



Higher National Unit specification

General information

Unit title: Dance: Classical Ballet Techniques 1

Unit code: H4RE 34

Superclass: LB

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Unit purpose

This Unit is designed to develop skills and techniques in classical ballet, along with an understanding of the dance form and its terminology, to an intermediate level.

Possible progression opportunities on successful completion of this Unit may include the *Dance: Classical Ballet Techniques 2* Unit and other further courses of study which lead to recognised achievement at a high level of dance performance.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Demonstrate technical ability and control.
- 2 Apply knowledge of classical ballet vocabulary.
- 3 Demonstrate an understanding of musicality in classical ballet.
- 4 Apply and demonstrate technical and performance skills in a choreographed dance.

Credit points and level

2 Higher National Unit credits at SCQF level 7: (16 SCQF credit points at SCQF level 7)

Higher National Unit specification: General information (cont)

Unit title: Dance: Classical Ballet Techniques 1

Recommended entry to the Unit

Whilst access to this Unit is at the discretion of the centre, it is recommended that learners have previous experience of ballet techniques. Other appropriate qualifications or experience may include:

- ◆ D72P 12 *Dance: Classical* (Higher)
- ◆ D72P 13 *Dance: Classical* (Advanced Higher)
- ◆ A ballet qualification awarded by an examining board.
- ◆ Classes at a private dance school or at another teaching institution.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

Unit title: Dance: Classical Ballet Techniques 1

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Demonstrate technical ability and control.

Knowledge and/or Skills

- ◆ Placement and control
- ◆ Strength and stamina
- ◆ Co-ordination
- ◆ Line
- ◆ Concentration and focus
- ◆ Spatial awareness

Outcome 2

Apply knowledge of classical ballet vocabulary.

Knowledge and/or Skills

- ◆ Classical ballet terminology and vocabulary
- ◆ Response to instruction

Outcome 3

Demonstrate an understanding of musicality in classical ballet.

Knowledge and/or Skills

- ◆ Rhythmical and dynamic awareness
- ◆ Musical interpretation

Higher National Unit specification: Statement of standards (cont)

Unit title: Dance: Classical Ballet Techniques 1

Outcome 4

Apply and demonstrate technical and performance skills in a choreographed dance.

Knowledge and/or Skills

- ◆ Integration of technique and expression
- ◆ Interpretive response
- ◆ Projection of style
- ◆ Spatial awareness

Evidence Requirements for this Unit

Outcome 1

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ demonstrate placement and control through the correct use of turnout, posture, core stability and harmonious co-ordination of the whole body.
- ◆ demonstrate strength and stamina throughout the duration of varied movement sequences of different lengths. The height of the learner's leg extensions in adage sections should be no lower than 45 degrees and aiming towards 90 degrees.
- ◆ demonstrate an aesthetic sense of line.
- ◆ maintain concentration and focus throughout the performance of classical ballet techniques.
- ◆ demonstrate effective use of peripheral and performance space.

Evidence should be generated through assessment undertaken in supervised conditions and recorded.

Performance evidence supported by a video/DVD recording and an assessor observation checklist is required for this Outcome.

Outcome 2

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ respond to and correctly interpret tutor direction using classical ballet terminology with and without tutor demonstration.
- ◆ apply and demonstrate through response and performance a sound knowledge and understanding of the mechanics and purpose of individual movement sequences.
- ◆ perform varied unseen movement sequences accurately and consistently according to the tutor's instructions using classical ballet terminology.

Higher National Unit specification: Statement of standards (cont)

Unit title: Dance: Classical Ballet Techniques 1

Evidence should be generated through assessment undertaken in supervised conditions at appropriate points in the Unit and recorded.

Performance evidence supported by a video/DVD recording and an assessor observation checklist is required for this Outcome.

Outcome 3

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ demonstrate a secure musical awareness through appropriate response to a varied range of rhythms, accents and timings.
- ◆ demonstrate a secure understanding of musical interpretation through phrasing, texture, dynamics and mood within classical ballet sequences.

Evidence should be generated through practical assessment undertaken in supervised conditions and recorded.

Performance evidence supported by a video/DVD recording and an assessor observation checklist is required for this Outcome.

Outcome 4

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ integrate learned technique and skills with physical expression whilst performing sustained sequences.
- ◆ demonstrate interpretive and expressive response while performing choreographic sequences.
- ◆ demonstrate communication and projection of style while performing choreographic sequences.
- ◆ demonstrate spatial awareness whilst performing solo and/or in small or large group sequences.

The sequence may be a solo dance study lasting approximately two minutes or a group dance piece lasting an appropriate length for the number of learners performing, approximately two to four minutes.

Evidence should be generated through practical assessment undertaken in supervised conditions and recorded on one occasion. Performance evidence supported by a video/DVD recording and an assessor observation checklist is required for this Outcome.



Higher National Unit Support Notes

Unit title: Dance: Classical Ballet Techniques 1

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This Unit is intended for learners who wish to develop their classical ballet skills.

The main aims of each Outcome are as follows:

Outcome 1: The development of a sound and secure classical ballet technique and the ability to perform a range of varied movement sequences throughout a comprehensive classical ballet class covering barre work, port de bras and adage, pirouettes, petit allegro, allegro and grand allegro.

Outcome 2: The development of a sound, established and working knowledge and understanding of the technique and vocabulary of ballet.

Outcome 3: The development of classical ballet technique with regard to artistic response, through an understanding of musicality and interpretative skills.

Outcome 4: The extension of classical ballet techniques through performance that demonstrates an understanding of performance skills and an ability to engage with an audience appropriately.

Guidance on approaches to delivery of this Unit

This Unit has been developed as part of the HNC/HND in Professional Dance Performance dance and is expected to be delivered during the HNC/1st year of HND.

The range of techniques required in Outcomes 1 and 2 should include the following programme delivered in the traditional order for a classical ballet class:

Barre: demi & grand pli , port de bras, tendus, gliss s, battement jet , rond de jambe   terre & en l'air, fondu, frapp , frapp  fouett , petit battement, grand battement, battement en cloche, demi and grand rond de jambe, d velopp , fouett  of adage, fouett  and rotation   terre, demi d tourn , relev s and rises, pos s, coup  fouett  raccourcis.

Higher National Unit Support Notes (cont)

Unit title: Dance: Classical Ballet Techniques 1

Centre: Port de bras, temps liés, fouetté of adage, fouetté & rotation a terre, 1st, 2nd & 3rd arabesque en l'air, attitudes ordinaires, in opposition and à deux bras, développés & développés passés, posé assemblé soutenu en tournant, single and double pirouettes en dehors and en dedans, coupé chassé pas de bourrée, posé pirouette en dedans.

Allegro: changement, soubresaut, echappé sauté, glissades, pas de bourrées, coupés, pas de chat, petit jetés, temps levés, assemblés, jeté ordinaire, sissone ordinaire, demi and full contretemps, pas de basque glissé, coupé fouetté raccourcis sauté, sissone ferme & ouverte, changement battu, entrechat quatre, echappé sauté battu, grand jeté an avant.

Directions: croisé, ouverte, en face, de côté, en avant, en arrière, en dedans, en dehors, en croix, devant, derrière, écarté, en tournant.

Révérence

Centre should note that the above list of vocabulary is not exhaustive. It is expected that learners would understand and be able to demonstrate this range at Intermediate level alongside an established fundamental classical ballet vocabulary.

Qualities which will be developed throughout the Unit include precision, co-ordination, consistent use of turnout, flexibility, core stability, correct weight placement, alignment, ballon, projection and a sense of line.

Exposition and demonstration should be followed by practical exercises. Learners will respond to tutor observation and corrections therefore developing knowledge of weaknesses, faults and remedies. Self-evaluation will be encouraged as part of the learning process.

Teaching and learning should take place through individual, small and whole group activities. Other evidence may be gathered by observation checklists. Given the specialist nature of the Unit and the danger of injury, it is essential that specialist tutors are present at all times. Progress in this dance technique requires repetition and tutor correction of individuals and the group as a whole. Video recording may assist in assessment.

It is important that this Unit is delivered in suitable and safe conditions. This requires a dance studio equipped with adequate space, mirrors, wall fitted barre at correct height, sprung floor and warmth.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

It is recommended that learners have an opportunity to be assessed for Outcomes 1 and 2 at any appropriate points throughout the delivery of the Unit.

Higher National Unit Support Notes (cont)

Unit title: Dance: Classical Ballet Techniques 1

The assessment for Outcomes 3 and 4 should reflect the level of technique required in Outcomes 1 and 2, whilst giving the learner the opportunity to develop the subtleties of performance skills in the context of a solo or group choreographed dance lasting between two to four minutes.

Assessment Guidelines

Outcomes 1 and 2

The assessments for Outcomes 1 and 2 may be integrated in classical ballet class format.

Performance evidence must be gathered which demonstrates the learner's ability through a varied range of techniques and should comprise a comprehensive dance class that includes barre work, centre practice and pirouettes, port de bras, adage, petit allegro, allegro and grand allegro sections. Learners should be able to apply and demonstrate a sound and established knowledge and understanding of the mechanics and purpose of the required vocabulary and be able to demonstrate a variety of sequences accurately and consistently with and without tutor demonstration.

Evidence for these Outcomes may be assessed on a sample basis by tutor observation of learner's response to instruction and questions.

The assessments will be recorded on video and supplemented with an assessor observation checklist.

Outcomes 3 and 4

The assessments for Outcomes 3 and 4 may be integrated within a performance of a choreographed piece. The assessment may take place in a studio or theatre space and should reflect the level of technique required in Outcomes 1 and 2 whilst giving the learner the opportunity to demonstrate the subtleties of performance skills in the context of a choreographed dance.

The assessments will be recorded on video and supplemented with an assessor observation checklist.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Higher National Unit Support Notes (cont)

Unit title: Dance: Classical Ballet Techniques 1

Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skill of *Problem Solving* (Reviewing and Evaluating) in this Unit. All Outcomes provide various opportunities for learners to review and evaluate their own performance and assess how well they are integrating ballet techniques into their individual movement and performance. Elements of dance such as expression, communication, interpretation and projection depend strongly on the individuality of each performer and will benefit from a significant element of self-review and self-evaluation on the part of the learner.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Dance: Classical Ballet Techniques 1

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to develop your skills in classical ballet. This Unit will help you to improve your technical ability, learn to understand and apply your knowledge of classical ballet vocabulary in practical classes, develop skills in musicality and interpretation and develop an awareness of the subtleties of performance skills in choreography.

Some of the areas covered by the Unit include the following:

Outcome 1 — Technical ability

- ◆ Placement and control
- ◆ Strength and stamina
- ◆ Co-ordination
- ◆ Line
- ◆ Concentration and focus
- ◆ Spatial awareness

Outcome 2 — Vocabulary

- ◆ Classical ballet terminology and vocabulary
- ◆ Understanding of the mechanics and purpose of the relevant vocabulary
- ◆ Response to instruction

Outcome 3 — Musicality and interpretation

- ◆ Rhythmical and dynamic awareness
- ◆ Musical interpretation

Outcome 4 — Performing a choreographed dance

- ◆ Integration of technique and expression
- ◆ Interpretive response
- ◆ Projection of style
- ◆ Spatial awareness