



National Unit specification

General information

Unit title: Dance: Theory of Dance Teaching (SCQF level 6)

Unit code: H73X 46

Superclass: LB

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Unit purpose

The general aim of this Unit is to introduce skills and pedagogical methods to support the teaching of dance. Learners will develop knowledge and understanding of safe and effective methods for dance instruction and an awareness of effective leadership and management skills in the teaching and learning environment for dance. This is to cover the practices of both dance techniques and dance performance.

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 contextual Units 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 Describe teaching methods for dance.
- 2 Discuss safe methods for dance instruction.
- 3 Plan a dance class.

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 learners may have previous experience in Dance at SCQF level 5 or Higher Dance Technical Skills at SCQF level 6, which may be beneficial.

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

Describe teaching methods for dance.

Performance Criteria

- (a) Use effective observation skills to identify and discuss the following practices within the teaching and learning environment:
 - (i) Dance techniques
 - (ii) Dance performance.
- (b) Describe the fundamental technical and aesthetic qualities in more than one dance genre or context.
- (c) Describe the feedback process for a chosen dance genre.

Outcome 2

Discuss safe methods for dance instruction.

Performance Criteria

- (a) Assess the dance environment for risks.
- (b) Discuss the breakdown and buildup of basic techniques in a chosen dance genre.

Outcome 3

Plan a dance class.

Performance Criteria

- (a) Describe the elements and structure of a dance class.
- (b) Create a plan for the practical elements of a dance class that demonstrate an understanding of progressive skills in a chosen dance genre.

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 may be presented for individual Outcomes or it may be gathered for the Unit as a whole through combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome. The work can be presented for assessment in a variety of formats depending on the preferences of centres and learners, as long as this covers all Evidence Requirements of the Unit.

Outcome 1: Describe teaching methods for dance.

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

- ◆ A description of the artistic qualities in dance performance of a chosen dance genre and the teaching methods required to develop these.
- ◆ A description of the expressive and creative processes used for teaching dance in more than one dance genre or context.
- ◆ A discussion of the feedback process using correct technical dance vocabulary for a chosen dance genre.

Outcome 2: Discuss safe methods for dance instruction.

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

- ◆ An assessment of the dance environment for risks, communicating and providing feedback on how hazards may be eliminated or minimised.
- ◆ An outline the different skill levels (eg beginner, intermediate and advanced) of dance students through discussion of the breakdown and build-up of fundamental techniques in a chosen dance genre.

Outcome 3: Plan a dance class.

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

- ◆ A description of the practical structure of a dance class.
- ◆ A plan for the practical elements of short sections of a dance class ensuring progressive skills in the chosen dance genre.

National Unit specification: Statement of standards (cont)

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Combining evidence across Outcomes:

It is also possible to integrate the assessment for all Outcomes into one single investigation that can be presented in an e-portfolio/folio style that may include for example, footage of demonstrations, fundamental teaching/instruction episodes and written documentation and/or diagrams or plans that evidence an understanding of how all Outcomes support dance teaching.



National Unit Support Notes

Unit title: Dance: Theory of Dance Teaching (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.

This theory Unit aims to be an introduction to teaching of dance. It helps develop the learners' appreciation and understanding of what is involved in the teaching of dance such as safe and effective methods for dance instruction and an awareness of effective leadership and management skills in the teaching and learning environment for dance.

Outcome 1: Learners are to demonstrate an appreciation of appropriate teaching methods for dance. In doing so also show the ability to observe, identify and discuss effective processes within the teaching and learning environment for dance. This requires the learner to develop knowledge and understanding of skill levels (eg beginners, intermediate and advanced) to allow them to appreciate and describe the progressive nature of the skill development. It is also important that the learners can also appreciate and describe the teaching methods within dance as well as the artistic performance elements. The learner should be encouraged to develop an understanding of creative processes for dance composition and understand dance as a way to create expression, meaning and communication. This can be achieved through developing knowledge and understanding of:

- ◆ Observation skills
- ◆ Appreciation skills
- ◆ Creative skills
- ◆ Effective communication and oral description

These elements can be evidenced through:

- ◆ discussion that demonstrates the appropriate and correct use of dance vocabulary and terminology for dance genres.
- ◆ the ability to describe, provide evidence using graphical plans or documentation that communicates the creative processes and or the aesthetic, dynamic and spatial composition of dance.

National Unit Support Notes (cont)

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Outcome 2: Learners are asked to identify and apply safe and effective methods for dance instruction and demonstrate a technical and rhythmical awareness in a chosen dance genre. This is done through planning for safe dance practice and preparation of the body and requires knowledge of:

- ◆ assessing for risk in the dance environment. This could include: the dance venue, temperature, the number of participants and stage they are at eg beginner, intermediate or advanced.
- ◆ understanding technique at a range of levels.
- ◆ understand safe preparation of the body.
- ◆ demonstrate rhythmical awareness and understand rhythmical stimuli in relation to movement.

These elements can be evidenced through:

- ◆ planning a warm up and/or cool down that is appropriate for a dance class at a chosen level (beginners, intermediate or advanced) and in a chosen dance genre.
- ◆ appreciating and counting a range of appropriate rhythmical and musical stimuli to accompany dance steps and demonstrate how these can be effectively used in teaching dance.

Outcome 3: Learners are to develop an awareness of effective class planning for dance. They can achieve this through demonstration of appropriate planning, organisation and preparation. This can be demonstrated through demonstrating the knowledge and an understanding of:

- ◆ dance class structure.
- ◆ planning to appropriate class level.
- ◆ planning appropriate technical exercises in a chosen dance genre.
- ◆ demonstrating varied approaches to teaching dance.

These elements will be evidenced through:

- ◆ providing evidence that demonstrates an appreciation of the organisation and timing of teaching episodes in a dance class.
- ◆ planning short sections of a class.

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.

Learners should be encouraged to develop their awareness of teaching skills through observation and appreciation of good practice in the teaching and learning environment for dance. They should also be encouraged to assist and take part in dance classes at different levels.

National Unit Support Notes (cont)

Unit title: Dance: Theory of Dance Teaching (SCQF level 6)

Through the delivery of this Unit, learners will have opportunities to develop:

- ◆ knowledge of teaching methods and practice for dance, including distinguishing between dance performance and the processes within dance appreciation; and an understanding of teaching and learning processes and applying appropriate dance vocabulary.
- ◆ specific skills and knowledge relating to a range of dance contexts such as create and compose dance motives; application of choreographic devices and techniques; perform dance with fluency, control and demonstrate these with the required technical ability.
- ◆ an understanding of the adaptation of dance skills/techniques ensuring that they are safe and effective across a range of ages and developmental stages and the effective use of rhythm, music and other stimuli in dance practice.
- ◆ skills and knowledge required to support a planned section of a dance class with a focus on achieving specific aims and objectives.
- ◆ more generic skills such as understanding of problem solving, critical and creative thinking skills in dance etc.; as well as being aware of some of the cultures and social/historical contexts in dance.
- ◆ the ability to work with others as a group in the creative process when developing dance compositions.

Also, where this Unit is delivered as part of a Group Award, there may be opportunities for learners to make connections between dance teaching/instruction and other related dance activities. In the delivery of the Group Award the learners would be taught that learning to dance is a complex process of experiencing, understanding, performing and appreciating the appropriate skills for any chosen dance genre and these processes should be addressed in the teaching of this Unit, such as:

- ◆ the correct use of en dehors or 'turn out' in classical ballet as a fundamental technique to this dance style could be an area addressed through the underpinning of how this technique facilitates the required aesthetic and dynamic alignment of the dancer.
- ◆ another element that may be addressed in a contrasting dance style could be the mechanism of 'isolation' as a basic technique that is used and demonstrated in a range of modern dance contexts such as jazz and a range of hip hop expressions. The learner could be taught how isolations require the technical ability to control and manipulate body parts in separation from the rest of the body.

Effective learning in dance could also be addressed and the learner would be taught how this is facilitated by using appropriate teaching methods to develop skills, understand, perform and appreciate dance of any genre. The learner could be taught to understand how and why good pedagogy creates an environment that encourages opportunity for meaningful bi-directional exchanges between the teacher and learner. This could be taught through the understanding of teaching and how careful organisation, planning and instruction provide for the range of developmental levels found in the dance class.

The learner could be taught how dance skills are transmitted through understanding, watching, following and copying quality demonstrations. The teaching in this Unit will also develop an understanding of how meaningful learning takes place when these skills are developed in parallel with the understanding and appreciation of the context of the dance genre, an understanding of quality performance and the processes within dance participation and performance.

National Unit Support Notes (cont)

Unit title: Dance: Theory of Dance Teaching (SCQF level 6)

Creativity and expression should be addressed in the delivery of this Unit as examples of processes evident within teaching and learning in both dance participation and performance and how these processes can be understood and developed by encouraging the learners to collaborate and compose their own dance motives.

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.

Assessors should use their professional judgment, 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.

There is a wide range of possible assessments for this Unit, eg taking the form of essays, folio/e-portfolios, poster-board, blog, wikis, investigation, etc. Also 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 which could take the form of a folio/e-portfolio which could include evidence such as written work, diagrams and recorded footage of work covering all PCs.
- ◆ Outcome 2: an open-book assessment which could take the form of a folio/e-portfolio that could include evidence such as written work and footage of recorded teaching episodes.
- ◆ Outcome 3: an open-book assessment which could take the form of a folio/e-portfolio that could include evidence of analysing planning for learning episodes and footage of demonstrations of effective communication for learning in dance.

It is also possible to integrate the assessment for all three Outcomes into one investigation or folio. Where this is in written format, it is suggested that it should be around 1,500 words to ensure all Evidence Requirements are covered. Alternatively, if an oral presentation, it is suggested that this should be around 10 minutes.

The assessment responses may be assessed using an assessor checklist.

Time should be allowed for any necessary re-assessment.

National Unit Support Notes (cont)

Unit title: Dance: Theory of Dance Teaching (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

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 by outlining risk assessment for the dance environment; identifying different skill levels of dance (eg beginner, intermediate and advanced); breaking down and building up of fundamental dance techniques; outlining practical elements of a dance class by demonstrating their understanding of progressive dance skills, etc. They also have opportunities to create and suggest ideas on issues such as aspects of a safe environment for dance classes; teaching methods for both dance techniques and performance; creation of a plan for practical elements of a dance class, etc.

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

In Outcome 3, learners need to plan and organise practical elements of a dance class including dance class structure at appropriate class level; planning appropriate technical exercises in a chosen dance genre and demonstrating varied approaches to teaching dance. They are responsible for carrying out this task to completion.

Communication

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

Learners have opportunities to take part in discussions on methods of dance teaching using appropriate technical dance vocabulary; how to provide effective and appropriate feedback; the expressive and creative processes for teaching dance, etc. There are also opportunities for learners to develop oral communication skills where assessment takes the form of short oral presentations.

National Unit Support Notes (cont)

Unit title: Dance: Theory of Dance Teaching (SCQF level 6)

◆ **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 methods of teaching dance, practical elements of dance classes; safe environment for dance classes; identification of different skill levels of dance, etc; internet research, etc). Also assessments may take written format, eg short essays, reports; blogs, portfolios; which can include graphical plans or documentation that communicates the creative processes and or the aesthetic, dynamic and spatial composition of dance, etc.

Information Communication Technology (ICT)

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

There are opportunities for learners to electronically collect relevant and appropriate information on many aspects of dance teaching 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.

Working with Others

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

Within this Unit, learners have to understand how to effectively feedback to those within the dance class. Also where learners work in groups in the delivery of this Unit, they 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; value the roles of others; handle the behaviour of others in the group situation, etc.

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.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Dance: Theory of Dance Teaching (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 theory Unit forms part of the NC in Dance at SCQF level 6. As an introduction to dance teaching, this Unit (at SCQF level 6) involves skills and techniques in observing, appreciating, creating, leading and communicating appropriate materials used in dance classes for both dance techniques and dance performance. You will also develop knowledge, understanding and application of the safe and effective methods used in the dance classes.

On completion of this Unit you will be able to:

- ◆ Describe teaching methods for dance
- ◆ Discuss safe methods for dance instruction
- ◆ Plan a dance class

You will develop knowledge and understanding of the theory of dance teaching by:

- ◆ observing and appreciating dance lessons in a range of levels such as beginners, intermediate and advanced.
- ◆ identifying and demonstrating safe techniques in dance with clarity and understanding.
- ◆ learning to provide feedback using appropriate dance vocabulary.
- ◆ learning to analyse and develop appropriate material to use in the dance class.
- ◆ learning to count and demonstrate the rhythmical elements of dance clearly.
- ◆ producing a dance class plan.

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

Through the delivery of this Unit, there are opportunities to develop Core Skills such as *Communication, Problem Solving; Working with Others* and *Information and Communication Technology (ICT)*.

To undertake this Unit, it would be helpful if you have previous experience in Dance at SCQF level 5 or Higher Dance Technical Skills at SCQF level 6.

Successful completion 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.