



National Unit specification

General information

Unit title: Dance: Word Traditions (SCQF level 6)

Unit code: H73T 46

Superclass: LB

Publication date: May 2014

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to introduce techniques and performance skills in traditional dance forms from across the world, along with a practical appreciation of how they connect to the originating cultures. Dance styles, body movements and sequences will be underpinned by an exploration of the basic traditions, musical genres, and historical context of a specific dance genre before being applied in performance. Learners will develop knowledge and understanding of the cultural and social factors influencing the form. Learners will develop technical skills and sensitivity in relationship to music and rhythmic elements distinctive to the genre selected.

This Unit is an optional Unit within the National Certificate (NC) in Dance at SCQF level 6 but can also be taken as a free-standing Unit.

Possible progression opportunities on successful completion of this Unit may include the Dance Technique Units at HNC (SCQF level 7) and other further courses of study, which lead to recognised achievement at a higher level of dance performance.

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

- 1 Demonstrate skills and techniques relating to a specific dance genre.
- 2 Demonstrate knowledge and technical ability of a specific dance genre through sequences or amalgamations.
- 3 Demonstrate performance skills through the presentation of a choreographed sequence.

National Unit specification: General information (cont.)

Unit title: Dance: Word Traditions (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 learners may have experience in movement or dance at SCQF level 5 or equivalent, which would 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.

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

Unit title: Dance: Word Traditions (SCQF level 6)

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. On successful completion of this Unit, the Learner will be able to:

Outcome 1

Demonstrate skills and techniques relating to a specific dance genre.

Performance Criteria

- (a) Concentration and focus are maintained.
- (b) The movement qualities required in executing dance skills and techniques are demonstrated.
- (c) The control required in executing dance skills and techniques is demonstrated.
- (d) The co-ordination, isolation and articulation of body parts required in executing dance skills and techniques are demonstrated.
- (e) Technical distinctiveness of the genre is demonstrated.

Outcome 2

Demonstrate knowledge and technical ability of a specific dance genre through a sequence or amalgamation.

Performance Criteria

- (a) A composed dance is recreated.
- (b) Projection and style are maintained.
- (c) Dance steps, movements and motifs are reproduced.
- (d) Patterns, shapes and combinations are reproduced.
- (e) Memory and control are applied.
- (f) Response to the music or rhythmic accompaniment is demonstrated.

Outcome 3

Demonstrate performance skills through the presentation of a choreographed sequence.

Performance Criteria

- (a) Integration of skills and techniques with expression to communicate the context of the dance sequence.
- (b) Focus and presence in performance is maintained.
- (c) Memory and control in performance is applied.
- (d) Performance with expressive and technical understanding and skill is demonstrated.
- (e) Spatial awareness of own body in space and in relation to other dancers is demonstrated.
- (f) Sensitivity to cultural context is demonstrated.
- (g) Application of the stylistic and expressive characteristics of the genre is demonstrated.

National Unit specification: Statement of standards (cont)

Unit title: Dance: Word Traditions (SCQF level 6)

Evidence Requirements for this Unit

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

All Outcomes are designed to be practical therefore the Evidence Requirements should also be generated on a practical basis.

Performance evidence for all Outcomes and PCs must be demonstrated with accuracy for the selected dance genre and be carried out clearly and effectively.

Outcome 1

PC 1 (e): Evidence of technical distinctiveness of the genre must be demonstrated through the use of movement.

Outcome 2

Learners must effectively recreate and present sequences or amalgamations relating to a specific dance genre. This must last at least 2 minutes.

Outcome 3

Evidence must be generated through the performance of a choreographed sequence which has been developed by the learner in consultation with the tutor. This sequence is to be performed as a solo and last at least 1 minute 30 seconds.

Evidence can be generated on an Outcome by Outcome basis and there are also opportunities to integrate assessment which are outlined in the Support Notes.

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



National Unit Support Notes

Unit title: Dance: World Traditions (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 designed to introduce techniques and performance skills in a dance form typical of a particular world tradition, along with a practical appreciation of how it connects to the originating culture. The teaching of specific styles and sequences will be underpinned by an exploration of the basic traditions, musical genres, and historical context of a specific dance genre before being applied in performance. The flexible nature of this Unit gives scope for particular specialisation in any type of dance, which has recognised and structured techniques and is associated with a particular genre/s of music.

- ◆ The music is often central to the sequences, movements and rhythmic formations of traditional dance forms, and learners are encouraged to think about how their body movements and combinations of body movements work to *express* musical motifs.
- ◆ Developing an overview of the cultural and social history of the dance form in terms of its connection to a region or country of origin, and its social/ceremonial/religious tradition, will provide context to learners' appreciation of the techniques and expressive qualities associated with the form.
- ◆ Those dance forms offered under the World Traditions Unit may be western or non-western in origin, and are considered 'traditional' for their historical connection to social, cultural and/or ceremonial dance practice. This may include non-western forms that are considered 'Classical' in nature but are unique to their country/region of origin. The list below is not exhaustive but aims to give tutors possible dance styles for this Unit. However, centres are encouraged to offer dance style(s) to widen learners' knowledge, eg:
 - Scottish Ceilidh
 - Irish Dance
 - English Morris Dance
 - European Dance
 - North American Social Dance
 - Indian and South Asian Dance (eg. Bharatanayam, Kathakali, Kathak)
 - Middle Eastern Dance (including Belly Dancing)
 - African People's Dance
 - Afro-Caribbean Dance
 - Chinese Classical Dance
 - Polynesian Dance

National Unit Support Notes (cont)

Unit title: Dance: Word Traditions (SCQF level 6)

NOTE: If this Unit is taken as part of the NC in Dance at SCQF level 6, then the dance techniques studied in this Unit must **not** replicate those studied in other NC in Dance Units.

Skills and techniques

Although the terminology, skills and techniques will differ between the various dance styles, on completion of the Unit, learners should be able to recognise the following within the chosen technique:

- ◆ Combined body movements, muscular extension and strength that demonstrate freedom from unnecessary tension
- ◆ Combined body movement showing a range of dynamics
- ◆ Combined body movements showing clear interpretation of rhythm
- ◆ Combined body movements showing clear use of force and motion
- ◆ Musical awareness
- ◆ Positive relationships with other dancers and choreographer
- ◆ Patterns, shapes, choreographed sequences, motifs and combinations (where appropriate)
- ◆ Spatial awareness
- ◆ Rhythmic Response (where appropriate, ie. particularly in African People's Dance and Afro-Caribbean)
- ◆ Certain stylistic and expressive features typical of the narrative/character underpinning particular movements and sequences (where appropriate, ie Classical Indian Dance; Afro-Caribbean dance forms)

Relationship to Learners' Professional Development

Tutors are encouraged to frame the delivery of this Unit in the context of progression routes for learners wishing to continue on to further training in dance. Engagement with alternative and traditional dance forms has been identified in industry research as key to the development of versatile and employable dance artists on the international stage. Training in and experience of dance styles from other cultures, broadens learners' understanding of cultural diversity and expands employment opportunities.

- ◆ Learners should be informed that extending their technical ability and cultural knowledge of world dance traditions will benefit their long-term career prospects.
- ◆ Learners should be made aware that traditional dance forms have and are continuing to undergo transformation in the context of an increasingly connected global society, and that traditional forms are still performed today in both theatrical and community contexts.
- ◆ Learners should be encouraged to consider the distinctiveness of the chosen dance style in terms of how the techniques, movements and performance elements specific to the dance style differ or resonate with their experience and knowledge of dance so far. [For instance, how they differ from classical ballet forms, or perhaps are similar to Hip Hop and Commercial dance].

National Unit Support Notes (cont)

Unit title: Dance: Word Traditions (SCQF level 6)

Guidance on approaches to delivery of this Unit

Teaching on this Unit should be primarily practical, but supported by contextual information delivered in the form of lectures or talks in the early stages of delivery about the social and cultural history of the dance form. Learners should be directed to useful musical, audio-visual and web-based resources to enhance their independent learning. Class-based exercises and performance activities will enable learners to develop their experience of working both independently and with others.

Further delivery guidance:

- ◆ Regular classes and workshops
- ◆ Inclusion of guest lectures from visiting dance practitioners
- ◆ Inclusion, if appropriate, of workshops/classes involving live music
- ◆ Field trip sessions with appropriate communities of practice/performance groups based in the area
- ◆ Video presentations are strongly encouraged to build learners contextual knowledge of the dance technique/form.
- ◆ The teaching of techniques, sequences and typical narratives or musical compositions to encourage creativity/material for group-based class activity and performance. Stories are useful instruments for engaging learners in the history of (particularly) world cultures and encouraging them to understand how movements and techniques can/should communicate particular beliefs/emotions.
- ◆ Learners and tutors are encouraged to *listen to the music* associated with the specific dance genre — and to a range of examples. Independent learning is highly encouraged in this sense.

The writer of this Unit has indicated that that following may be useful/helpful in delivery:

Publications:

- Cowley J. (1999) *Carnival Canboulay and Calypso*. Cambridge University Press
- Carty, H. (1988) *Dances of the Caribbean*, Dance Books Ltd.
- Nettleford, R. (1985) *Dance Jamaica: Cultural Definition & Artistic Discovery*, New York: Grove Press
- Hill, D.R. (*) *Calypso Calaloo- Carnival Music of Trinidad*, Gainesville: University Press of Florida
- Cavalier, D. (1997) *Folk Dances From Around The World*, World Dance Series
- Cavalier, D. (1997) *Folk Dances of Latin America*, World Dance Series (includes CD,
- Walker, P. (1998) *Ghazala: A directory of middle eastern dance in the UK*,
- Wingrave, H. & Harold, R. (1984) *Aspects of Folk Dance in Europe*,
- Mvettine, J. (1993) *Classical Dance and Theatre in South East Asia*
- Alessandra, L. (*) *South Asian Dance: The British Experience*,

National Unit Support Notes (cont)

Unit title: Dance: Word Traditions (SCQF level 6)

AV Material:

Reid, R. (*) *Drum Rhythms of the Caribbean (Social, Ritual & Religious)* (Audio CD)
Celtic Feet; *Step by Step Irish Dancing*, Colin Dunne
Dance in Our Footsteps: A fun Introduction to African Dance

<http://www.youtube.com/watch?v=9irX5emqB1o>

Websites:

www.caribplanet.homestead.com/101htm/

www.CNX.rice.edu/content/m11688/latest

www.washingtontimes.com/travel20050120-092418-8688r.htm

www.coldbacon.com/music/calpyso.html

Teachers and lecturers are encouraged to direct their learners to the rich variety of audio-visual resources available about world and traditional dance forms that can be found on-line. Tutors should make learners aware that many interpretations of these dance forms exist and that they are always changing, and that all versions claiming to be the most 'authentic' example of any dance style should be treated with caution. Many step-by-step instruction videos to world dance forms exist; but more importantly, learners should be introduced to the *music* relevant to the specific dance form that is widely available.

Written histories of specific dance forms also exist, both online and in bookshops, and teachers are encouraged to make use of these in early stages of the Unit.

There is no better source for learning about new dance forms than those who perform them as part of their social and/or professional lives. Where relevant community and performance groups or specialist dance artists exist in the vicinity, tutors are encouraged to consider how learners might be able to see them perform the specific dance form 'live'.

Guidance on approaches to assessment of this Unit

In order to achieve this Unit, learners are required to present sufficient evidence that they have met all the Performance Criteria for each Outcome and generated all Evidence Requirements. Details of the Evidence Requirements are given for each Outcome and may be made available to learners prior to any assessment.

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.

The Evidence Requirements for this Unit are practical in nature and relate specifically to the assessment of each Outcome individually. However, alternative forms of assessment other than those suggested below may be considered so long as they cover the required Outcomes; Performance Criteria; and Evidence Requirements.

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

Unit title: Dance: Word Traditions (SCQF level 6)

Suggested methods of assessment on an Outcome by Outcome basis:

- ◆ **Assessment 1: Presentation of Technical Classwork**
Learners' technical skills of a chosen dance genre are assessed in class-based exercise(s). This may be cumulatively by the tutor over the length of the Unit in weekly exercises or assessed towards the end of the Unit in a single class.
- ◆ **Assessment 2: Presentation of a Choreographed Sequence**
This builds on Outcome 1. The learners' demonstration of their ability to effectively recreate and present tutor-taught sequences or amalgamations of a chosen dance genre is assessed. The demonstration is to last a minimum of 2 minutes and can be presented as a group in a class-based setting or in front of an audience, which may comprise other learners in the group.
- ◆ **Assessment 3: Performance presentation**
This builds on Outcome 2. Learners' solo performance of a dance sequence is assessed. The performance is to last a minimum of 1 minute 30 seconds and should be developed by the learner in consultation with the tutor; then performed as an individual in front of an audience. This may comprise other learners in the teaching group.

Possible integration of assessment

There is scope for Assessment 2 to be combined with Assessment 3 into a single performance event. It is possible that learners perform their individual piece as one solo element within a larger set choreography, which would include the group presentation of a tutor-taught sequence. This is particularly appropriate if the chosen dance style is of non-western origin. In this case, both Assessment 2 and Assessment 3 would be performed to an audience, which may comprise other learners in the teaching group.

Tutors and assessors may choose to organise assessments for practical reasons along the lines of one of the following suggested combinations:

- ◆ Combining Assessment 1 and Assessment 2 in a single class presentation, where both presentation of both technical work and a choreographed sequence are evaluated on the same day in class; with another separate event for Assessment 3 of learners' performance skills.
- ◆ Assessing technical skills according to Assessment 1 in either a one-off class or cumulatively over several weeks of classes; with a separate combined performance event for the evaluation of Assessments 2 and 3 of the choreographed group sequence *and* an individual performance (presented in front of an audience).

Time should be allowed for any necessary re-assessment.

Video footage must be taken of all practical assessments for this Unit. Assessors may use observational checklists to ensure all PCs and Evidence Requirements are met. In order to maintain authenticity, all mirrors should be covered or learners must not be facing mirrors during the practical assessments.

National Unit Support Notes (cont)

Unit title: Dance: Word Traditions (SCQF level 6)

Accurate records should reflect the learner's performance in each Outcome separately, although evidence could possibly make reference to learners' overall achievements across the Unit.

All records should be made available for External Verification. Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met.

Additional Guidance on Assessment:

For both the choreographed sequence and individual performance presentations:

- ◆ The music should be selected by the tutor, although learners should be given the opportunity to contribute ideas for their own individual performance piece where possible.
- ◆ Tutors may provide live rhythmic accompaniment to the sequence and/or performance presentations if and where appropriate and possible.
- ◆ Sequences should contain key movements, phrases and key stylistic elements that are considered typical of and fundamental to the chosen dance style.
- ◆ Tutors should provide a framework and basic sequence for which learners should be encouraged to build on for their individual performance assessment, ie by refining the technique, developing the stylistic and expressive characteristics of the dance, and engaging with the music/rhythmic accompaniment.
- ◆ If and where possible, learners and tutors are encouraged to familiarise themselves with the costume and stylistic elements typical to theatre performances of the chosen dance genre/style - which in some cases determines range of movement, and often has a direct connection to sequences.

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.

National Unit Support Notes (cont)

Unit title: Dance: Word Traditions (SCQF level 6)

Opportunities for developing Core and other essential skills

(a) Core 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 the opportunity to demonstrate both understanding and technical ability of a range of dance vocabulary and terms of a world/traditional dance form. This can be enhanced by the practical appreciation of how the techniques and performance skills of a particular dance form link to the originating cultures, etc.

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

There are many opportunities for learners to review and evaluate their own performance and assess how well they are integrating the relevant dance techniques into their individual movement and performance of the genre selected eg from their research of the specific dance and using knowledge and understanding of the cultural and social factors influencing the specific dance form. Elements of dance such as expression, communication, interpretation and projection depend strongly on the individuality of each performer and will benefit from self-review and self-evaluation on the part of the learner.

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 have opportunities to develop skills in working with others such as, work in collaboration with others; use of interpersonal skills; develop an awareness of their own bodies in relation to other dancers; take responsibility for own contribution; reflect on own personal learning and/or provide peer assessments; working towards a shared goal etc. Also, assessment of Outcome 2 of this Unit can be a performance as part of a group dance which can offer learners a range of opportunities to work with others.

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 the practical Outcomes of this Unit.

◆ **Component: Written Communication (Reading) 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, such as handouts on relevant terminology and dance vocabulary to support observational learning or learners' research into history and social context of the selected dance form, etc.

National Unit Support Notes (cont)

Unit title: Dance: Word Traditions (SCQF level 6)

Information and Communication Technology (ICT)

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

There are opportunities for learners to electronically access and collect relevant and appropriate information on the basic traditions, musical genres, and historical context of the specific dance genre using straightforward searches, using filtering techniques with appropriate criteria, keywords, etc.

(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 class and in independent learning, in relation to their tutors, peers and audio-visual materials supporting class content. This may relate to information regarding course content regarding a specific dance style, and/or feedback and guidance on their own learning (ie taking instruction about sequences, performance and technique).
- ◆ **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 a specific dance tradition. Class-based activities and performance opportunities encourage learners to develop further understanding of body/use of body in applying technique (alignment, flexibility, strength, stamina, co-ordination). Group-based activities 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 ample opportunity to develop skills in working cooperatively, in both class and performance contexts.
- ◆ **Thinking Skills:** The requirement to accurately replicate a tutor-taught sequence (as expected in Outcome 2) provides learners with the opportunity to develop their capacity to retain and apply non-verbal and sequential complex information. Further there is possibly some opportunity for learners to develop their capacity for creativity in this Unit, particularly in relation to Assessment 3 (solo performance) in accordance with Outcome 3.

History of changes to Unit

Version	Description of change	Date

© Scottish Qualifications Authority 2014

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for learners

Unit title: Dance: World Traditions (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 is at SCQF level 6 (ie Higher level) and forms part of the National Certificate (NC) in Dance. It is an opportunity for you to develop skills relating to a world dance style that has its roots in the tradition of a particular country or region. This may be Western in origin, such as European Folk Dance or Irish Dancing or come from another part of the world, such as Africa, the Middle East or Asia. World Traditions may include classical dance or forms that relate to social, ceremonial or religious aspects of life. Through practical class work you will be introduced to specific techniques, sequences and performance elements of that dance form and also be expected to apply them in a performance context. You will have experience of working independently and also with others.

You do not need to have previous experience of the subject, although it would be helpful if you had previous experience in movement or dance at SCQF level 5 or equivalent.

On successful completion of this Unit, you will be able to:

- ◆ demonstrate skills and techniques relating to a specific dance genre.
- ◆ demonstrate knowledge and technical ability of a specific dance genre through dance sequences or amalgamations.
- ◆ demonstrate performance skills through the presentation of a choreographed dance sequence.

Learning for this Unit is likely to be in classes/workshops which develop your practical knowledge of the techniques, sequences and culture of the specific dance tradition. You will be encouraged to watch videos and familiarise yourself with the music and rhythms associated with the dance style, etc.

The assessment for this Unit will be practical and is likely to include a demonstration of technical work in class; a demonstration of a short tutor-led choreographed dance sequence; and a solo performance in front of an audience of a short dance sequence that you have developed with your tutor. However, your tutor will provide more information on the assessment methods for the specific dance style selected for this Unit.

This Unit provides you with the opportunity to develop Core Skills in several areas, in particular *Working with Others*, *Communications*, *Problem Solving* and *Information and Communication Technology (ICT)*.

If you achieve this Unit, you could progress to Units such as Dance Technique Units at HNC (SCQF level 7) and other further courses of study, which lead to recognised achievement at a high level of dance performance. Also, it provides an opportunity to broaden your repertoire of dance techniques and versatility as a dancer which may assist eg to obtain employment.