



National Unit specification

General information

Unit title: Dance for the Commercial Industry (SCQF level 6)

Unit code: H73B 46

Superclass: LB

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Unit purpose

This Unit is designed as a project to introduce the learner to the application of skills and techniques of a range of dance styles for the commercial industry.

Dance in the commercial industry can be presented in many ways and features in, for example film, television, advertisements, music videos, live tours, etc. Commercial work is growing within the professional dance industry and is predicted to expand significantly with the globalised mass-media trends. This Unit therefore allows the learner to apply a range of dance styles, techniques, creatively and choreography required for different performance styles and venues or for the promotion of a commercial product. In addition, this Unit gives learners the opportunity to develop evaluation skills.

This is a free-standing Unit and is also within NC in Dance at SCQF level 6 which is designed for learners interested in pursuing a career in dance in the commercial industry.

Possible progression opportunities from this Unit include *Dance Techniques* at SCQF level 7 (eg HNC) and other further courses of study which lead to recognised achievement at a higher level of dance performance.

Outcomes

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

- 1 Demonstrate rehearsal skills and techniques for dance as a commercial product.
- 2 Demonstrate performance skills for dance as a commercial product.
- 3 Evaluate their contribution to the development and performance of dance as a commercial product.

National Unit specification: General information (cont)

Unit title: Dance for the Commercial Industry (SCQF level 6)

Credit points and level

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

Recommended entry to the Unit

Access to this Unit is at the discretion of the centre and there is no requirement for learners to have previous learning in this subject, although it may be beneficial if learners have previous experience in dance at SCQF level 5 or Higher *Dance Technical Skills* at SCQF level 6.

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

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.

National Unit specification: Statement of standards

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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.

Outcome 1

Demonstrate rehearsal skills and techniques for dance as a commercial product.

Performance Criteria

- (a) Commercial dance pieces are created with support from a choreographer.
- (b) Appropriate conduct and etiquette throughout the rehearsal process is demonstrated.
- (c) Response to choreographer's direction is demonstrated.
- (d) Personal record is produced and maintained reflecting the rehearsal process.

Outcome 2

Demonstrate performance skills for dance as a commercial product.

Performance Criteria

- (a) Musicality is demonstrated through use of timing and dynamics.
- (b) Use of space, movement patterns and formations are demonstrated.
- (c) Stage craft and spatial awareness as a group performer are demonstrated.
- (d) Projection and performance appropriate to the style and genre of work are demonstrated and maintained.
- (e) Personal record is maintained.

Outcome 3

Evaluate their contribution to the development and performance of dance as a commercial product

Performance Criteria

- (a) The development process and end-product of the devised pieces are described.
- (b) Opportunities and constraints of working to a defined brief are outlined.
- (c) Personal performance and contribution are evaluated.
- (d) Group performance is evaluated.
- (e) Personal areas for improvement or development are identified.

National Unit specification: Statement of standards (cont)

Unit title: Dance for the Commercial Industry (SCQF level 6)

Evidence Requirements for this Unit

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

This Unit is designed as a project and in the main, the evidence for this Unit is performance based. However there is a requirement for the production and maintenance of a personal record for Outcomes 1 and 2 and supports the evaluation required in Outcome 3.

Outcome 1

- PC1 (a) Evidence of working with a choreographer to create and rehearse two contrasting group dance pieces based on interpretation of briefs provided by the tutor. Each brief is to be devised to produce dance works appropriate to the commercial industry or to promote a commercial product.
- PC1 (b) and (c) Evidence to show appropriate conduct and etiquette throughout the rehearsal process including:
- ◆ Regular attendance of scheduled rehearsals to demonstrate commitment and punctuality
 - ◆ Demonstration of personal response to direction
 - ◆ Demonstration of positive working throughout the rehearsal process
 - ◆ Maintenance of positive relationships with the choreographer and fellow performers
- PC1 (d) Production of a personal record of experience and development which is to be maintained throughout the Unit. For Outcome 1, this record must cover both dances and include:
- ◆ A short interpretation of the brief
 - ◆ An outline of personal response to direction
 - ◆ Examples of relevant initial research into dance as commercial product or to promote a commercial product
 - ◆ A summary of choreographic processes

National Unit specification: Statement of standards (cont)

Unit title: Dance for the Commercial Industry (SCQF level 6)

Outcome 2

Learners must demonstrate performance in two contrasting dance pieces. The dance pieces must last for a minimum combined time of six minutes.

PC2 (a)–(d) For each dance piece, performance evidence must be maintained throughout and include demonstration of:

- ◆ accurate reproduction of the choreography.
- ◆ musicality through use of timings and dynamics.
- ◆ stage craft and spatial awareness as a group member.
- ◆ projection to the audience.
- ◆ performance style suitable to the choreographer's direction and style of dance piece.

PC (e) The personal record should be a continuous development from Outcome 1 and should include:

- ◆ Research undertaken to increase knowledge of the use of dance in the commercial industry or to promote a commercial product
- ◆ Details of own contribution to the process and as a group performer
- ◆ Information on working relationships
- ◆ Personal response to direction
- ◆ Personal performance considerations and issues

Outcome 3

Learners need to provide evidence to demonstrate their knowledge and learning by the submission of their personal record which has been maintained throughout Outcomes 1 and 2 and also includes the following:

- ◆ A description of the rehearsal process and the end-product of both devised pieces.
- ◆ An outline of opportunities and constraints of working to a defined brief for either a specific dance for the commercial industry or for a commercial product. This must include two opportunities and two constraints.
- ◆ An evaluation of their own contribution to both the rehearsal process and to their performance in the group dance. This must include two strengths and two weaknesses.
- ◆ An evaluation of the group performance.
- ◆ Based on strengths and weaknesses above, identification of three personal development areas to enhance their dance performance.

Performance evidence should be gathered on an on-going basis, throughout the delivery of the Unit. This is to be videoed, and to ensure authenticity of learners' work during performances, mirrors must be covered or learners must not be facing mirrors.

National Unit specification: Statement of standards (cont)

Unit title: Dance for the Commercial Industry (SCQF level 6)

Assessment may be on an Outcome by Outcome basis. As this Unit is designed as a project, assessment could include practical performance throughout the rehearsal process; then a practical performance of the two devised group dance pieces; supported by a personal record produced in Outcome 1 and maintained throughout the Unit, covering all appropriate Evidence Requirements. This personal record may be generated in a variety of ways, such as hard copy; a portfolio/e-portfolio; posters; blog; vlog; wiki; essay, etc. It is also recommended that the personal record is supported by a diary.



National Unit Support Notes

Unit title: Dance for the Commercial Industry (SCQF level 6)

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 40 hours.

Guidance on the content and context for this Unit

This Unit is within the NC in Dance at SCQF level 6 and can also be taken as a free-standing Unit.

The aim of this Unit is to develop learners' knowledge and understanding of dance in the commercial industry. Dance in the commercial industry can take the form of any style of dance and be presented in many guises, eg in film, television, advertisements, music videos and live tours to name just a few. Therefore it is recommended that learners be given the opportunity to experience dance styles, techniques and choreography for a variety of different performance styles and venues.

Where this Unit is delivered as part of the NC in Dance, learners can build on the dance skills and techniques from the other technical dance Units which could involve, eg different movement, form, shape, musicality, creativity and performance skills appropriate for dance as a commercial product.

Also, there may be opportunities to combine some aspects of this Unit with the Dance Etiquette and Personal Development Unit in the NC in Dance too.

In this Unit the term 'commercial product' can relate to a wide variety of different things. Some examples include:

- ◆ Backing dancers for music artists and videos: in this case the commercial product is the artists and their music
- ◆ Dancers on television/viral adverts: in this case the commercial product is the retail product or company advertising. At the time of writing this Unit, examples of such adverts include:
 - the Samsung Galaxy SII mobile phone 'Unleash your fingers' advert (<http://youtube/zyMfpJh3h4A>)
 - the T Mobile 'Flashmob' (<http://youtube/VQ3d3KigPQM>)
 - the Virgin America Safety Video (<http://youtube/DtyfiPIHslg>)

National Unit Support Notes (cont)

Unit title: Dance for the Commercial Industry (SCQF level 6)

Guidance on approaches to delivery of this Unit

At the start of this Unit, the tutor outlines to learners two contrasting briefs covering:

- ◆ the aspect of the commercial industry for the brief (eg music artist tour, music video, brand name advert, retail product, film scene, etc).
- ◆ music options.
- ◆ overall stylistic aim of the piece.
- ◆ type of performance presentation (eg live show, TV advert, viral advert, movie, etc).

The choreographer of the pieces, which could be the tutor but **cannot** be the learner, should then work with the learners as a group to interpret the briefs and create dance pieces to fulfil the each of the contrasting briefs.

Outcome 1: Based on the two briefs given to learners, Outcome 1 looks at the initial rehearsal process and the learners' response to direction from the choreographer. Learners are to be encouraged to positively develop their personal contribution within the group dance work, thus influencing the development of the dance pieces. Appropriate conduct and etiquette for the rehearsal process for professional dance is to be covered. Learners also design and start to maintain their personal record in this Outcome. This can take a wide variety of formats, eg hard copy, electronic, posters, wikis or blogs, etc and it is recommended that a diary is used to help support this personal record.

Outcome 2: This is predominantly performance based, where learners perform the finished group dance pieces. Learners are given opportunities to apply and demonstrate performance skills and musicality through their performance. The pieces can assist in further developing rhythmic diversity and help promote deeper understanding of a variety of formations and performance elements of commercial dance. The pieces can be thematic, abstract, creative or entertainment in nature and learners' performances demonstrate well-rehearsed dance pieces suitable to the commercial industry or for a commercial product. Learners are to demonstrate a balanced mix of practical technical skill, musicality and style appropriate to the group dance pieces. The learning should enhance their overall understanding of dance as a commercial product and builds upon learning from other technical dance Units. Learners continue to maintain their personal record and diary throughout Outcome 2.

Outcome 3: Learners have the opportunity to analyse their own skills and development, including strengths and weaknesses, across the rehearsal process and their performances, as well as identifying some personal areas for development. They also will look at opportunities and constraints of working to defined briefs for the commercial industry and to evaluate the performance of the group too. This is based on the learners' personal record and diary maintained in Outcomes 1 and 2.

Learners are encouraged to display individual style in their performance and be supported to feel confident in performance. Due to the variety of genres used within the commercial industry, learners can be given opportunities to broaden their general knowledge of the industry and dance, past and present, such as looking at changes in commercial work, use of music and popular influences, etc.

National Unit Support Notes (cont)

Unit title: Dance for the Commercial Industry (SCQF level 6)

Learners are encouraged to develop their knowledge of different dance genres and this can be approached in a variety of ways, eg a great deal of information is available on the Internet, such as biographies of key practitioners and videos of dance work; and recordings of established dance companies, individual performers, music videos, commercials and tours are readily available.

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 your learners.

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Assessments must be valid, reliable and fit for purpose for the subject and level, and should fit in with learning and teaching approaches. Teachers and lecturers should also use inclusive approaches to assessment, taking account of the specific needs of their 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.

The Unit has been designed as a project so can be approached as an ongoing assessment from the beginning of the rehearsal process, through the performances of the group dances and finally the production of the learner's evaluation.

Assessment for Outcomes 1 and 2 is mainly performance-based and is to cover the learner's:

- ◆ contribution, performance and demonstration of etiquette during the rehearsal process.
- ◆ performance of the two finished group dances.

Performance evidence should be gathered on an on-going basis throughout the delivery of the Unit. This is to be videoed, and to ensure authenticity of learners' work during performances of devised dance pieces, mirrors must be covered or learners must not be facing mirrors.

Recorded evidence could also be used as an aid for the learner's personal analysis and evaluation.

As guidance for Outcome 1, it would be expected that regular attendance would be around 80% of scheduled rehearsals.

Throughout both the rehearsal and performance stages, learners are required to keep a record of personal experience and development covering the relevant Evidence Requirements of Outcomes 1 and 2. For completeness, it would be expected that copies of the initial briefs and choreography direction are included in learner's personal record too. It is recommended that a diary is used to aid/support the production of this personal record.

National Unit Support Notes (cont)

Unit title: Dance for the Commercial Industry (SCQF level 6)

For Outcome 3, this personal record is to include the learner's self-evaluation, identification of strengths and weaknesses; considerations of opportunities and constraints of working to a brief; consideration of the group performance; and identification of areas for personal future development, etc.

The personal records and diaries can be in hard copy, posters, electronic format (eg an e-portfolio) or as blogs, wikis, etc.

Checklists may be used to ensure that all Evidence Requirements of the Unit are covered.

Time should be allowed for any necessary re-assessment.

Opportunities for e-assessment

E-assessment may be appropriate for assessment of the personal record of experience and development which is produced and maintained in Outcomes 1 and 2 then expanded in Outcome 3 in this Unit to include the learner's evaluation.

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.

National Unit Support Notes (cont)

Unit title: Dance for the Commercial Industry (SCQF level 6)

Opportunities for developing Core and other essential skills

(a) Core Skills

Depending on the learning and teaching/assessment approaches adopted, this Unit can provide opportunities for developing the other Core Skills:

Problem Solving

◆ **Component: Critical Thinking at SCQF level 5**

Learners have to develop two contrasting innovative dances appropriate for the commercial industry through the interpretation of given briefs and as directed by a choreographer. This can involve analysis, reasoning, personal response to direction, making decisions and creation of ideas etc. Learners create and maintain a personal record which as well as consideration of own contribution to the development of the two dances and as a group performer, it also includes information on working relationships, personal performance considerations and issues, etc.

◆ **Component: Planning and Organising at SCQF level 5**

Based on an outline brief and choreography provided, in this Unit learners are required to create, rehearse and perform two contrasting group dances. This genre of dance, although based on techniques and skills from other dance genres, will be an unfamiliar context to learners due to the wide range and variety of dance styles, techniques, creativity and choreography required for different performance styles and venues for the commercial industry. Learners are to demonstrate productive working relationships with the choreographer and other dancers in the group. This will also involve allocation of roles within the group and use of resources relevant to the brief (eg equipment, props, commercial products, etc) to ensure the task of performing two contrasting group dances is completed.

◆ **Component: Reviewing and Evaluating at SCQF level 5.**

This Unit provides a wide variety of opportunities for learners to review and evaluate their own performance and those of others within the group dance. They can assess how well they and other dancers are performing the contrasting dances for the commercial industry as they have to review their involvement in the rehearsal process, their performance in two group dances and draw conclusions about lessons learned for their future development/career in the dance industry.

National Unit Support Notes (cont)

Unit title: Dance for the Commercial Industry (SCQF level 6)

Working with Others

◆ **Components: Working Co-operatively with Others and Reviewing Co-operative Contribution at SCQF level 5**

In this Unit, learners have many opportunities to develop skills in working with others such as, work in collaboration with others to interpret the briefs and create appropriate group dances for the commercial industry; use interpersonal skills and work collaboratively in both the rehearsal process and the actual performance of the group dances; take responsibility for own contribution; and maintain a personal record of experience and development to help reflect not only own personal learning and development but also to evaluate the group performance, etc

Communication

◆ **Component: Oral Communication at SCQF level 5**

In the dance education environment/dance instruction, learners have opportunities to develop good listening skills which may be evidenced by the performance of the learner in all Outcomes 1 and 2 of this Unit. Also, learners have to communicate orally with others in the group in both the rehearsal process and the group dance performances.

◆ **Component: Written Communication (Reading) at SCQF level 5**

Learners are to devise and maintain a personal record of experience and development in this Unit then use this to provide an evaluation, etc. This can be in wide variety of written formats such as hard copy; e-portfolio; blogs; wikis, etc. Also opportunities may exist during the delivery of this Unit to develop reading skills where supporting documentation is provided for learners in written format (eg briefs for commercial dance; handouts on relevant terminology, etc) to support observational learning.

Information and Communication Technology (ICT)

◆ **Component: Accessing Information at SCQF level 4**

During the delivery of this Unit, learners may be given opportunities to electronically access and collect relevant and appropriate information on the commercial dance industry or commercial products using straightforward searches, using filtering techniques with appropriate criteria, keywords, etc. This could be helpful in identifying exemplary examples of the particular technical and artistic criteria required for commercial dance.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 4.

National Unit Support Notes (cont)

Unit title: Dance for the Commercial Industry (SCQF level 6)

(b) Overview of other Essential Skills

It is expected that learners will naturally develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These may be built into the Unit where there are appropriate opportunities, some of which are identified below:

- ◆ **Literacy:** Opportunities exist for learners to develop their listening skills in the rehearsal process and in independent learning, in relation to their tutors, peers and audio-visual materials supporting the rehearsal process. This may relate to information regarding the contrasting briefs for two dances for the commercial industry or a commercial product or choreography and/or feedback and guidance on their own learning (ie taking instruction).
- ◆ **Health and Wellbeing:** The **practical** nature of this Unit encourages learners to take responsibility for their own personal learning, and further develop their physical wellbeing through training in the techniques associated with dance for the commercial industry. Rehearsal activities and performance opportunities encourage learners to develop further understanding of body/use of body in applying technique (alignment, flexibility, strength, stamina, co-ordination, etc). Group-based activities and performance of group dances offer opportunities for learners to develop their interpersonal skills for the benefit of themselves and others.
- ◆ **Employability, Enterprise and Citizenship:** Through the delivery and assessment, this Unit provides opportunities to develop skills in working cooperatively, in both rehearsals and performance contexts for dance in the commercial industry.
- ◆ **Thinking Skills:** The requirement to take direction from a choreographer and devise contrasting dances for the commercial industry from briefs provided, give learners opportunities to develop their capacity to retain and apply non-verbal and sequential complex information. And there is possibly some opportunity for learners to develop their capacity for creativity in this Unit, particularly in relation to interpretation of briefs and performance required in Outcome 2. There are also evaluations and future personal development aspects required in Outcome 3.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Dance for the Commercial Industry (SCQF level 6)

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 introduces you to the application of dance for the commercial industry which can be presented in many ways, eg in TV advertisements, music videos, live tours, brand name product, film scene etc and is predicted to expand significantly due to the world-wide increase in mass media. This Unit therefore gives you the opportunity to apply a range of dance styles, techniques and choreography required for different performance styles and venues; or for the promotion of commercial products. In addition, you will have the opportunity to develop your evaluation skills to help you progress to higher dance performance.

This Unit is designed as a project and you will work with a choreographer, which may be your tutor. You will be given briefs which you are to interpret and use to create two contrasting group dance pieces for the commercial industry or for a commercial product. Although you will work in a group, you'll be encouraged to display individual style in your performance. And due to the wide variety within the commercial industry, you will have the opportunity to broaden your general knowledge of the industry and dance.

On achievement of this Unit you will be able to:

- 1 Demonstrate rehearsal skills and techniques for dance as a commercial product.
- 2 Demonstrate performance skills for dance as a commercial product.
- 3 Evaluate your contribution to the development and performance of dance as a commercial product.

Assessments cover your performance throughout the rehearsal stage and your performance in two contrasting group dance pieces. You will also produce and maintain a personal record of experience and development throughout the Unit to support your evaluation of the rehearsal process, the performance of the group dances and identification of areas of personal development.

There are also opportunities to develop Core Skills in *Problem Solving, Communication, Working with Others and Information and Communication Technology (ICT)* in this Unit too.

To undertake this Unit, you are not required to have previous learning in this subject, although it would be helpful if you have previous experience in dance at SCQF level 5 or *Higher Dance Technical Skills* at SCQF level 6.

If you achieve this Unit, there are a variety of progression opportunities including *Dance Techniques* at SCQF level 7 (ie HNC) and other further courses of study which lead to recognised achievement at a higher level of dance performance.