



## National Unit specification

### General information

**Unit title:** Dance: Anatomy, Conditioning and Safe Practice  
(SCQF level 6)

**Unit code:** H73D 46

**Superclass:** LB

**Publication date:** May 2014

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit is designed to introduce skills and understanding in anatomy, body conditioning and safe dance practice. Learners will develop knowledge and understanding of common dance injuries and thus the importance of health, fitness and safe practice when performing. They will develop knowledge and understanding of the structure of the body with regards to the major muscle groups and types of joints. They will also identify and demonstrate appropriate body conditioning exercises to minimise common injuries and safe dance practice.

This Unit 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.

Progression from this Unit may be to HN Dance awards or to relevant Units at SCQF level 7 such as *Anatomy and Injury Prevention for Dancers*; *Dance: Body Conditioning*, etc

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

- 1 Explain the structure of the body.
- 2 Describe the most common dance related injuries.
- 3 Demonstrate safe dance practice and body conditioning exercises.

### Credit points and level

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

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

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### **Recommended entry to the Unit**

Entry to this Unit is at the discretion of the centre. However, it would be beneficial for learners have skills, knowledge and understanding of the following or equivalent qualifications and/or experience:

NPA in Dance at SCQF level 5  
National 5 Dance at SCQF level 5  
Higher Dance at SCQF level 6

### **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.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### **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](http://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**

Explain the structure of the body.

#### **Performance Criteria**

- (a) Explain the main functions of the skeleton.
- (b) Identify different kinds of joints found in the body and explain how they differ.
- (c) Explain the main functions of muscles.
- (d) Describe main muscle groups which are particularly useful in dance.
- (e) Explain how the skeleton and muscles adapt to dance.

### **Outcome 2**

Describe the most common dance related injuries.

#### **Performance Criteria**

- (a) Describe the most common dance related injuries.
- (b) Describe how common dance related injuries can be prevented.

### **Outcome 3**

Demonstrate safe dance practice and body conditioning exercises.

#### **Performance Criteria**

- (a) Demonstrate safe dance practice which prevents injuries.
- (b) Demonstrate body conditioning exercise for upper body muscle groups.
- (c) Demonstrate body conditioning exercise for lower body muscle groups.
- (d) Demonstrate body conditioning exercise that will increase core stability.

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

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

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

#### **Outcome 1: Explain the structure of the body**

Evidence can be written or oral or in any other suitable format and should be generated under open-book conditions at appropriate points in the delivery of the Unit. Evidence must cover all PCs including:

- ◆ An explanation of the main functions of the skeleton
- ◆ Two different kinds of joints found in the body and explain how they differ
- ◆ Main functions of muscles
- ◆ Two muscle groups which are particularly useful in dance

Within the response, learners must explain how the skeleton and muscles adapt to dance.

#### **Outcome 2: Describe the most common dance related injuries**

Written and/or oral evidence or in any other suitable format, is required for this Outcome. The learner must identify common dance related injuries and describe how to prevent them. Evidence will be gathered under open-book conditions at appropriate points throughout the delivery of the Unit.

#### **Outcome 3: Demonstrate safe dance practice and body conditioning exercises**

Performance evidence is required for this Outcome.

For PC 3 (a) learners must demonstrate safe dance practice which prevents injury including:

- ◆ Warm up
- ◆ Cool down

Learners should devise their own sequence with tutor supervision.

For PCs 3 (b), 3 (c) and 3 (d), learners should demonstrate body conditioning exercises, (informed by their study of the structure of the body in Outcome 1) which increase core stability and cover both upper body and lower body muscle groups. Learners should demonstrate one exercise for each of these Performance Criteria.

Videoed evidence of all performances in Outcome 3 is required. And to ensure authenticity of learners' work during performances, mirrors must be covered or learners must not be facing mirrors.

As Outcome 1 will inform the theoretical elements of Outcome 2, these two Outcomes may be combined for assessment.



## National Unit Support Notes

**Unit title:** Dance: Anatomy, Conditioning and Safe Practice  
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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 anatomy, body conditioning and safe practice in dance.

#### Outcome 1

In Outcome 1 the main functions of the skeleton such as support for organs, protection for organs, production of blood cells, storage of calcium, etc could be covered.

The three different kinds of joints in the body (ie fibrous, cartilaginous, synovial) could be identified and a brief explanation could be given of each, supported by an example to explain how each differs. For example, fibrous joints (such as the radius and ulna in the forearm) are joined by connective tissue that is rich in collagen fibres, unlike a cartilaginous joint which is joined by cartilage such as between the vertebrae in the spine.

The main functions of the muscles, such as movement, support and heat production could be covered.

Major muscle groups useful in dance could be identified, eg the muscles in the core of the body (transverse abdominus, internal and external obliques, quadrates lumborum and diaphragm) which help to secure posture and alignment as they support the lumbar spine.

How the skeleton and muscles adapt to dance: learners could identify two adaptations to dance for the skeleton, such as:

- ◆ increased bone density due to increase in load on the bone places stress on it stimulating the growth of new bone tissue and slowing bone loss.
- ◆ increased functional strength or increased coordination of muscles.

## National Unit Support Notes (cont)

**Unit title:** Dance: Anatomy, Conditioning and Safe Practice  
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### Outcome 2

In Outcome 2 the most common dance injuries could be identified with regards to muscular and skeletal injuries, eg dislocated knee, pulled hamstring, twisted ankle, broken toes, etc.

Learners could then identify how these injuries commonly occur in dance, eg dislocated knees commonly occur due to poor alignment of the lower body — if knees don't push over toes when landing in a plie then the force of the body landing on the misaligned joint can cause dislocation of the kneecap. Learners then identify ways to prevent these common injuries and suggest exercises that could be done to aid in injury prevention, eg dislocated knees can be prevented by maintaining good alignment, particularly when working in turned out positions. Alignment can be aided by using the turnout muscles to rotate the legs, not using floor pressure to over rotate the feet, etc. Turnout muscles can be strengthened by doing daily exercises and regularly attending ballet classes.

### Outcome 3

Demonstration of safe dance practice could be naturally occurring. For example, learners could specifically demonstrate the exercises they identified in Outcome 2 for PC 2 (b) to provide evidence for Outcome 3 for PC 3 (a).

It is also possible for learners to gain skills in safe dance practice in a more general manner, such as taking part in a structured dance class (including warming up, cooling down); maintaining hydration throughout class and wearing appropriate attire, etc.

In this Outcome, learners also demonstrate body conditioning exercises, with regard to upper and lower body muscle groups and core muscles.

Having identified exercises in previous Outcomes, learners may choose to demonstrate them.

Alternatively learners may undertake a self-evaluation of areas for personal improvement, and from there identify exercises which would help them to improve, in the form of a personal improvement plan. Learners should be encouraged to follow their plans, over an appropriate timescale, and to set realistic goals for themselves. Areas for improvement may be strength, stamina or flexibility related, and learners should identify exercises which improve each area specifically, eg a learner may identify 'kicks' as an area for improvement, therefore they need to improve the flexibility of their hamstrings. To do this, they devise a forward stretch and a sit and reach stretch.

## National Unit Support Notes (cont)

**Unit title:** Dance: Anatomy, Conditioning and Safe Practice  
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### Guidance on approaches to delivery of this Unit

Where this Unit is delivered as part of a wider award, it may be incorporated into dance technique classes which form other aspects of the award, classical ballet, jazz dance, dance etiquette and personal development, etc.

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

Outcome 1 and 2 could be delivered as a series of tutor-led classes. Learners are encouraged to draw on their knowledge acquired through class work, tutor-led discussions and research.

In Outcome 3, learners are to apply their knowledge and understanding of the structure of the body and safe dance practice to devise an individual body conditioning programme. Therefore it is suggested that Outcome 1 and 2 are started **before** beginning to devise a body conditioning programme. To build strength, it is also suggested that the body conditioning programme is followed over a period of time.

Working in groups and encouraging peer analysis could be conducive to good practice and beneficial to learners as they gain a thorough understanding of dance technique and safe dance practice, eg with regards to posture and alignment. Alternatively, visual media can be used to demonstrate correct alignment and identify postures that are incorrect and have the potential to cause injury.

It is advised that learners are given feedback on their progress 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; using media to self-critique performance, etc.

### Guidance on approaches to assessment of this Unit

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.

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.

## National Unit Support Notes (cont)

**Unit title:** Dance: Anatomy, Conditioning and Safe Practice  
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There is a wide range of possible assessments for Outcomes 1 and 2 of this Unit, such as:

- ◆ written assessment could take the form of essays, folio, poster-board, blog, investigation, etc.
- ◆ oral evidence could include presentation, report, video diary, etc.

However, performance evidence is required for Outcome 3.

To assist assessors suggested instruments of assessments are noted below:

- ◆ Outcome 1: an open-book assessment, in the form of a folio of around 500 words or an oral presentation lasting between 2–2½ minutes.
- ◆ Outcome 2: an open-book assessment, in the form of a folio of around 500 words or an oral presentation lasting between 2–3 minutes.
- ◆ Outcome 3: a practical assignment covering all PCs which is learner-devised. This is to be recorded/videoed by the tutor with mirrors covered or learners not facing the mirrors.

It is possible to combine assessment of Outcome 1 with Outcome 2.

A checklist maybe used to ensure all Outcomes and PCs of this Unit are covered.

Time should be allowed for any necessary re-assessment.

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.

### 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](http://www.sqa.org.uk/e-assessment).



## National Unit Support Notes (cont)

**Unit title:** Dance: Anatomy, Conditioning and Safe Practice  
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### Opportunities for developing Core and other essential skills

Although there is no automatic certification of Core Skills in this Unit, there are opportunities to develop the following Core Skills.

#### Problem Solving

- ◆ **Component: Critical Thinking at SCQF level 5**  
Using analysis and reasoning, learners have opportunities to develop critical thinking in explaining the structure of the body and describing common dance related injuries using relevant terms and vocabulary eg muscle groups, main functions of the skeleton, etc. They also will be creating and suggesting ideas for a body conditioning programme.
- ◆ **Component: Planning and Organising at SCQF level 5**  
In Outcome 3, learners are to plan and design a body conditioning programme which must be completed and demonstrated through learners' performance.
- ◆ **Component: Reviewing and Evaluating at SCQF level 5**  
This Unit could provide various opportunities for learners to review and evaluate their own performance and those of their peers. They can assess how well they and others dancers perform the body conditioning programme.

#### Working with Others

- ◆ **Components: Working Co-operatively with Others and Reviewing Co-operative Contribution at SCQF level 5**  
In the dance education environment/dance instruction, learners may have opportunities to develop skills in working with others such as, work in collaboration with others; use interpersonal skills; take responsibility for own contribution; reflect on own personal learning and/or provide peer assessments, etc.

#### Communication

- ◆ **Component: Oral Communication at SCQF level 5**  
In Outcomes 1 and 2 of this Unit, there are opportunities for learners to develop oral communication skills where assessment takes the form of short oral presentations.
- ◆ **Component: Written Communication at SCQF level 5**  
Opportunities may exist during the delivery of this Unit to develop reading skills where supporting documentation is provided for learners in written format (eg handouts on relevant terminology, anatomy, the skeleton and muscle groups). Also assessments may take written format, eg short essays, reports; blogs, portfolios, etc.

## National Unit Support Notes (cont)

**Unit title:** Dance: Anatomy, Conditioning and Safe Practice  
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### Information and Communication Technology (ICT)

- ◆ **Component: Accessing Information at SCQF level 4**  
There are opportunities for learners to electronically collect relevant and appropriate information using straightforward searches, using filtering techniques with appropriate criteria, keywords, etc.
  
- ◆ **Component: Providing/Creating Information at SCQF level 4**  
There are opportunities for learners to present information using ICT, eg electronically produced reports; essays; presentations; posters; plans (eg body conditioning plan and personal development plan), etc. There are also opportunities to use blogs and wikis, etc to support learning.

## History of changes to Unit

Version	Description of change	Date

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## General information for learners

**Unit title:** Dance: Anatomy, Conditioning and Safe Practice  
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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 at SCQF level 6 (ie Higher level) and is designed to introduce you to anatomy, body conditioning and safe dance practice. You will develop knowledge and understanding of common dance injuries and the importance of health, fitness and safe practice when performing. You will learn about the structure of the body with regards to the major muscle groups and types of joints. You will also demonstrate appropriate body conditioning exercises, with regards to common injuries and safe dance practice.

The main areas that you will cover in this Unit include:

- ◆ Functions of the skeleton and muscles; different joints; and how these adapt to dance
- ◆ Common dance related injuries and how these can be prevented
- ◆ Demonstrations of body conditioning exercises for different muscle groups and core stability

Exact assessment arrangements will be outlined by your tutor but could be along the lines of short essays or oral presentations for the theoretical elements of the Unit. You will also have to demonstrate/perform safe dance practice and body conditioning exercises, which will be assessed and recorded by your tutor.

You may have opportunities to work both by yourself and also work in groups; and there could be opportunities for you to develop Core Skills in *Communication, Problem Solving, Working with Others* and *Information and Communication Technology (ICT)*.

To undertake this Unit, it is advised that you have previously studied body conditioning or dance at SCQF level 4 or 5.

This Unit forms part of the NC in Dance at SCQF level 6. Successful completion of this Unit may help you to progress to higher Units such as *Anatomy and Injury Prevention for Dancers, Dance Body Conditioning* at SCQF level 7 and/or higher qualifications such as HNC/HND Dance.