



## **National Unit specification: general information**

**Unit title:** Dance: Alternative (SCQF level 4)

**Unit code:** H2W2 10

**Superclass:** LB

**Publication date:** November

**Source:** Scottish Qualifications Authority

**Version:** 01

### **Summary**

In this Unit candidates will be introduced to basic skills and techniques in an alternative dance form. They will be introduced to the basic fundamentals of the technique which will incorporate a structured dance class. Candidates will also have the opportunity to contextualise their learning by describing the alternative dance style, identifying a choreographer and briefly summarising a dance performance.

This Unit is suitable for candidates who are interested in developing technique in an alternative dance style and for those who wish to continue to study alternative dance at SCQF level 5.

### **Outcomes**

- 1 Demonstrate basic skills and techniques in a chosen dance form.
- 2 Demonstrate basic dance sequences in a chosen dance form.
- 3 Apply basic skills and techniques to the performance of a dance.
- 4 Demonstrate a basic understanding of a chosen dance form.

### **Recommended entry**

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

Expressive Arts experiences and outcomes in Dance

## **National Unit specification: general information (cont)**

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### **Credit points and level**

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **Core Skills**

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

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

## **National Unit specification: statement of standards**

**Unit title:** Dance: Alternative (SCQF level 4)

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.

Appropriate dance styles for this Unit could be, but are not limited to: tap, Irish, hip hop, Indian, National, salsa, etc. Within this Unit specification specific examples are given for tap and hip hop.

Demonstrate a basic understanding of a chosen dance form.

### **Outcome 1**

Demonstrate basic skills and techniques in a chosen dance form.

#### **Performance Criteria**

- (a) Demonstrate correct posture and alignment.
- (b) Demonstrate an appropriate warm up sequence.

### **Outcome 2**

Demonstrate basic dance sequences in a chosen dance form.

#### **Performance Criteria**

- (a) Demonstrate on the spot sequences.
- (b) Demonstrate travelling sequences.

### **Outcome 3**

Apply basic skills and techniques to the performance of a dance.

#### **Performance Criteria**

- (a) Learn and recreate a dance.
- (b) Demonstrate use of space.
- (c) Demonstrate performance qualities and musicality.

### **Outcome 4**

Demonstrate a basic understanding of a chosen dance form.

#### **Performance Criteria**

- (a) Identify and describe an alternative dance form and choreographer.
- (b) Describe a dance performance in the chosen form.

## **National Unit specification: statement of standards (cont)**

**Unit title:** Dance: Alternative (SCQF level 4)

### **Evidence Requirements for this Unit**

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

#### **Outcome 1**

Performance evidence supported by a video/DVD recording and an assessor observation checklist is required for this Outcome. This evidence will be gathered under supervised conditions at appropriate points in the Unit.

Candidates must demonstrate the following:

#### **Posture and alignment**

- ◆ placement of the spine
- ◆ use of core muscles

#### **Warm Up**

- ◆ movements to raise heart rate
- ◆ movements to mobilise joints
- ◆ limbering, as appropriate to the dance genre

#### **Example Genre 1: Tap**

Warm up could include movements such as the following:

- ◆ Springs
- ◆ Tap springs
- ◆ Step ball change
- ◆ Hop scotch
- ◆ Ankle rolls
- ◆ Shoulder rolls
- ◆ Calf stretches
- ◆ Quad stretches

#### **Example Genre 2: Hip Hop**

Warm up could include movements such as the following:

- ◆ Bounces
- ◆ Runs
- ◆ Hops
- ◆ Bends
- ◆ Head rolls
- ◆ Roll downs
- ◆ Hamstring stretches

## National Unit specification: statement of standards (cont)

**Unit title:** Dance: Alternative (SCQF level 4)

### Outcome 2

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

Candidates must demonstrate the following:

#### On the spot sequences

- ◆ Co-ordinated arm movements
- ◆ Footwork

#### Travelling steps

- ◆ Runs
- ◆ Jumps
- ◆ Genre specific travelling steps
- ◆ Change of direction/floor patterns

#### Example Genre 1: Tap

On the spot sequences could include movements such as the following:

- ◆ Parallel and opposition arm movements
- ◆ Paradiddles
- ◆ Ball and heel beats
- ◆ Brushes and shuffles
- ◆ Shuffle ball change
- ◆ Toe taps

Travelling sequences could include movements such as the following:

- ◆ Tap step heel
- ◆ Tap heel ball
- ◆ Shuffle hop step
- ◆ Gallops

#### Example Genre 2: Hip Hop

On the spot sequences could include movements such as the following:

- ◆ Basic arm isolations
- ◆ Head isolations
- ◆ Heel toe flick
- ◆ Gliding

Travelling sequences could include movements such as the following:

- ◆ Runs
- ◆ Walks
- ◆ Jumps
- ◆ Spins

## **National Unit specification: statement of standards (cont)**

**Unit title:** Dance: Alternative (SCQF level 4)

Candidates will demonstrate short tutor-led movement phrases lasting a minimum of 1 minute 30 seconds. This can be made up of short studies that add up to 1 minute 30 seconds. Evidence will be gathered under supervised conditions at appropriate points in the Unit.

### **Outcome 3**

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

Candidates will individually demonstrate a tutor-taught dance lasting a minimum of 1 minute. This short dance should be in the same style covered in Outcomes 1 and 2. This evidence will be gathered under supervised conditions on one assessment occasion.

Candidates must demonstrate timing, musicality and performance qualities as well as the following:

#### **Accurate dance steps and movements**

- ◆ Dynamics
- ◆ Body placement

#### **Use of space**

- ◆ Spatial awareness
- ◆ Direction
- ◆ Floor patterns
- ◆ Entrances and exits

### **Outcome 4**

Written and/or oral evidence is required for this Outcome. The candidate will identify and briefly describe one alternative dance style and one choreographer who works in that style. They will also produce a short summary of an alternative dance piece they have watched.

The summary will include a brief description of the following:

- ◆ music
- ◆ alternative dance style
- ◆ theme (if appropriate)
- ◆ lighting

This evidence must be approximately 300 words or 2 minutes if presented orally and will be gathered in open-book conditions at appropriate points in the Unit.

## National Unit specification: support notes

### Unit title: Dance: Alternative (SCQF level 4)

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

This Unit can be taught to a group, working on the same movement material throughout the Unit.

This Unit is designed to introduce candidates to the basics of an alternative dance style technique through the practical application of the movement style. Centres may choose any type of dance which has a recognised, structured technique, for example:

- ◆ World (Western and non-westernised styles can be selected, including, for example, Scottish country/highland/step, African, Indian)
- ◆ Tap dance
- ◆ Hip-hop

Candidates will develop their dance technical skills whilst also developing an understanding of the context of the technique. Through short tutor-led presentations of the technique, candidates will be able to develop their technical and performance skills.

Outcome 1 introduces the basic elements of a structured technique class. Candidates will learn the basic demands of a technique class and will learn about alignment and posture, and the importance of a warm up. The technique class should be progressive and introduce more complex movements gradually whilst repeating and building on previously covered exercises.

Outcome 2 helps to develop the skills learned in Outcome 1 to include static and travelling steps. Candidates will develop skills in co-ordination, stamina, spatial awareness and control. They will also start to develop timing, phrasing and musicality.

Outcome 3 gives the candidate the opportunity to contextualise their learning and be able to perform a solo lasting 1 minute. The tutor should devise a short solo that combines elements covered in Outcomes 1 and 2. This will give candidates the opportunity to combine movements and phrases into a longer dance. They will be able to express themselves and demonstrate performance qualities.

Outcome 4 requires candidates to further contextualise their learning by demonstrating basic knowledge of an alternative dance form and one chosen choreographer. They will identify and describe one alternative style and one choreographer who worked in this style. The candidates will also produce a short summary of a dance performance in an alternative style that they have seen (either live or recorded). The summary will be a basic description of the dance piece.





## **National Unit specification: support notes (cont)**

**Unit title:** Dance: Alternative (SCQF level 4)

### **Guidance on learning and teaching approaches for this Unit**

This Unit gives a basic introduction to dance technique in an alternative dance form. The structure of the Unit enables candidates to take part in weekly progressive classes that build on skills already covered and introduce new skills as they progress.

Candidates should be encouraged to appreciate the importance of repetition of skills and techniques throughout the Unit. They will be able to take part in classes that will build their awareness of posture and alignment, stamina, strength and control. They should be encouraged to track areas of improvement and increased skill over the course of the Unit.

Outcomes 1 and 2 should be approached in sequential order to allow effective development through the Unit. The skills for Outcome 3 should be developed throughout class work and assessed near the end of the Unit. It is advised that candidates are given feedback on their performance throughout the learning process. This can take the form of general and individual technique corrections in class time, one-to-one feedback at key points during the Unit, peer assessment or using different media to assess their own performance.

Candidates should be encouraged to see live performances, watch dance pieces on DVD or online in order to broaden their experience of dance. This could be incorporated as part of class, possibly as an example of model performance to allow candidates to evaluate themselves. Candidates would benefit from workshops, visits to performances, specialist lectures/demonstrations, DVDs and handouts. This is a good opportunity for partnership working with external organisations either for specialist delivery or to enhance the learners' experience.

Candidates should be introduced to the concept of professionalism and how they can apply this to their own work and be able to recognise this in others, eg how they present themselves (clothing, hair) concentration and focus, good attendance, appreciation of others' work, etc. Candidates should present themselves in appropriate attire (eg leotard, tights and tap shoes for tap, or leotard, knee length trousers and trainers for hip hop) for class and assessments.

Outcomes 1 and 2 should be delivered as a series of tutor-led classes, with emphasis on teaching technique. In Outcome 1 candidates should learn how to use correct posture, alignment and be taught how to execute class work with control and musicality.

In Outcome 2 candidates should be able to apply their understanding of posture and alignment developed during the warm up to their centre practice.

In Outcome 3 candidates should be able to apply their technique to a solo performance. Working in groups and encouraging peer analysis would be conducive to good practice and beneficial to candidates as they gain an understanding of technique and performance.

## **National Unit specification: support notes (cont)**

### **Unit title: Dance: Alternative (SCQF level 4)**

The Unit provides the opportunity for candidates to place their practical learning in context in Outcome 4. There are a wide range of resources available and it is advised that time is taken for candidates to watch and comment on different styles and choreographers, eg Dein Perry (Tap), Savion Glover (Tap), Gene Kelly (Tap), Ashley Banjo (Hip-hop) and Kate Prince (Hip-hop).

It is at the discretion of the centre which piece of choreography is chosen for the candidates to complete their summary. It could be a piece watched on video/DVD or a visit to a live performance. It is suggested, however, that the work is based on a piece by a professional company performing in a contemporary dance style. It would be best at this level to avoid companies that present work that mixes styles and genres.

### **Guidance on approaches to assessment for this Unit**

Suitable instruments of assessment for Outcomes 1–3 are practical assignments. A written report or oral presentation would be suitable for Outcome 4.

For Outcome 1 candidates will demonstrate a condensed tutor-led dance class which covers all of the skills and technique listed for Outcome 1. Evidence will be gathered under supervised conditions at appropriate points in the Unit.

For Outcome 2 candidates will demonstrate short tutor-led movement phrases lasting a minimum of 1 minute 30 seconds. This can be made up of short studies that add up to 1 minute 30 seconds. Evidence will be gathered under supervised conditions at appropriate points in the Unit.

Outcomes 1 and 2 can be developed concurrently and be delivered as part of the sequence of a whole dance class, eg warm up, centre work, travelling and phrases and sequences. Video/DVD recording can be filmed in groups or as a whole class.

For Outcome 3 candidates should present themselves one at a time and perform the tutor taught solo lasting one minute.

For Outcome 4 candidates should produce a written report/oral presentation in the region of 300 words or 2 minutes in length to include the identification of one alternative dance style and one choreographer and a short description of a dance piece in an alternative style.

## **National Unit specification: support notes (cont)**

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### **Opportunities for the use of 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 e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

### **Opportunities for developing Core Skills**

Candidates will be producing written and/or oral evidence for Outcome 4, which gives the opportunity to develop aspects of the Core Skills of *Communication* and *Information and Communication Technology*.

Through peer analysis or perhaps working on tasks in pairs or small groups candidates will have opportunities to develop aspects of the Core Skill of *Working with Others*.

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date

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