





EMPOWERING PEOPLE WITH  
LEARNING DISABILITIES

# Magpie Dance Quality Framework

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## What we do

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Magpie Dance provides high quality contemporary dance experiences, supporting people with learning disabilities to develop dance skills, build their artistic voice and meaningfully engage in mainstream public, arts and professional communities through a lifelong engagement with dance.

## How we do it – People, Access, Challenge, Excellence (PACE)

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We strive for a world where a learning disability is no barrier to personal and artistic success in dance. Our mission is to enable people with learning disabilities to reach their full personal, social and artistic potential through dance. To achieve this, our values focus on **People** first, **Accessibility** and participation, **Challenging** perceptions and achieving artistic and professional **Excellence**.

This framework aims to reflect and create good practice in service provision for participants with learning disabilities. Importantly, it informs the work we do, defining what we mean by excellence in inclusive dance practice and articulating progression routes and anticipated outcomes.



## Section 1 - Our Inclusive Practice

This section sets out our ethos and the environments we work within to ensure our dance sessions are delivered to the highest of standards.

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### 1a. Participant Centred Sessions

#### Session Input

- S1** | Activities are engaging and inspiring and enable participants to achieve their full potential
- S2** | The dance learning and participation process is communicated clearly to participants and adapted to individual needs
- S3** | Sessions are delivered as collective learning and co-creation experiences. Participants are supported and support each other to develop and excel
- S4** | The session is delivered through clear verbal and nonverbal communication. The participants' views and their input are integral to the session
- S5** | Participants are supported to progress their dance, leadership, communication and social skills
- S6** | Participants are supported to broaden their dance and technical vocabulary in order to strengthen their expression
- S7** | Most sessions are accompanied by live music from professional musicians who work responsively to participants' ideas

## 1a. Participant Centred Sessions

	Participant Experience	Session Input
<b>P1</b>	The participant experiences dance within the wider context of their life. The participant's artistic identity and ambitions are recognised and encouraged	S1
<b>P2</b>	The participant experiences inclusive and equal engagement regardless of their ability	S2
<b>P3</b>	The participant's personal progress is the measure of individual achievement and excellence	S3
<b>P4</b>	The participant's needs and any additional pastoral or other support needs are identified and managed by the lead facilitator	S1 S2 S3 S4
<b>P5</b>	The participant's wider skills development are nurtured by the facilitator	S5
<b>P6</b>	The participant is supported to engage with live music when it is accompanying the session	S5 S6 S7

## 1b. Inclusive and Accessible Environments

### Environment

### Input

**E1**

Sessions are delivered within appropriate ratios (see individual sessions below) and include a lead facilitator, assistant facilitator and may also include volunteers, trainees, peer mentors, ambassadors, carers and support workers and a musician.

The lead and assistant facilitators have appropriate dance qualifications or experience and inclusive practice competence. Facilitators are both able teachers and inspirational role models. Facilitators, musicians and volunteers are appropriately insured and have enhanced DBS checks in place. They are all trained in the Magpie Dance methodology. Magpie Ambassadors have completed the Peer Mentor programme.

**E2**

We ensure the physical space is safe, accessible and comfortable for engaging and stimulating dance sessions with appropriate and sufficient materials and equipment available to make it comfortable and appropriate for participants' needs.

Sessions are designed and delivered to meet the participants' needs and individual progression taking into account individual participant responses and contributions to the session.

**E3**

The duration of each session and depth of engagement are appropriate to achieve the intended outcomes.

The lead facilitator reflects on their practice and routinely takes time after the session for self-evaluation.

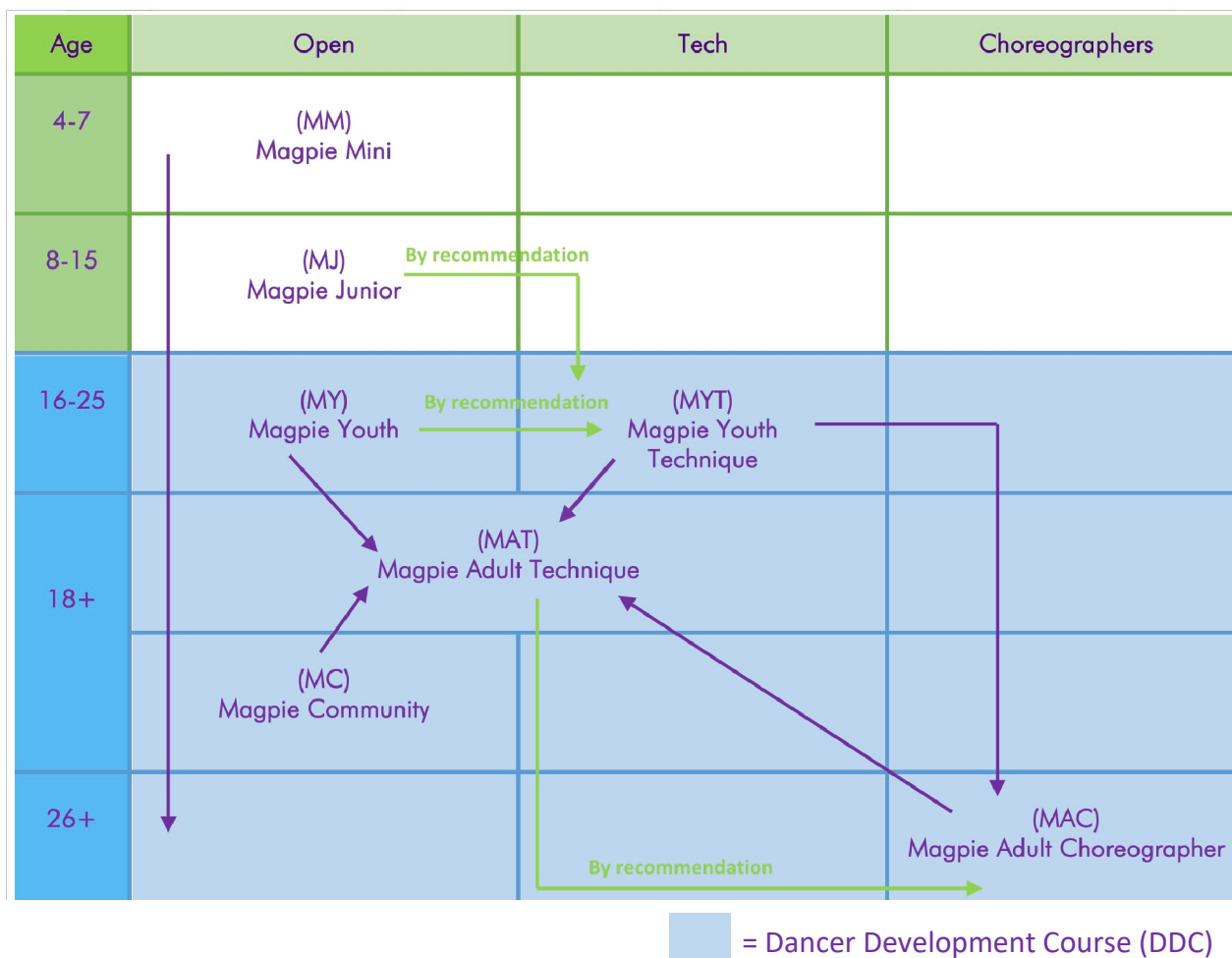
Session activities are monitored in accordance with Magpie Dance's participant outcome and participant input scaling at end of term.

## Section 2 – Progression Routes

This section sets out the contents of our dance sessions, how we deliver them, the anticipated outcomes and how we monitor individual progress.

### 2a. Dance Programmes

The flowchart below provides an illustration of the Magpie Dance progression routes. Maximum capacity for each session is 12 to 30 dependant on age and need.



## 2a. Dance Programmes

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### **MM - Magpie Minis (age 3 - 7)**

MM sessions are for children with learning disabilities and their parent / carer. These sessions engage young participants in active learning to develop and achieve measurable life skills through dance.

### **MJ - Magpie Juniors (age 8-15)**

MJ sessions are for children with learning disabilities. These sessions engage young participants in active learning to develop and achieve measurable life skills through dance.

### **MY - Magpie Youth (age 16-25)**

MY sessions are for young people with learning disabilities. These sessions engage participants in active learning to develop and achieve measurable life skills through dance.

### **MYT - Magpie Youth Technique (age 16-25)**

MYT sessions are for children and young people with learning disabilities who have shown an aptitude and commitment to dance. These sessions engage participants in high quality, inclusive contemporary dance technique involving active learning to develop and achieve measurable dance and life skills, creative and professional progression in dance.

### **MC - Magpie Adult Community (age 18+)**

MC sessions are for adults with learning disabilities offering regular and accessible dance classes enabling participants and their support workers to engage in active learning of measurable life skills through dance.

## 2a. Dance Programmes

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### **MAT - Magpie Adult Technique (age 18+)**

MAT sessions are for adults, with and without learning disabilities, who wish to commit to exploring dance further by learning specific dance styles and techniques. Disciplines include ballet, contemporary and body conditioning. These sessions engage participants in high quality, inclusive dance style techniques involving active learning to develop and achieve measurable dance and life skills, creative and professional progression in dance.

### **MAC - Magpie Adult Choreographers (age 26+)**

MAC sessions are for adults with learning disabilities who have shown an aptitude and commitment to dance. These sessions focus on performance and engage participants in peer-to-peer learning and choreographic techniques which involve active learning to develop and achieve measurable dance and life skills, creative and professional progression in dance.

### **DDC – Dancer Development Course (age 18+)**

This programme is for dancers who attend either Magpie Youth Technique or Magpie Adult Choreographers and wish to engage in more intensive dance training. The course provides access to up to 14 hours of weekly dance tuition as well as opportunities to perform, choreograph and attend enrichment experiences. Students learn skills in research, dance analysis and production design and further their knowledge and understanding of the dance world. Examples of enrichment experiences include theatre trips to watch professional dancers in class and rehearsals (through our partnership with the Royal Opera House).

## 2b. Participant Outcomes

Participant Outcome (PO)	Participant Input (PI)	Magpie Dance Sessions	Evaluation Method
<b>PO1</b> - Increased coordination, technical and creative skills	<p><b>PI 1</b> - Participant develops new and lifelong creative skills at their own pace</p> <p><b>PI 2</b> - Participant actively learns and develops contemporary dance technique</p>	<p><b>MM, MAC, MC, MHO, MJ, MY, MYT</b></p> <p><b>MAT, MAC, MYT</b></p>	<ul style="list-style-type: none"> <li>Individual progress score (termly)</li> <li>Case study (one participant/termly)</li> <li>Participant feedback (termly)</li> <li>Family/carer (annual)</li> </ul>
<b>PO2</b> - Improved communication, collaboration and cooperation skills	<p><b>PI 3</b> - Participant contributes and shares ideas with their peers</p> <p><b>PI 4</b> - Participant responds to live music / interacts with the musician accompanying the session</p> <p><b>PI 5</b> - Participant instructs the musician accompanying the session</p> <p><b>PI 6</b> - Participant has the opportunity to work with a variety of partners on joint projects including other artists, organisations and industry professionals (musician, visiting artist, choreographer, etc)</p>	<p><b>MM, MAC, MC, MHO, MJ, MY, MYT</b></p> <p><b>MM, MAT, MAC, MC, MHO, MJ, MY, MYT</b></p> <p><b>MAC</b></p> <p><b>MAT, MAC, MYT, MY</b></p>	<ul style="list-style-type: none"> <li>Individual progress score (termly)</li> <li>Case study (one participant/termly)</li> <li>Participant feedback (termly)</li> <li>Family/carer (annual)</li> </ul>



## 2b. Participant Outcomes

Participant Outcome (PO)	Participant Input (PI)	Magpie Dance Sessions	Evaluation Method
<b>PO3</b> - Improved physical health and mental wellbeing	<p><b>PI 7</b> - Participant maintains physical movement in a safe and appropriate way throughout the session</p> <p><b>PI 8</b> - Participant learns and practices movement techniques that improve flexibility and overall fitness</p> <p><b>PI 9</b> - Participant uses various props and equipment to stimulate movement</p>	<p><b>MM, MAT, MAC, MC, MHO, MJ, MY, MYT</b></p> <p><b>MM, MAT, MAC, MC, MHO, MJ, MY, MYT</b></p> <p><b>MM, MHO</b></p>	<ul style="list-style-type: none"> <li>Individual progress score (termly)</li> <li>Case study (one participant/termly)</li> <li>Participant feedback (termly)</li> <li>Family/carer (annual)</li> </ul>
<b>PO4</b> - Increased confidence and self esteem	<p><b>PI 10</b> - Participant has the opportunity to lead part of the session</p> <p><b>PI 11</b> 1BSUJDJQB0UUBLFT QBSUJOFWBMVB0UPO</p> <p><b>PI 12</b> 1BSUJDJQB0U FWBMVB0UFT DSFB0UJWF QSPKF0UT BTBXIPMF</p> <p><b>PI 13</b> - Participant has opportunity to perform to varied audiences in varied venues</p>	<p><b>MM, MC, MHO, MJ, MY, MAC</b></p> <p><b>MM, MC, MHO, MJ, MY</b></p> <p><b>MAT, MAC, MYT</b></p> <p><b>MM, MAT, MAC, MC, MJ, MY, MYT</b></p>	<ul style="list-style-type: none"> <li>Individual progress score (termly)</li> <li>Case study (one participant/termly)</li> <li>Participant feedback (termly)</li> <li>Family/carer (annual)</li> </ul>



## 2b. Participant Outcomes

Participant Outcome (PO)	Participant Input (PI)	Magpie Dance Sessions	Evaluation Method
<b>PO5</b> - Improved social interactions with peers and reduced social isolation	<p><b>PI 14</b> - Participant engages in positive interactions with other participants and Magpie Dance staff</p> <p><b>PI 15</b> - Participant develops trust and friendships through supportive, safe and regular contact with peers</p> <p><b>PI 16</b> - Participant engages with non-disabled dancers in an open and integrated session</p>	<p><b>MM, MAT, MAC, MC, MHO, MJ, MY, MYT</b></p> <p><b>MM, MAT, MAC, MC, MJ, MY, MYT</b></p> <p><b>MAT</b></p>	<ul style="list-style-type: none"> <li>Individual progress score (termly)</li> <li>Case study (one participant/termly)</li> <li>Participant feedback (termly)</li> <li>Family/carer (annual)</li> </ul>
<b>PO6</b> - Increased leadership skills including Improved technical and creative skills as choreographers	<p><b>PI 17</b> - Participant creates and leads a technical exercise for the group (peer to peer learning)</p> <p><b>PI 18</b> - Participant choreographs and rehearses a new group dance piece and performs it to an invited audience</p>	<p><b>MAC</b></p> <p><b>MM, MAT, MAC, MJ, MY, MYT</b></p>	<ul style="list-style-type: none"> <li>Individual progress score (termly)</li> <li>Case study (one participant/termly)</li> <li>Participant feedback (termly)</li> <li>Family/carer (annual)</li> </ul>

## 2b. Participant Outcomes

Participant Outcome (PO)	Participant Input (PI)	Magpie Dance Sessions	Evaluation Method
<b>PO7</b> – Increased knowledge of dance (e.g., history, styles, choreographers, etc.)	<b>PI19</b> - Participant explores new ways of creating and sharing dance experiences	<b>MM, MJ, MY, MC, MAC, MYT, MAT, DDC</b>	<ul style="list-style-type: none"> <li>• Individual progress score (termly)</li> <li>• Case study (one participant / termly)</li> <li>• Participant feedback (termly)</li> <li>• Family / carer (annual)</li> </ul>
<b>PO8</b> – Increased knowledge of technology; willingness to adapt learning methods	<b>PI20</b> – Participant engages in online/digital dance sessions using video conferencing platform	<b>MM, MJ, MY, MC, MAC, MYT, MAT, DDC</b>	<ul style="list-style-type: none"> <li>• Individual progress score (termly)</li> <li>• Case study (one participant / termly)</li> <li>• Participant feedback (termly)</li> <li>• Family / carer (annual)</li> </ul>

## 2c. Participant Monitoring

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Monitoring of each participant is undertaken by our facilitators at the end of each term. This monitoring is done through capturing quantitative and qualitative information against two performance measures:

**1. Participant Outcome** - This measures each participant's individual progress and personal achievement against the six Magpie Dance participant outcomes. Outcomes are scaled from a minimum of 0 and a maximum of 6.

### PO Scaling

0

Participant shows no improvement, they have neither improved nor regressed. No change in the PO observed on any week.

1

Participant is consistent in maintaining a good personal level of attainment each week.

2

Participant shows slight improvement. Improvement in PO observed some weeks.

3

Participant shows good improvement. Improvement in PO observed most weeks.

4

Participant shows significant improvement. Improvement in PO observed every week.

5

Participant shows exceptional improvement. A high standard of Improvement in PO observed every week.

## 2c. Participant Monitoring

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**2. Participant Input -** This measures the participant's attainment of a specific session input expected to have been achieved during the term.

### PI Scaling

**0**

Not attained

**1**

Partially Attained

**2**

Fully Attained

**3**

Not applicable or not covered in the term

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