



National Unit specification

General information

Unit title: Dance: Partner Work (SCQF level 6)

Unit code: H73V 46

Superclass: LB

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Version: 01

Unit purpose

The aim of this Unit is to introduce the learner to skills and techniques in partner work in dance. This also includes artistic skills and an understanding of the performance skills required for partner work.

This is a free-standing Unit and is also within NC in Dance at SCQF level 6. The NC is a starting point for learners interested in starting vocational dance training.

Possible progression opportunities from this Unit may include practical and contextual dance Units at SCQF level 7; Units such as *Dance: Pas De Deux* at SCQF level 8 and 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 skills and techniques for supporting.
- 2 Demonstrate skills and techniques for lifting.
- 3 Perform partner work sequences in a choreographed dance piece.

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)

Unit title: Dance: Partner Work (SCQF level 6)

Recommended entry to the Unit

Whilst access to this Unit is at the discretion of the centre, learners would benefit from having previous dance experience in any of the following and/or equivalent:

NPA in Dance at SCQF level 5

National 5 Dance at SCQF level 5

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: Partner Work (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.

Outcome 1

Demonstrate skills and techniques for supporting.

Performance Criteria

- (a) Posture is demonstrated with control and weight placement.
- (b) Stability in both supportive and supported positions is demonstrated.
- (c) Communicate appropriately with partner.
- (d) Synchronicity of movement is demonstrated.

Outcome 2

Demonstrate skills and techniques for lifting.

Performance Criteria

- (a) Posture is demonstrated with control and weight placement.
- (b) Stability and strength as the lifter or in lifted positions is demonstrated.
- (c) Communicate appropriately with partner.
- (d) Synchronicity of movement is demonstrated.

Outcome 3

Perform partner work sequences in a choreographed dance piece.

Performance Criteria

- (a) Tutor taught choreographed sequence is recreated.
- (b) Transition seamlessly between supporting and lifting movements is demonstrated
- (c) Performance of the technical elements of partner work is demonstrated.
- (d) Performance of the artistic elements through partner work is demonstrated.
- (e) Performance of the musicality and rhythmic elements of the piece are demonstrated.
- (f) Demonstrate spatial awareness and stagecraft.

National Unit specification: Statement of standards (cont)

Unit title: Dance: Partner Work (SCQF level 6)

Evidence Requirements for this Unit

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

Outcome 1

Practical evidence is required through the demonstration of a minimum of four supported positions. In each position, the supporting partner must hold the supported partner. To meet Evidence Requirements:

- ◆ one position must be an upright statutory balance.
- ◆ two positions must have the supported partner with both feet planted on the ground in an off-balance position.
- ◆ one position must have the supported partner with only one foot planted on the ground in an off-balance position.

The supporting partner must demonstrate control, stability and ease of transitional movement. However, there is no requirement for the supporting partner to move within the space for this Outcome.

PC 1 (b): the learner must show evidence of stability as **both** the supporting partner and the supported partner. This will constitute a total of eight positions per learner.

Outcome 2

Practical evidence is required through the demonstration of a minimum of three basic lifts. For each lift, the lifted partner must have both feet off the ground and in a statutory held position for a minimum of 10 seconds per lift.

The lifting partner must demonstrate control, stability and ease of transitional movement. There is no requirement for the lifting partner to move within the space for this Unit.

PC 2 (b): the learner must show evidence of stability and strength as **either** the lifting partner or the lifted partner. This will constitute a total of three positions per learner.

In both Outcomes 1 and 2, the learner must communicate appropriately with the partner for both supporting and lifting techniques.

National Unit specification: Statement of standards (cont)

Unit title: Dance: Partner Work (SCQF level 6)

Outcome 3

Practical evidence is required through an accurate demonstration of a tutor-taught choreographed partnering sequence, which must:

- ◆ include the learner performing two supportive positions and two lifted positions.
- ◆ last approximately 2 minutes.
- ◆ be performed as a duet.

Videoed 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: Partner Work (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 performance of the technical and artistic skills in basic partner work. This Unit also aims to underpin the learner's knowledge for pas de deux work at a higher level.

This Unit is intended to provide learners with a basic underpinning knowledge of working with partners and to provide techniques for supporting and lifting of partners. The Unit is not specific to style and therefore delivery staff can determine a suitable dance style for their learner cohort. These can include but are not limited to Ballet, Jazz, Contemporary, etc.

The selection of appropriate dance material coupled with strength and conditioning training should be considered and may incorporate elements including balances, turns, supporting, lifting, falling, etc.

This Unit is gender neutral so female-female or male-male partner work is as appropriate as a male-female combination.

Guidance on approaches to delivery of this Unit

Class Planning

Learners would benefit initially from the teaching of the basic principles of partner work such as: posture, weight placement, core stability, basic physics, leverage and partnering skills in order to ensure application of safe dance practice within the learners' own demonstration.

Strength and conditioning work provides the basis for the lifting and supportive partners but also aids the stability and progression of the supported and lifted partners. The strength and conditioning elements should gradually progress to ensure safe practice by the learners. A recommended class length is between 40 minutes to 1 hour and could take place after a technical dance class to ensure the learners are appropriately warm and on balance.

National Unit Support Notes (cont)

Unit title: Dance: Partner Work (SCQF level 6)

Delivery

A learner centre practical approach is encouraged where the learners' observational skills are attuned to the Performance Criteria required for the effective performance within this Unit. Both kinaesthetic and observational understanding should be developed throughout. Observation of pas de deux and partner work performances in a variety of styles and disciplines — live or on DVD, may be helpful in identifying exemplary examples of the technical and artistic criteria required for this Unit.

Feedback

Learners should be provided with feedback on a regular basis. Within class, peer assessment can be used to further develop the learners' knowledge and kinaesthetic understanding of the criteria required.

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 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.

In order to achieve this Unit, learners are required to demonstrate practical evidence that shows they have met all Performance Criteria for each Outcome and the Evidence Requirements specified in this Unit.

It is recommended that each Outcome is assessed individually and in sequential order to ensure full and complete understanding before advancing to more progressive and difficult partner work.

- ◆ The evidence for Outcome 1 may take the form of a continuous sequence of positions or a demonstration of individual positions in isolation.
- ◆ The evidence for Outcome 2 may take the form of a continuous sequence of lifts or a demonstration of individual lifts in isolation.

Video footage must be taken of all practical assessments for this Unit and may be supported by checklists and/or marking schemes. These records should be made available for External Verification.

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: Partner Work (SCQF level 6)

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

(a) Core Skills

There may be opportunities to develop Core Skills as follows:

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 three 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 (eg handouts on relevant terminology partner dance vocabulary and terms) to support observational learning.

Problem Solving

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

Using analysis and reasoning, learners have the opportunity to demonstrate understanding, technical ability and musicality of a range of partner dance elements, techniques, sequences and positions.

◆ **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 partner dance techniques and sequences into their individual movement and performance. 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.

National Unit Support Notes (cont)

Unit title: Dance: Partner Work (SCQF level 6)

Working with Others at SCQF level 5

◆ **Component: Working Co-operatively with Others at SCQF level 5**

There are opportunities to develop skills in working with others such as, work in collaboration with others; use interpersonal skills; take responsibility for own contribution, etc. This can include learners identifying their own roles and relationships as well as those of their partner in demonstrating skills and techniques for partner work; understanding and organising their own role in working co-operatively with their partner to demonstrate the required; encouraging their partner to contribute to achievement of lifted and/or supported dance positions; anticipating the needs of the partner, offering praise and support, accepting partners' ideas, adapting roles within performances, etc developing trust with their partner through working together; and managing any conflict that arises through safe dance partner work.

◆ **Component: Reviewing Co-operative Contribution at SCQF level 5**

Through partner work in dance, learners will have opportunities to reflect on own personal learning and/or provide peer assessments, take account of feedback from tutor and partner (and other peers) on a regular basis which can help to further develop the learner's knowledge and kinaesthetic understanding of safe partner dance techniques, skills and performances.

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 partner dance work and performances, etc using straightforward searches, using filtering techniques with appropriate criteria, keywords, etc. This could be helpful in identifying exemplary examples of the technical and artistic criteria required for this Unit.

(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 dance partner work and/or feedback and guidance on their own learning (ie taking instruction about technical skills, techniques and performance).

National Unit Support Notes (cont)

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- ◆ **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 technical and artistic techniques associated with dance partner work. Class-based activities and performance opportunities encourage learners to develop further understanding of body/use of body in applying technical and artistic techniques of lifting and supporting (eg synchronicity of movement, spatial awareness, alignment, flexibility, strength, co-ordination, etc). Group-based activities and working with partners 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 many opportunities to develop skills in working cooperatively, in both class and performance contexts.
- ◆ **Thinking Skills:** The requirement to accurately replicate a tutor-taught lifting and supporting sequences provides learners with the opportunity to develop their capacity to retain and apply non-verbal and sequential complex information. Further there are opportunities for learners to develop their capacity for creativity in this Unit, eg the technical and artistic performance as a duet 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: Partner Work (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 is a stand-alone Unit and is also part of the National Certificate (NC) in Dance at SCQF level 6 (ie Higher level). This NC is a starting point for those interested in starting vocational dance training.

This Unit is at SCQF level 6 and is designed to develop your skills in partner work for dance. You will learn the basic principles of partner work such as: posture, weight placement, core stability, basic physics, leverage and partnering skills in order to ensure safe dance practice within your demonstrations of partner work. Strength and conditioning work will provide you with the basis as both a lifting and a supporting partner. It also will aid your stability and progression as the supported and lifted partner. These strength and conditioning elements will gradually progress to ensure safe partner dance practice throughout.

As well as demonstrating supporting and lifting dance techniques, you will have the opportunity to perform partner work sequences as part of a short choreographed dance piece.

On achievement of the Unit you will be able to:

- ◆ demonstrate skills and techniques for supporting.
- ◆ demonstrate skills and techniques for lifting.
- ◆ perform partner work sequences in a choreographed dance piece.

Assessment is practical and will take the form of demonstrations of some of the supports and lifts you have learned during the teaching of the Unit. This builds up to the performance of a tutor-choreographed duet that includes both supporting and lifting elements.

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

There is no requirement for you to have previous learning in this subject area but it would be useful if you had previous classical dance experience such as NPA in Dance at SCQF level 5 or National 5 Dance at SCQF level 5 or equivalent.

On successful completion of this Unit, you may progress to other practical and contextual dance Units at SCQF level 7; Units such as *Dance: Pas De Deux* at SCQF level 8 and further courses of study which lead to recognised achievement at a higher level of dance performance.