 hours detailed lesson plans. This helps in planning assignments for the course to develop the candidate's teaching experience.

Booklet

The tutor can prepare a Booklet for the candidates giving information on:

- teaching steps and formations
- teaching points
- music
- copies of Unit 5 assessment sheet
- a lesson plan template
- a sample lesson
- writing a lesson plan
- warm up and cool down

Alternatively, this information can be given out to the students at the course

Keeping Records

- Record what has been covered – eg steps and formations taught and by whom, dances taught
- Record number of hours spent on Unit 5

A table might help with the planning of the days

Monday 29th July 2013 Morning				
TIME	ACTIVITY	TUTOR/CANDIDATE	RHYTHM	MUSIC

Initial assessment of the candidates by the tutor

During the first class the tutor will need to note the starting baseline for each individual candidate. The tutor should build on this to enable the candidate to reach their full potential within the Examination Syllabus. The tutor should not try to predict the possible outcome of the examination during the first class as a candidate can often surprise a tutor on their success in what may initially have appeared to be a steep learning curve.

Content of Course

How the time in the classes is used will depend on the number and duration of classes.

Although the candidates aren't examined on their dancing alone, the quality of their dancing is taken into consideration when they are demonstrating. It may be a considerable time (up to ten years) between taking Unit 2 and Unit 5.

- Tutor to revise foot positions, steps and general dancing
- Basic formations, many studied for Unit 3, should be revised
- All other formations for Unit 5
- Tutor to give sample lessons of Unit 5 formations
- Tutor to teach a sample lesson as per Unit 5 exam assignment
- Candidates to understand that they are teaching at Intermediate level for Unit 5
- Candidates must aim to improve the execution of steps and formations for Unit 5
- Each student to teach in jig, reel and strathspey rhythm, dances from Unit 5 Bank
- Candidates must teach links between formations and entry and exits to formations
- Teaching pas-de-basque in jig time and skip change in reel time
- Candidates must use rhythmic counting during their lesson, a good time is when improving the step and teaching the main formation.
- Candidates must observe and correct faults. Identify a fault, show how to correct it, let them try and 'feel' the correction then dance again to music
- Lesson planning for the teaching of a complete dance
- Homework should be given after each class to reflect topics covered in that and previous classes.
- Always include lesson plans in homework.

Example of assignments:

- Teach a skills exercise and one formation from formations on Unit 5 list but not on Unit 3 list
- Write a lesson plan for a dance from the Unit 5 bank

Feedback

All feedback must be given in a positive, encouraging manner, even when giving a correction.

Feedback must be given by the tutor whenever the candidate has finished teaching. This feedback should be for all the candidates to hear as it is part of the learning process for all candidates. However, if there is a comment of a personal nature eg. poor posture or an inappropriate mannerism, then this should be quietly mentioned to the candidate. The tutor should encourage the musician to give feedback where appropriate. It is also a good idea to have a candidate observing, however, there probably won't be enough time for them to give their feedback.

Division of time & Pace of Lesson

Let candidates know how important it is that they use their time wisely. Tell them how long they have to teach their assignment. Setting a kitchen timer for the required number of minutes can be useful.

Lesson Plans

Candidates must have as much practise as possible in writing lesson plans. For some of the lessons they give during the course they will only be teaching e.g. a step and a formation or two formations but encourage them to write a full lesson plan for what they are teaching.

Mock Exam

Candidates MUST teach at least one complete dance. Dances can be found in the Unit 5 Bank. In the Syllabus it states that Unit 5 candidates have 30 – 40 minutes to teach their lesson, but encourage them to complete it within 35 minutes unless they have strathspey or a main formation involving three couples to teach.

Unit 5 Assessment form

Candidates must see a Unit 5 Assessment Form so that they can see the elements on which they are being examined. Impress on them that they must show *ALL* the elements in their teaching. Some elements may need explaining. Stress the importance of coaching rhythmically and the observation and correction of faults. Stress that this is an improvers, intermediate lesson.

Order of Candidates teaching in the exams

At the end of the penultimate class, see below re. time, this might need to be earlier than the penultimate class, the candidates draw lots for the order of teaching. A list is then made of the order and given to the organiser.

- The organiser will contact examiners about the timetable for the exams.
- The tutor, ensures the candidates draw lots for the order of teaching at least three weeks before the examination.
- A list is then made of the order and given to the organiser, who passes it on to the examiners. The order should not be changed except in special circumstances and after consultation with the organiser and the examiners.
- The organiser ensures that the order of teaching list arrives at the examiners **at least 2 weeks** before the examination.

Assignments

- Assignments are sent to the organiser about five days before the exam by Headquarters.
- The organiser gives the assignments to the candidates 72 hours before the exam and also to the tutor, in the order of the list drawn at the class.
- Once the assignments have been given the tutor must have no more contact with the candidates
- The candidates may consult any other teacher but not the course examiners
- The organiser gives a copy of the timetable with the assignments and order of candidates teaching to the musician 72 hours beforehand.
- The musician will arrange to liaise with the candidates to discuss their music requirements for the exam, when the candidates have had time to consider their assignments. This can be done by phone or email or meeting.

Exam Day

- Most of the organising, finding volunteers will be the responsibility of the organiser.
- The tutor warms up the volunteers. The examiners then usually talk-to them to explain what they should/shouldn't do. Each candidate should do their own warm up elsewhere just before they teach.
- *Candidates cannot volunteer to dance for the exams* except in special circumstances and only once they have been examined themselves. Permission must be received from the examiners prior to the start of the exam session.
- The tutor sits in on the exams and marks their assessment of the candidates.
- At the end of the day after the examiners have deliberated, the tutor receives feedback from the examiners. If the examinations run over into a second day due to numbers, then the feedback to the tutor will be after all the examinations are completed on the second day.
- The organiser must consult with the examiners in advance to make arrangements for the feedback session.