

# Draft National Unit Specification



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**Unit title:** Dance: Technical Skills (National 5)

**SCQF:** level 5 (9 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to provide learners with the technical dance skills to be able to perform a range of different dance styles. These skills will be applied in a tutor-choreographed dance sequence. Learners will develop understanding of the importance of health, fitness and safe practice when dancing. They will develop and apply critical thinking skills and will learn to appreciate dance technique and evaluate their own work and that of others.

Learners who complete this Unit will be able to:

- 1 Develop technical dance skills in different dance styles
- 2 Apply technical dance skills in different dance styles

This Unit is a mandatory Unit of the Dance (National 5) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provides advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

## Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ free-standing Units in Dance at SCQF level 4
- ◆ Literacy skills at SCQF level 3
- ◆ Numeracy skills at SCQF level 3

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

## **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. For further information please refer to the *Unit Support Notes*.

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# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

#### 1 Develop technical dance skills in different dance styles by:

- 1.1 Practically applying knowledge of a range of technical dance skills and fundamental principles of two given dance styles
- 1.2 Physically demonstrating technical skills and fundamental principles of two given styles
- 1.3 Reflecting on the use of technical skills in their own work and in the work of others

### Outcome 1

The learner will:

#### 2 Apply technical dance skills in different dance styles by:

- 2.1 Performing a dance sequence in two different dance styles
- 2.2 Applying expressive performing skills showing dynamic quality, timing and musicality
- 2.3 Analysing and evaluating technical dance skills used in the performance of self, peers and/or others

## Evidence Requirements for the 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.

Evidence will be a combination of performance, written and/or oral evidence. 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.

For this Unit, learners will be required to provide evidence of:

- ◆ the ability to demonstrate technical skills and fundamental principles shown in two different dance styles
- ◆ the ability to apply technical skills when performing dance sequences in two different dance styles
- ◆ the ability to self-reflect, analysing and evaluating technical dance skills used in the performance of self, peers and/or others
- ◆ understanding the principles of safe dance practice within their own performance, including:
  - posture
  - alignment
  - warm up/cool down
  - hydration
  - nutrition
  - attire

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

## **Development of skills for learning, skills for life and skills for work**

It is expected that learners will 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 must be built into the Unit where there are appropriate opportunities.

### **3 Health and wellbeing**

3.1 Personal learning

### **4 Employability, enterprise and citizenship**

4.3 Working with others

### **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

## Administrative information



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**Published:** August 2011 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

| Version | Description of change | Authorised by | Date |
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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.