



National Unit specification

General information

Unit title: Dance Appreciation (SCQF level 6)

Unit code: H73M 46

Superclass: LB

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Unit purpose

The aim of this Unit is to introduce skills and techniques in analysing and evaluating dance. Learners will develop knowledge and understanding of the social and cultural factors influencing dance.

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.

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

Learners who complete this Unit will be able to:

- 1 Describe key features of dance styles.
- 2 Demonstrate knowledge of dance analysis.
- 3 Evaluate contrasting dance works.

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

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 previous experience in dance at SCQF level 5 or Higher *Dance Technical Skills* at SCQF level 6 may be beneficial.

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.

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

Describe key features of dance styles.

Performance Criteria

- (a) Describe key skills of contrasting dance styles.
- (b) Describe key characteristics of contrasting dance styles.
- (c) Research key choreographers of each contrasting dance genre and describe their style.

Outcome 2

Demonstrate knowledge of dance analysis.

Performance Criteria

- (a) Identify two appropriate contrasting dance styles.
- (b) Discuss social and cultural factors which have influenced those styles.

Outcome 3

Evaluate contrasting dance works.

Performance Criteria

- (a) Select two appropriate dance works by key choreographers which are influenced by the same social or cultural issue.
- (b) Compare and contrast these two dance works by key choreographers.

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.

Evidence can be a combination of written and/or oral.

Outcome 1 — Describe key features of dance styles

Evidence for this Outcome can be written or oral or in any other suitable format and it be generated under open-book conditions at appropriate points in the delivery of Unit. The learner's response will include the following minimum elements:

- ◆ Two key skills and two key characteristics from each identified dance style
- ◆ Two key choreographers from each identified dance style

Outcome 2 — Demonstrate knowledge of dance analysis

Evidence for this Outcome can be written or oral or in any other suitable format and be generated under open-book conditions at appropriate points in the Unit. The learner's response will include the following minimum elements:

- ◆ Identification of two contrasting dance styles
- ◆ Identification of one social and one cultural factor for each chosen style
- ◆ A discussion of how the overall style has been influenced by each of these factors

Outcome 3 — Evaluate contrasting dance works

Evidence for this Outcome can be written or oral or in any other suitable format and be generated under open-book conditions at appropriate points in the Unit. The assessment responses could be marked using an assessor checklist. The learner's evaluation must cover:

- ◆ Movement vocabulary
- ◆ Overall aesthetics
- ◆ Use of music/sound

Evidence may be presented for assessment in a variety of formats depending on the preferences of centres and learners, as long as it covers all Evidence Requirements of the Unit.

Evidence can be generated for individual Outcomes or it may be gathered for the Unit as a whole through combining assessment holistically in one single activity such as an investigation which, eg can be presented in a portfolio style. Where integrated assessment is used, it must be clear how the evidence covers each Outcome.



National Unit Support Notes

Unit title: Dance Appreciation (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 appreciation.

Outcome 1

Learners are asked to describe key features of two contrasting dance styles. They can do this by identifying specific steps and qualities within dance styles and key skills and characteristics of dance styles. For example in classical ballet:

- ◆ Female dancers wear pointe shoes which have hard toes moulded from resin to help support the dancers' feet when they are *en pointe*.
- ◆ It is traditionally performed to classical music and performers wear tutus to help accentuate and show off the delicate movements of the legs and feet.
- ◆ It is a demanding style as it often requires dancers to have very quick and articulate footwork and whilst at the same time having very smooth and graceful arm movements.
- ◆ A movement specific to ballet is a '*pirouette en dehor*' where the dancer turns on demi pointe, with a fully stretched supporting leg and the other in retire.
- ◆ An important choreographer was George Balanchine. He was renowned for his musicality; he expressed music with dance and worked extensively with Igor Stravinsky.
- ◆ Key characteristics of George Balanchine's style include:
 - athletic dance quality
 - extreme speed and use of a very deep plié
 - a strong emphasis on line, with use of unconventional arm and hand placement
 - pirouettes en-dehors taken from a lunge in 4th, rather than the conventional plié in 4th
 - a distinctive arabesque line with the hip open to the audience and the side arm pressed back.

National Unit Support Notes (cont)

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Outcome 2

Learners are required to demonstrate knowledge of dance analysis by identifying social and cultural issues which have influenced two contrasting dance styles. These issues may be in relation to race, gender, ideologies, historical contexts, etc.

Learners will identify two contrasting dance styles. They discuss one social and one cultural factor for each identified style; and also discuss how the overall style has been influenced by each of these factors. For example in Highland dance the quality of movement is very strong, sharp and precise because when the style originated only men were allowed to perform it; therefore these movement qualities were more gender appropriate than more lyrical movements, which only came into the style when women were allowed to participate.

Outcome 3

Learners are required to apply knowledge to evaluate dance works by comparing and contrasting two dance works by key choreographers of the dance genre which are influenced by the same social or cultural issue. For example comparing Matthew Bourne and DV8 who are both contemporary choreographers who examine stereotypical male gender roles in very different ways:

- ◆ In Swan Lake, Bourne turns the traditional female role of the Swan into a part played by a man. Traditionally swans are seen as elegant, soft, shy 'feminine' animals — but Bourne portrays them as powerful, energetic bold, possessive creatures. He does this by using broad arm gestures to represent the wing-span and a very direct eyeline, giving his characters a strong sense of menace. However he keeps the sense of elegance by using very fluid movements.
- ◆ In DV8's Enter Achilles men are portrayed in a stereotypical manner — beer drinking, competitive, argumentative, etc. This is in stark contrast to the fact that they are doing this via dance which is stereotypically a feminine profession/pastime/hobby. In his dance the men fight each other and act butch, only showing weakness when they are in solo moments.

Guidance on approaches to delivery of this Unit

Learners should be encouraged to draw on their knowledge acquired through class work, tutor-led discussions and research. Due to the integrated nature of the Outcomes, it is suggested that the Outcomes are taught in order.

Learners should be encouraged to develop their appreciation of leading dance practitioners in the historical context of their dance genres. This can be approached in a variety of ways. A great deal of information is available on the Internet, for example biographies of key practitioners and history of different dance genres. Recordings of established dance companies and individual performers are readily available. Attending live performances of established dance companies is an excellent way of exposing learners to key practitioners and model performance and at the same time possibly giving them the opportunity to experience other components of performance.

National Unit Support Notes (cont)

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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.

There is a wide range of possible assessments for 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.

To assist assessors suggested instruments of assessments, including opportunities for integration are noted below:

- ◆ Outcome 1: an open-book assessment, in the form of a folio of around 300 words or an oral presentation lasting between 1–2 minutes.
- ◆ Outcome 2: an open-book assessment, in the form of a folio of around 500–750 words or an oral presentation lasting between 3–4 minutes.
- ◆ Outcome 3: an open-book assessment, in the form of a folio of around 500–750 words or an oral presentation lasting between 3–4 minutes.

It is also possible to integrate the assessment for all three Outcomes into one investigation or folio of around 1,500 words or oral presentation of around 10 minutes.

Checklists may be used to ensure all Outcomes and PCs 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.

National Unit Support Notes (cont)

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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.

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 contrasting dance styles; identifying key social and cultural issues influencing dance styles and evaluating contrasting dance works.

Communication

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

Information and Communication Technology (ICT)

- ◆ **Component: Accessing Information at SCQF level 4**
There are opportunities for learners to electronically collect relevant and appropriate information on contrasting dance styles 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; 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 Appreciation (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.

As an introduction to dance appreciation, this Unit is at SCQF level 6 (ie Higher level) and it involves researching, analysing, comparing and evaluating different dance styles. You will also develop knowledge and understanding of the social and cultural factors which influence different dance styles such as race, gender, ideologies, historical contexts, etc.

You will develop your knowledge of this through:

- ◆ identifying key skills and characteristics.
- ◆ researching influential choreographers.
- ◆ looking at and discussing social and cultural issues which have influenced contrasting dance styles.
- ◆ comparing and contrasting dance works by key choreographers.

Exact assessment arrangements will be outlined by your teacher/tutor/assessor but could be along the lines of short essays, oral presentations or creation of a portfolio.

If you complete this Unit, you will be able to:

- ◆ describe key features of dance styles.
- ◆ demonstrate knowledge of dance analysis.
- ◆ evaluate contrasting dance works.

Depending on how this Unit is delivered, there may be opportunities for you to develop Core Skills in *Communication*, *Problem Solving* and *Information and Communication Technology (ICT)*.

To undertake this Unit, it is advised that you have previous experience in dance at SCQF level 5 or Higher *Dance Technical Skills* at SCQF level 6.

This Unit forms part of the NC in Dance at SCQF level 6. Achievement of this Unit may help you to progress to higher Units in Dance (eg at HNC level) and other further courses of study which lead to achievement of dance performance at a higher level.