

National Unit Specification: General Information

UNIT History of Dance (Higher)

NUMBER D651 12

COURSE

SUMMARY

This unit is designed to provide candidates with an understanding of the factors which have influenced dance and dance developments throughout history. It will also aid candidates in identifying key innovators and events in dance and to form a chronological knowledge of dance history.

OUTCOMES

- 1 Recognise the main shaping forces behind developments in dance, with reference to the major dance innovators.
- 2 Demonstrate an appreciation of dance developments in relationship to other art form developments.
- 3 Demonstrate an appreciation of dance developments within the context of social, political and economic climates.

RECOMMENDED ENTRY

Access to this unit is at the discretion of the centre.

CREDIT VALUE

1 credit at Higher.

CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

Administrative Information

Superclass: LB

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National unit specification: statement of standards

UNIT History of Dance (Higher)

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 the Scottish Qualifications Authority.

OUTCOME 1

Recognise the main shaping forces behind developments in dance, with reference to the major dance innovators.

Performance Criteria

- a) Identification of the major dance innovators is accurate.
- b) The description of shaping forces behind developments in dance are explained clearly.
- c) Historical and social roots of various types of dance, including, Classical Ballet, Contemporary and Jazz Dance are identified and described clearly.

Evidence Requirements

Written or oral evidence that the candidate can meet all performance criteria.

OUTCOME 2

Demonstrate an appreciation of dance developments in relationship to other art form developments.

Performance Criteria

- a) The development of dance in relation to the development of drama is described clearly.
- b) The development of dance in relation to the development of art is described clearly.
- c) The development of dance in relation to the development of music is described clearly.

Evidence Requirements

Written or oral evidence that the candidate can meet all performance criteria.

National unit specification: statement of standards (cont)

UNIT History of Dance (Higher)

OUTCOME 3

Demonstrate an appreciation of dance developments within the context of social, political and economic climates.

Performance Criteria

- a) Identification of past and present social climates and their influences on dance developments are accurate.
- b) Identification of past and present political climates and their influences on dance developments are accurate.
- c) Identification of past and present economic climates and their influences on dance developments are accurate.

Evidence Requirements

Written or oral evidence that the candidate can meet all performance criteria.

National unit specification: support notes

UNIT History of Dance (Higher)

This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

GUIDANCE ON CONTENT AND CONTEXT

Discussion should include the history of the development of dance as recreation and an art form should be wide ranging. It should cover the key developments and key figures. The forms of dance should be discussed, eg. jazz, tap, ballet, ethnic and ritual dance. Development of dance as a social agent is as important as dance as art.

For outcome 1, it may be helpful to discuss the influence of eg. Nijinsky or Georges Balanchine on the development of classical ballet; of Fred Astaire on popular/ballroom dancing; of Michael Flaherty on the popularisation of ethnic traditional dance. There are numerous other examples to choose from.

For outcome 2, the development of dance could be explored in relation to the development of music and drama and how the various art forms can be interrelated. There are many examples of dance pieces being developed for inclusion in plays or musical theatre pieces. The most obvious link is perhaps between music and ballet. It should be noted that the impetus for a given piece could be generated by any of the forms eg. music being commissioned for a specific ballet or a dance piece being constructed around a piece of music.

For outcome 3, it might be helpful to explore the impact and influences of popular dance on 20th century society, eg. in the 1920's/30's/40's and 50's the growth of dance hall/social dances etc. The expansion of popular dance into disco and rave could also be explored. Earlier periods could include the development of the waltz, polka and others in the 19th century.

The development of ethnic and folk dance could also be explored in its cultural context, eg. Flamenco, Latin American, Oriental.

The foregoing is intended only as guidance to content and context.

GUIDANCE ON TEACHING AND LEARNING APPROACHES

- Lectures
- Discussion
- Student centred learning
- Group project work
- Research

GUIDANCE ON APPROACHES TO ASSESSMENT

A checklist will be used to assess all written work. Oral evidence should be taped.

National unit specification: support notes

UNIT History of Dance (Higher)

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements* (SQA, 1998).