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QP Name: Dance Teacher
QP Code: MES/Q 1505

QP Version: 1.0

NSQF Level: 6

Model Curriculum Version: 1.0

Media & Entertainment Skills Council, 522-524, DLF Tower-A, Jasola, New Delhi - 110025

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Training Parameters

Sector	Media and Entertainment
Sub-Sector	Film, TV, Live Performance, Event
Occupation	Teacher / Art & Design
Country	India
NSQF Level	6
Aligned to NCO/ISCO/ISIC Code	NCO 2015- 2653.9900
Minimum Educational Qualification and Experience	Bachelor's degree in Performing art with one year of relevant experience OR Graduate with three years of relevant experience OR Choreographer at NSQF Level -5 with four years of relevant experience OR Class XII with seven years of relevant experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	23 Years
Last Reviewed On	18/04/2022
Next Review Date	29/06/2025
NSQC Approval Date	30/06/2022
QP Version	1.0
Model Curriculum Creation Date	14/05/2022
Model Curriculum Valid Up to Date	29/06/2025
Model Curriculum Version	1.0
Minimum Duration of the Course	900 Hours
Maximum Duration of the Course	900 Hours

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Analyse the job of Desk Editor
- Conduct research for content and relevant links
- Conduct interview and broadcast
- Demonstrate skills required for writing and editing
- Comply with Applicable Law and Regulation
- Maintain workplace health and Safety

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
MES/N1204: Develop dance curriculums and prepare lesson plans	60:00	120:00			180:00
MES/N1205: Teach various dance styles and methodologies from beginner to advanced level	60:00	90:00			150:00
MES/N1206: Choreograph routines and select music for recitals and concerts	60:00	90:00			150:00
MES/N1207: Engage, encourage, and motivate learners to reach their goals	60:00	150:00			210:00
MES/N1523: Evaluate learners' performance and make recommendations for improvement	60:00	90:00			150:00
MES/N0104: Maintain workplace health and safety"	30:00	30:00			60:00
Total	330:00	570:00			900:00

Module Details

Module 1: Develop dance curriculums and prepare lesson plans

Terminal Outcomes: After the successful completion of this module, the Participant will be able to:

- Identify the learning objectives
- Develop and use Dance teaching practices
- Plan specific learning activities
- Plan to sequence the lesson in an engaging and meaningful manner
- Plan for a lesson closure
- Plan to assess student understanding

Duration: 60:00	Duration: 120:00
Theory – Key Learning Outcomes After the successful completion of this module, the Participant will be able to:	Practical – Key Learning Outcomes After the successful completion of this module, the Participant will be able to :
<ul style="list-style-type: none"> • Understand basic knowledge of – <ul style="list-style-type: none"> ➤ the type of class (community, social, school, studio, professional etc) ➤ participants’ age, stage and needs/ goals ➤ the dance style/genre ➤ class size and venue. ➤ check what the students already know. • Discuss your goals and expectations of a class, program or course to the students. • Ensure goals are clearly stated along with the correct method of achieving it. • cultural, gender and age differences and different physical and learning abilities are reflected in fair and inclusive teaching/learning practices. • Explain the importance of exploratory learning by encouraging students to talk about ideas and processes. • Find opportunities for learning and development as a dancer, dance educator. • Discuss the advantages of self-expression and creativity. • Explain the assessment and reporting procedure. 	<ul style="list-style-type: none"> • Demonstrate positive communication skills while preparing lesson plans. • Demonstrate skills to create a safe, friendly and positive atmosphere. • Provide regular verbal feedback that respects students and helps them develop as independent learners. • Teach safe dance principles; non-judgmental attitudes; positive body image; punctuality, planning and preparation. • healthy awareness and understanding of the physical nature of dance. • Develop your awareness and knowledge of different stage crafts. <ul style="list-style-type: none"> • discuss and receive feedback about work in development. • Encourage students to gain experience in dance and theatre-related work. • Show how to engage students in active, constructive, authentic, and collaborative ways. • Demonstrate the use of cultural diversity to your advantage.
Classroom Aids:	
Laptop, whiteboard, marker, projector	

Tools, Equipment and Other Requirements
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Related software

Module 2: Teach various dance styles and methodologies from beginner to advanced level

Terminal Outcomes: After the successful completion of this module, the Participant will be able to:

- Collect and study cultural information on a dance in order to perform the traditional or popular form.
- Expand the traditional or popular dance form to stage it for presentation i

Duration: 60:00	Duration: 90:00
Theory – Key Learning Outcomes After the successful completion of this module, the Participant will be able to:	Practical – Key Learning Outcomes After the successful completion of this module, the Participant will be able to :
<ul style="list-style-type: none"> • Discuss various dance styles in the class. • Explain different approaches to a task, movement or problem-solving exercise. • Allow exploratory learning by encouraging students to talk about ideas and processes. Use positive approaches that give students information, confidence, encouragement and a willingness and desire to practice and improve their dance skills. • A safe and injury preventative warm up • Use verbal explanations and show correct stance/movement. • Before any physical contact, tell the student why and how contact is needed. • Allow exploratory learning by encouraging students to talk about ideas and processes. • Use positive approaches that give students information, confidence, encouragement and a willingness and desire to practice and improve their dance skills. • Be sensitive to social, economic and cultural contexts, expectations, language and themes. 	<ul style="list-style-type: none"> • Teach choreographic principles; provide opportunities for creating small-group dances that allows for conceptualizing, problem solving, analyzing, sequencing movement patterns, and evaluating outcomes. • Monitor issues that relate to dance training and talk with a student about concerning symptoms. • Demonstrate skills to adhere to teacher responsibility to Mandatory Reporting regulations. • Refer students and parents/carers to other dance and health professionals with sensitivity. • Use terminology and explanations which are understood by students. • Include assessment as an informal or formal gauge of progress. • Place dance as an art form in its historical, social and cultural contexts according to the style taught, and the training level. • Help students learn to relate dance practice and theory. • Give students learning opportunities which develop and recognise different learning styles. • Use various teaching resources and modes of learning. • Make sure your professional knowledge is current and qualifications are upgraded

	<p>through a teaching or syllabus organisation.</p> <ul style="list-style-type: none"> • Attend professional development workshops or short courses. • Maintain or subscribe to a professional journal or library.
Classroom Aids:	
Laptop, whiteboard, marker, projector	
Tools, Equipment and Other Requirements	
Related software	

Module 3: Choreograph routines and select music for recitals and concerts

Terminal Outcomes: After the successful completion of this module, the Participant will be able to:

- Collect the movement material
- Develop movements into dance phrases
- Create the final structure of the work.

Duration: 60:00	Duration: 90:00
Theory – Key Learning Outcomes After the successful completion of this module, the Participant will be able to:	Practical – Key Learning Outcomes After the successful completion of this module, the Participant will be able to :
<ul style="list-style-type: none"> • Discuss dance as an art form. • Explain the relation of dance with historical and cultural contexts. • Explain foundation movements in line with the selected traditional style. • Recognize logical connections and flow between the movements. • link movements by a recognizable pattern of accents or rhythms. • Identify the body's capabilities and limitations. • Explain how to structure the compositional processes of various dance forms. (e.g,avoid awkward transitions). • Discuss the elements of dance composition and perform the steps of dance in group as well as in solo dance form. 	<ul style="list-style-type: none"> • Identify dance as an art form and relate dance to historical and cultural contexts. • Accumulate foundation movements depending on the selected traditional style. • Create variations within a traditional pattern of movements. • Recognize logical connections and flow between the movements. • link movements by a recognizable pattern of accents or rhythms. • Identify the body's capabilities and limitations. • Structure the compositional processes of various dance forms. (e.g,avoid awkward transitions). • Identify the elements of dance composition and perform the steps of dance in group as well as in solo dance form. • Manage the duration of the movement. • Use/exhibit different energy levels to reveal different emotional states. • Demonstrate the ability to relate to other dancers and objects. • Judge how fast or slow the movements must be to match tempo and beat of the song/music/audio. • Initiate movements and establish who is leading and following while dancing in a group and able to change partner. • Present polished dance works using technical skills and artistic expression.

Classroom Aids:
Laptop, whiteboard, marker, projector
Tools, Equipment and Other Requirements

Module 4: Engage, encourage, and motivate students to reach their goals

Terminal Outcomes: After the successful completion of this module, the Participant will be able to:

- Be a positive role model
- Encourage self-expression and creativity
- Provide vocational support for training and careers

Duration: 60:00	Duration: 150:00
Theory – Key Learning Outcomes After the successful completion of this module, the Participant will be able to:	Practical – Key Learning Outcomes After the successful completion of this module, the Participant will be able to :
<ul style="list-style-type: none"> • Set clear goals and expectations. • Use language/ words that show respect for learners and colleagues. • Teach safe dance principles; non-judgmental attitudes; positive body image; punctuality, planning and preparation. • create a safe, friendly and positive atmosphere. • Help students develop independence, problem-solving and decision-making skills. • Encourage exposure to other teachers or artists (workshops, summer schools and special events) to stimulate creativity through new ways of thinking about dance. • Encourage self-assessment of learners' own expressive and creative development. • Include regular times for students to use imagination, expressive skills and creativity. • Encourage use, review and criticism of dance-related material. • Encourage attending performances and read dance-related material. • Support students to audition for events or performances or take part in activities/workshops. • Provide learners with work, career and transition planning tools. 	<ul style="list-style-type: none"> • Set clear goals and expectations. • Use language/ words that show respect for learners and colleagues. • Teach safe dance principles; non-judgmental attitudes; positive body image; punctuality, planning and preparation. • create a safe, friendly and positive atmosphere. • Help students develop independence, problem-solving and decision-making skills. • Encourage exposure to other teachers or artists (workshops, summer schools and special events) to stimulate creativity through new ways of thinking about dance. • Encourage self-assessment of learners' own expressive and creative development. • Include regular times for students to use imagination, expressive skills and creativity. • Encourage use, review and criticism of dance-related material. • Encourage attending performances and read dance-related material. • Support students to audition for events or performances or take part in activities/workshops. • Provide learners with work, career and transition planning tools.

Classroom Aids:

Laptop, whiteboard, marker, projector

Tools, Equipment and Other Requirements

NA

Module 5: Evaluate learners' performance and make recommendations for improvement

Terminal Outcomes:

- Plan and carry out an assessment
- Develop rubrics for assessment
- Analyze assessments and provide suggestions to learners

Duration: 60:00	Duration: 90:00
Theory – Key Learning Outcomes After the successful completion of this module, the Participant will be able to:	Practical – Key Learning Outcomes After the successful completion of this module, the Participant will be able to:
<ul style="list-style-type: none"> • Describe informal, formative and summative assessment methods to accelerate learning. • Discuss musical progress and attainment in relation to learning. • Explain the assessment criteria and approaches that are appropriate to the evaluation of musical learning and the musical practices. • Define the task or activity and break the task into component parts. • Define the standard for each level of proficiency. • Explain the criteria for interpreting the final score. 	<ul style="list-style-type: none"> • Use informal, formative and summative assessment methods to accelerate learning, and help learners recognize the progress they are making and have made. • Assess and evaluate musical progress and attainment in relation to learning. • Develop assessment criteria and approaches that are appropriate to the evaluation of musical learning and the musical practices. • Support and encourage learners to evaluate their own music-making and that of their peers. • Demonstrate the use of assessment information and feedback to evaluate and inform own planning and teaching. • Identify the type of assessment to be carried out (diagnostic, summative, formative etc.) • Align assessment methods, items, and tasks to match learning objectives • list and use measurement tools most appropriate as per the assessment type.(such as checklist or rating scales etc.) • Identify the learning objective to be tested. • Show how to make use of technology to collect and analyse evidence of assessment • Demonstrate skills required to encourage learners to self-assess their expressive and creative development. • Demonstrate correct way to give students regular verbal or written feedback that includes praise and identifies areas for improvement.
Classroom Aids:	

Laptop, whiteboard, marker, projector

Tools, Equipment and Other Requirements

NA

Module 6: Maintain Workplace Health and Safety

Terminal Outcomes: After the successful completion of this module, the Participant will be able to:

- Discuss the health, safety and security risks prevalent in the workplace and report health and safety issues to the person responsible for health and safety and the resources available.
- Comply with procedures in the event of an emergency
- Discuss the various safety precautions to be taken.

<i>Duration: 30:00</i>	<i>Duration: 30:00</i>
Theory – Key Learning Outcomes After the successful completion of this module, the Participant will be able to:	Practical – Key Learning Outcomes After the successful completion of this module, the Participant will be able to:
<ul style="list-style-type: none"> • Recall health, safety and security- related guidelines and identify the risks involved. • Maintain correct posture while working and maintain and use the first aid kit whenever required. • report health and safety risks/ hazards to concerned personnel • Recall people responsible for health and safety and able to contact in case of emergency • Illustrate security signals and other safety and emergency signals • Explain the process to identify and report risk. • Enumerate and recommend opportunities for improving health, safety, and security to the designated person • Describe how to report any hazards outside the individual’s authority to the relevant person in line with organisational procedures and warn other people who may be affected • complying with procedures in the event of an emergency • Explain the impact of the violation of safety procedures. 	<ul style="list-style-type: none"> • Identify the different types of health and safety hazards in a workplace • Practice safe working practices for own job role • Perform evacuation procedures and other arrangements for handling risks • Perform the reporting of hazard • identify and document potential risks like sitting postures while using the computer, eye fatigue and other hazards in the workplace • Demonstrate the use of Personal Protective Equipment (PPE) appropriately.
Classroom Aids:	
Laptop, whiteboard, marker, projector, Health and Safety Signs and policy	
Tools, Equipment and Other Requirements	
Health and Safety Signs and policy	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate in relevant field (Dance)	Dance	3	Relevant experience in dance required	4	-	-

Trainer Certification	
Domain Certification	Platform Certification
<p>Certified for Job Role: "Dance Teacher" mapped to QP: "MES/Q1505", version 1.0. Minimum accepted score as per SSC guidelines is 80%.</p>	<p>Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q2601, v1.0 Trainer" with the scoring of a minimum of 80%.</p>

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate in relevant field(music)	Dance	4	Relevant experience in dance required	1	-	-
OR						
Masters in relevant field(Dance)	Dance	3	Relevant experience in dance required	1	-	-

Assessor Certification	
Domain Certification	Platform Certification
<p>Certified for Job Role: "Dance Teacher" mapped to QP: "MES/Q1505", version 1.0. Minimum accepted score as per SSC guidelines is 80%.</p>	<p>Recommended that the Assessor is certified for the Job Role: "Assessor", mapped to the Qualification Pack: "MEP/Q2701, v1.0 Assessor" with the scoring of a minimum 80%.</p>

Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the learner on the required competencies of the program.

Assessment system Overview:-

Assessment will be carried out by MESC affiliated assessment partners. Based on the results of assessment, MESC certifies the learners. Candidates have to pass online theoretical assessment which is approved by MESC. The assessment will have both theory and practical components in 30:70 ratio. While theory assessment is summative and an online written exam; practical will involve demonstrations of applications and presentations of procedures and other components. Practical assessment will also be summative in nature.

Testing Environment:-

Training partner has to share the batch start date and end date, number of trainees and the job role. Assessment is fixed for a day after the end date of training. It could be next day or later. Assessment will be conducted at the training venue. Question bank of theory and practical will be prepared by assessment agency and approved by MESC. From this set of questions, assessment agency will prepare the question paper. Theory testing will include multiple choice questions, pictorial question, etc. which will test the trainee on theoretical knowledge of the subject. The theory and practical assessments will be carried out on same day. If there are candidates in large number, more assessors and venue will be organized on same day of the assessment.

Assessment			
Assessment Type	Formative or Summative	Strategies	Examples
Theory	Summative	Written Examination	Knowledge of facts related to the job role and functions. Understanding of principles and concepts related to the job role and functions
Practical	Summative	Structured tasks	Presentation
Viva	Summative	Questioning and Probing	Mock interview on topics

Assessment Quality Assurance framework

Only certified assessor can be assigned for conducting assessment. Provision of 100% video recording with clear audio to be maintained and the same is to be submitted to MESC. The training partner will intimate the time of arrival of the assessor and time of leaving the venue.

Methods of Validation:-

Unless the trainee is registered, the person cannot undergo assessment. To further ensure that the person registered is the person appearing for assessment, id verification will be carried out. Aadhar card number is required of registering the candidate for training. This will form the basis of further verification during the assessment. Assessor conducts the assessment in accordance with the assessment guidelines and question bank as per the job role. The assessor carries tablet with the loaded questions. This tablet is geotagged and so it is monitored to check their arrival and completion of assessment. Video of the practical session is prepared and submitted to MESC. Random spot checks/audit is conducted by MESC assigned persons to check the quality of assessment. Assessment agency will be responsible to put details in SIP. MESC will also validate the data and result received from the assessment agency.

Method of assessment documentation and access

The assessment agency will upload the result of assessment in the portal. The data will not be accessible for change by the assessment agency after the upload. The assessment data will be validated by MESC assessment team. After upload, only MESC can access this data. MESC approves the results within a week and uploads it.