YOUNG PEOPLE’S DANCE:
A TEN YEAR VISION

2010 – 2020 FOR THE DEVELOPMENT OF DANCE FOR CHILDREN AND YOUNG PEOPLE IN ENGLAND
The Ten Year Vision shows where children and young people’s dance is now and where we want it to be by 2020. It has been produced by different sectors coming together from dance, education, physical education and school sport to realise the full potential of dance to develop young peoples’ well-being and life opportunities.

EVERYBODY CAN DANCE BUT NOT EVERYONE GETS THE CHANCE
“I want dance to be known for what it does – it brings together the whole body with the mind and personality to express ideas & increase fitness. It is musical, physical, diverse, social and competitive... it does everything!”

Chris, 19, National Young Dance Ambassador

Dance represents great value: unique among all other school activities, it contributes to both the art / culture and physical activity offers.

No matter how the economic climate may change, investing in dance for our young people remains vital because it plays an essential role in the making of our future citizens, workforce, entrepreneurs and artists.

Dance Inspires, Challenges And Excites
DANCE IN 2010

Young people’s appetite for dance is keener than ever and continues to grow. Wherever young people look and listen, dance is there – it’s an essential part of their culture.

From ballet to bhangra, tap to tango, salsa to street, dance in the UK is astonishingly diverse and phenomenally popular. Almost everybody can find a genre that prompts them to have a go.

Dance breaks down social and cultural barriers and improves communications between individuals and groups. It is an effective medium to promote community cohesion, expressing people’s common purpose through dancing and performance.

“Dance is built into the very fabric of the school and helps to drive up our examination results and value added scores, particularly among students with low self-esteem. Dance has a huge impact on students’ sense of connectivity to the school and their general fitness, as well as enhancing learning in other curriculum areas as a result of marked improvements in powers of concentration and overall confidence.”

Mr Elliott Furneaux, Headteacher
Heathfield Community School, Taunton, Somerset

“Dance is important to me because it brings people together to spark ideas that are difficult to touch on.”

Felicity, 17, Somerset

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So why do we need a Ten Year Vision?

This country has already achieved a great deal in offering dance to some children and young people – in fact we’re among the world leaders.

The development of dance in schools, through the curriculum and examinations, as well as the range of dance opportunities offered in the youth and community dance sectors are an inspiration to many other countries.

Although we can boast pockets of excellent practice, in many parts of the country access to dance is uneven. Young people’s demand for dance teaching and activities is not being met in schools and communities.

The first investment to address this was for Youth Dance England to deliver a National Brief to develop young people’s dance. This has had a major impact by improving the coordination beyond school between different parts of the dance sector and partners in arts, health, physical education, sport, and youth services.

What we now need is a clear approach to the future of dance: a Ten Year Vision to build a coherent country-wide offer.

We Still Have A Long Way To Go

“I was very lucky in attending a school that taught dance. If I had gone to another school I would not have had the chance.”

David, 15, Hampshire
Our School Dance Coordinator has made a tremendous impact in such a short period of time - all schools need to have access to the dance sector.

Lisa Lott, Host of South Gloucestershire SDC

A number of key organisations are working in partnership to ensure that this Vision for dance will be realised by 2020. Each of the organisations brings expertise, programmes and networks that can increase children and young people's access to dance. Our Vision will form the basis of a five-year strategy to be produced by these key organisations and the wider dance sector.

The collaborating organisations include:

• Youth Dance England (YDE) and National Network: YDE is the national organisation that champions dance for children and young people in and beyond school. It has created a network in each of the nine regions with sub-regional hubs to support local delivery.

• Association for Physical Education (afPE): is the UK representative organisation for people and agencies delivering, or supporting the delivery of, physical education in schools and in the wider community.

• National Dance Teachers Association (NDTA): is the leading subject association for dance in schools. It is a membership organisation, led by teachers for teachers, who work to ensure that all young people in the UK have access to dance in schools.

• Specialist Schools & Academies Trust: is an independent, membership organisation dedicated to raising levels of achievement in secondary education.

• Youth Sport Trust: is a charity which works with a variety of school networks to build a brighter future through PE & sport.

In addition: many dance organisations and individuals were consulted, including a large number of young people through regional forums and national consultations whose views and opinions have formed the bedrock of the Vision.
What Will it Do?

“We need to create an unbroken thread of experience which links first steps to a professional career.”

Kenneth Tharp, Chief Executive, The Place, London

“Cornwall Youth Dance Company (CYDC) inspired and encouraged me to go into full time vocational dance training. When I finish my degree, I want to give back to people what CYDC gave me.”

James, 20, dance student

The Vision aims to provide a cohesive dance offer for all children and young people up to 19 years (24 years for disabled young people) across England. It will include schools (including alternative educational establishments such as short-stay schools, young offender institutions and hospital schools) as well as arts, dance, sports and youth organisations.

We want to create a rich dance experience that allows young people to not only participate in a range of dance genres, but also to give them the experience of dancing, creating dance, performing, viewing and taking on leadership roles.

The key objective is to provide a seamless dance experience that takes an individual from first steps in dance, deepening engagement through participating in dance in and beyond schools, to progression onto training for a dance career.

The lasting legacy will be for young people to become life-long dance enthusiasts and participants - and for a few, our dancers, choreographers and teachers of the future.

To achieve this, the Vision will bring together schools, community, dance organisations and professional dance artists to support young people’s dance to provide a cohesive experience.
WHERE IS DANCE CURRENTLY OFFERED?

Some - but by no means all - young people can experience dance in the following settings:

In School and Colleges
- As part of the curriculum in primary and secondary schools
- As an examination subject at GCSE, A/S and A2, BTEC and Diplomas
- As part of extended school activities such as clubs, groups and performance companies
- Dance companies and artists delivering performances, residencies and workshops to enrich and extend the curriculum

Beyond School
- Classes, workshops, residencies, projects, performance groups offered by dance and arts organisations
- Activities offered through youth clubs, community projects
- Activities offered through health service providers and General Practitioner (GP) referrals
- Centres for Advanced Training (part-time non-residential training) and residential vocational dance schools (funded by the DfE’s Music and Dance Scheme)
- Classes offered by the private dance sector in various genres with the opportunity to take graded examinations, participate in performances and competitions
- Activities offered through sport centres, community centres

“Dance needs to take place in spaces that not only meet health and safety standards, but actually inspire young people in their artistic and physical explorations.”

Professor Anthony Bowne, Principle, Trinity Laban Conservatoire of Music and Dance
This Is The Current Situation

In school

Dance is included as a compulsory activity within the primary school PE curriculum and an optional activity within the secondary school PE curriculum. The position of dance at both primary and secondary level throughout the country differs from school to school.

The time available for dance, the content of the dance curriculum, and the specialist skills and knowledge of the teacher varies considerably between schools and Local Authorities.

There are many examples of established dance departments and specialist dance teachers that show the potential of what can be achieved and provide their pupils with a high quality dance experience.

However, in the majority of schools it is taught by non-specialist teachers at different levels and intensity. For example, in secondary schools it is mainly taught by PE teachers who have varying experience and confidence in teaching dance. In response to the popularity of dance, schools introduce it to their pupils but many do not have the resources to deliver a consistent and progressive offer.

Beyond School

There is an array of different providers of dance beyond school. Some publicly subsidised dance agencies, sport and youth centres and also dance schools and organisations run on a commercial basis. They provide opportunities for increasing the amount of dance that young people can participate in, extending the range of dance they can do and also helping them to progress in dance. It is difficult for many young people, their parents / guardians and teachers to know how to navigate their way through these opportunities and find out what might suit them and how they can get involved. There is also a cost barrier for some young people and their families as many of these opportunities need to be paid for.

In many areas of the country young people experience difficulties in finding opportunities to sustain their dance participation into adulthood: where dance provision exists it is mainly focussed on young people, rather than adults. There is a need for more dance activity for young people of 19 years and older, to help them remain involved in dance.

Young people mainly attend dance performances in groups organised by their schools, youth dance groups or private dance schools and sometimes with their families. They are therefore highly dependent on informed adults who are in a position to help them take advantage of these opportunities.
We've Done A Lot In A Short Time

In spite of being second only to football as the most popular physical activity of the nation's youth, dance attracts startlingly low levels of funding. In response to under-investment in young people's dance, the Tony Hall Review was commissioned by Government. The recommendations arising from the Review led to the production of a National Brief to develop young people's dance with an accompanying investment of £5.5 million, over three years (2008-2011), for YDE to implement with a range of key organisations and a national network of partner dance organisations, local authorities and schools.

The impact of the £5.5m investment is:

• More dance activity created at county / unitary / borough (for London) levels across the country through establishing cross-sector working - bringing together for the first time arts / dance / education / health / sport sectors to increase the number of courses, performances, events and youth forums.

• A unique national model for local delivery created: building the capacity of existing dance / arts organisations and schools to reach out to develop dance for young people in and beyond schools that is economical and provides strong links with the professional dance sector.

• Models tested for providing access to specialist dance teaching for schools using low levels of investment. One full-time School Dance Coordinator for between 12 - 15 secondary schools, providing schools and LAs with a model for addressing longstanding issues of supporting non-specialists to teach dance.

• Improved dance provision in and beyond schools by creating and implementing a national performance framework – U Dance (designed with NDTA, SSAT, YDE and YST) - to increase the number of dance performances that encourage cross fertilisation of practice in order to raise standards and profile.

• Professional dance companies and artists showing increased interest in working with young people's dance e.g. Ballet Boyz including young people from youth dance groups in their touring productions, Wayne McGregor (Youth Dance Champion), Arlene Phillips (YDE's Patron), and Royal Opera House ballet artists mentor and support young people engaged in YDE Young Creatives project.

• Specialist information provided for organisations and individuals: giving advice, contacts and specialist know-how for delivering dance projects for and with young people.

• More progression routes provided for gifted and talented young people to develop their skills to take the first steps towards a career in dance and the creative industries (for instance YDE Stride! – for young leaders, YDE Young Creatives – for young choreographers, and National Young Dance Ambassadors and regional youth dance forums for those who want to champion dance for all young people.)

The per capita spend on dance through the £5.5m investment is 58 p (19p per year 2008-2011). To put this in perspective: £38 was spent on music and £79 on School Sport in the same period.
I do dance every week, in lesson time, with my teacher who is really good at dancing and knows what dance stuff is happening locally. I start some days with a breakfast dance club – that’s a real wake up! I’m going to join a performing group that I can get to on my own. I’ll be doing performances about three times a year. I want to let my mate Frank see the dances that I do over the web – I met him at the South West dance festival.

I can take a dance qualification at school in a couple of years and I’m getting some advice from school about whether I should be thinking of a performance career or perhaps going into Dance Production (or I may just stick to my other interest - engineering)! My mum said I could ask my teacher if I can do a few try-out sessions that the Centre for Advanced Training are running at school next week, to see if I want to do serious dance training.

I’ve just found out about a new style of Rocklin’ and looked it up on the online directory - it listed a class in the next town. I’ll have to ask my mum if she can take me on the way to her Tango class - if not, I could always pay online to get a demo of the class. Maybe I could share this with Frank... not sure he knows about this kind of Rocklin’.

Company Zee came to our school last year and did a great session showing us stuff that was really different... it gave me some great ideas for the school dance show. I’m going to see Company Zee next week, they’re performing a show I’ve not seen, but the sampler download looks great. I want to get a few friends to go with me. We can save money on the fare - and on music downloads that go with the show - by using our Go C It cards.

Some elements of this story may be familiar to a few young people in 2010, but for the majority most of these experiences are unknown. The aim is to make this a recognisable scenario for all children and young people by 2020.

WHERE DO WE WANT TO BE IN 10 YEARS TIME?
Youth Dance England has made enormous strides in a short period of time to make a real difference to the opportunities children and young people have to dance in and beyond schools. There is much more work to be done but they have made an excellent start in realising the ambitions of the review into dance education and youth dance.

Tony Hall, Chief Executive, Royal Opera House. 2010.

To make this scenario real for all young people by 2020, we need to address the following issues:

- Restricted access to dance in and beyond schools: all young people must have access to dance programmes so they can progress their interest to whatever level they wish and are able. In particular, boys should have equal access to dance in school and be encouraged to take part in dance beyond school. The cultural diversity of practice and practitioners needs to increase.
- Focusing on the least engaged: making sure that those young people who face the most barriers to participation are reached.
- Lack of dance spaces: young people need to dance in spaces that meet health and safety requirements and inspire artistic and physical exploration.
- Strengthening the national young people’s dance network: to provide a cohesive, well connected and quality assured dance offer for all children and young people in England.
- Workforce development: the number of skilled teachers, practitioners and artists working in and beyond schools needs to be increased and reflect the gender balance and cultural diversity within the population.

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Tony Hall, Chief Executive, Royal Opera House. 2010.
These Are The Goals

There will be excellent dance provision in and beyond schools that enables all children and young people living in England regardless of their background to:

• Be taught and led by a confident, skilled dance workforce in and outside school that reflects the diversity of the UK population and is able to work in a range of settings, including engaging the disengaged
• Access high quality dance throughout their school career and have the opportunity to take examinations in dance
• Take part in dance activity at different levels and in various genres in their communities, on a regular basis and near where they live
• Develop their cultural, artistic, aesthetic and critical skills and sensibilities to create, perform and appreciate dance

• Access intensive training for those young people with exceptional talent
• Dance in spaces that meet health and safety requirements and are conducive to artistic and physical development
• Be a member of a young dancers forum, to shape the dance provision in their schools and communities and actively advocate its benefits to other young people and wider society
• Become discerning viewers of dance through attending regular performances and developing their critical faculties
• Obtain good career advice on progression routes that will help them take the necessary steps to become a dance professional
• Have access in their community to a range of dance activity when they leave school.

This will provide a strong element to the developing cultural education offer, making a popular and relatively under-resourced area of young people’s artistic and physical activity more widely available.

“I totally believe in the transformational power of dance, but only in the hands of a good teacher/practitioner. It is not enough to put students in a room with a dance teacher and assume the magic will begin!”

Jackie Mortimer, Head of Dance, Brockhill School, Kent
1. Workforce Development

Careers Advice
Careers resources produced for schools, out-of-school groups, local authorities, careers services etc. with information available on the breadth of dance careers and progression routes.

Pre-Vocational Training
Centres for Advanced Training (CATs) to increase outreach and number of satellite centres to broaden recruitment, extend dance genres offered and embed programmes within young people’s dance networks.

Further and Higher Education Institutions (HEIs)
Dance organisations and HEIs work together to prepare students for a range of careers in dance, and in particular, working with young people.

Teacher Training and Continuing Professional Development (CPD)
In school:
Widen access (numbers, gender and ethnicity) to Initial Teacher Training, through increasing number of PGCE dance places and allocating funding to schools for Graduate Training Placements in dance.

Masters courses for teachers to offer dance modules, giving them access to accredited dance CPD.

Centralised listings for dance CPD offered by organisations and agencies to be made available online.

Beyond school:
Increase the number of dance practitioners who have a recognised qualification for teaching children and young people.

A register of qualified dance artists, practitioners and teachers working with young people made available online to the public and employers.

Regional hubs established, bringing together dance organisations with HEIs to offer comprehensive training programmes for a diverse workforce.

1. Workforce Development
2. Entitlement to Dance in and beyond School
3. Focus on the Least Engaged
4. Improve Spaces for Dance
5. Strengthen Networks and Partnerships

This Is How We Will Do It
This Is How We Will Do It

Dance has evolved from being a personal joy in my life to being the vehicle to take me to see the world, meet people, and discover myself.

Taha, 17, National Young Dance Ambassador

Advocate and work with Government to ensure that dance is fully recognised as a valued part of the curriculum contributing to both the arts, cultural and physical education of all children and young people in schools.

Comprehensive information, advocacy and support materials made available to school leaders, governors, parents and local authorities, promoting what constitutes a good dance offer in and beyond schools, including models for establishing dance programmes in different settings.

Online support made available for queries on dance from young people, school leaders, teachers, practitioners and parents / guardians.

Use of communication technology for networking, training, creating and sharing dance to be promoted to schools and local organisers.

Dance companies to be linked through the young people’s dance network to ensure more schools and out-of-school dance groups can attend performances and participate in projects.

3. Focus on the Least Engaged

Dance practitioners and organisations supported to secure contracts with local authorities, health providers and other bodies to deliver dance programmes for young people at risk of being excluded.

Funding and resources targeted into areas of social deprivation, creation of dance programmes to stimulate and sustain local participation.

Building the evidence base that demonstrates the benefits of dance on young people’s educational attainment, health, well-being and general welfare.

4. Improve Spaces for Dance

Make available to schools, arts and community / youth centres information that details what is required for different types of dance spaces.

5. Strengthen Networks and Partnerships

Young people’s dance networks to be extended across the country to support local delivery of dance programmes, in and beyond schools.

Young people’s dance forums increased to improve communication between young people and young people’s dance networks to shape delivery. Young people’s dance networks to be connected to complementary arts, health and school sport networks, to support a broad arts, cultural and physical activity offer for all young people.

“Dance has evolved from being a personal joy in my life to being the vehicle to take me to see the world, meet people, and discover myself.”

Taha, 17, National Young Dance Ambassador
So That’s What’s Good About Dance

Do you want every young person to have access to consistent and comprehensive high quality dance experiences in schools and in the localities where they live?

Youth Dance England is to take the lead on producing a strategy to deliver this Vision in consultation with all the organisations involved.

What Can You Do To Help Us Realise This Vision?

Help Us Achieve Our Goal:

Pledge your support for the future of dance by joining our Ten Year Vision for Children and Young People’s Dance 2010-2020 Facebook page. Have your say, receive regular updates on the developments of the Ten Year Vision and come along to exclusive events to network and share ideas.

Facebook address: www.facebook.com/tenyearvision

To access much more information and data, visit us on: www.yde.org.uk
91% of schools provide dance in the curriculum
86% of schools offer Dance Clubs / Out of Hours activity
62% of schools provide opportunities to present performances
39% of schools offer opportunities to see dance performances
25% of dance spaces in schools are rated as poor
77.3% of A Level dance students achieved A*-C Grade in 2009

48% of schools only offer dance to girls
17:1 Female to Male students studied GCSE and A Level Dance in 2008/2009
1:3 Male to Female young dancers took part in the U.Dance England performance
10% of teachers teaching dance in school have a degree in dance and qualified teacher status
60% of teachers teaching dance in schools are Physical Education generalists
88% of teachers of dance in schools are female
97% of teachers of dance in school are of a white cultural background

40 sub-regional hubs have been created and work across 33 London Boroughs has been delivered by nine Youth Dance Strategy Managers
8 School Dance Coordinators work with 102 schools
Investment in regional youth dance development in 2009/10 levered £1.20 for every £1 invested
8% of schools in England took part in U.Dance (2008-2010)
87,840 young people have taken part in U.Dance (2008-10)

*Source Youth Sport Trust Audit of Dance in English Schools (March 2008)
**Source YDE School Dance Coordinators Audit 2009
***Source AQA
**** Source Youth Dance England monitoring (June 2010)
Ten Year Vision

Organisations & Individuals Consulted:

Programme Board members:
- Arts Council England
- Association of Physical Education
- National Dance Teachers Association
- Ofsted, Qualifications and Curriculum Development Authority
- Specialist Schools and Academies Trust
- Youth Dance England
- Youth Sport Trust
- West’s Matters and Chris Thomson

Sujata Banerjee

Candoco

Council for Dance Education and Training

Dance Educators Group:
- leading dance company education departments
- Dance Consortium and Dance Touring Partnership:
- leading dance programmers and venue managers

Dance United

Department for Education’s Music and Dance Scheme Expert Panel

Foundation for Community Dance

Independent artists:
- consultation led by Wayne McGregor (Youth Dance Champion)

Maggie Dance

National Youth Dance Network:
- Dance City, Newcastle
- The Lowry, Salford
- Yorkshire Dance, Leeds
- Dance 4, Nottingham
- Dance Exchange, Birmingham
- The Junction, Cambridge
- Sadler’s Wells Theatre, London
- Hampshire Dance, Eastleigh
- Dance South West, Bournemouth

School Dance Coordinator Network:
- Blackburn with Darwen
- Worcestershire Arts Service
- Brockhill Performing Arts College, Kent
- Gloucestershire Dance
- Cotter High School Arts College
- Leyshorne School Sports Partnership
- Durham County Council and Nottingham City Council

National Young Dance Ambassadors

Positive Futures

YW Youth Dance Forum

Young people attending regional and national YDE programmes

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