



Higher Dance Practice (C03D 12) Marking Instructions

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Notes on planning stage

Part (i): choreography

Please refer to Appendix 1 (Candidate Mark Sheet A).

This part of the plan will demonstrate that the candidate is able to plan and research their ideas for their choreography, ie themes, starting points, choreographic devices, management of rehearsals, time planning, working practices with dancers and design elements.

Part (ii): dance performance

Please refer to Appendix 1 (Candidate Mark Sheet A).

Candidates will provide evidence to support their choice of techniques to be studied for performance. This can be gathered from the Units covered in dance technique.

Assessment of planning stage

Candidates must produce a 500-1000 word plan of action. This plan, where appropriate, may include: video, diagrams, floor plan, patterns, choreographic designs and stimuli.

The work produced should be the candidate's own. However, teachers/lecturers are expected to provide candidates with advice, guidance, and constructive criticism as necessary when they are devising their plans. It is important to note that, as the plan underpins the rest of the project, centres should ensure that no candidate proceeds to the development stage until the candidate has devised a plan that is potentially workable.

Candidates should submit their plan for marking at an agreed date. Time should be allocated in class to prepare the candidates for the task of writing the plan. Sufficient class time should also be allocated to the writing of the plan prior to the submission deadline.

A sample of candidate's plans of action will be sent to SQA and the Visiting Assessor will quality assure the mark allocated by the centre. In addition, centres will be expected to submit all notes used by the sample candidates during the write-up sessions.

Portfolio

The portfolio can take the form of a log book charting the personal experiences of the candidate during the choreographic and performance processes. The portfolio should include as much detail as possible to enable the candidate to have a clear record of the daily process from the start of the project to the end.

This record of work will enable the candidate to evaluate the process from an informed standpoint and will relinquish the necessity for them to work from memory. Candidates should make the portfolio a diverse record of their work and can include written and video evidence, cuttings, resources, costume/design ideas, music etc.

Choreography:

- ◆ Selection of ideas and themes
- ◆ Content of choreography: stimuli, themes, context
- ◆ Location, surroundings (for site specific work)
- ◆ Choreographic techniques: motif development, improvisation, canon, unison, layering, chance, collage, contact improvisation, repetition, rondo, sequential
- ◆ Costumes, design, staging, lighting
- ◆ Response to needs, feelings and attitudes of the dancers

Performance:

- ◆ Personal areas of improvement
- ◆ Identified weaknesses and strategies for improvement
- ◆ Notes of personal corrections and encouragement from teacher/lecturer
- ◆ Attendance at classes and rehearsals
- ◆ Personal contribution to the classes/rehearsals
- ◆ Levels of personal performance: timing, projecting to audience and sensitivity to others
- ◆ Stage craft: awareness of performance space, entrances and exits, eye line, facial expression, footwear, costumes and sound

Although no overall marks are attributed to the portfolio, it forms the basis of the candidate's work and should be seen as a valuable part of the practical assignment.

Notes on development stage

Part (i): candidate's choreography

Use of choreographic structures

Candidates will demonstrate the use of structure and form, eg rondo, AB, ABA, etc. Marks should be allocated accordingly.

(8 marks)

Use of physical space

Candidates will demonstrate that they have grasped the use of the physical stage space through the use of the following: direction, floor patterns, groupings, perspective & pathways, etc.

(8 marks)

Use of choreographic devices

Candidates will demonstrate that they have the ability to create and develop movement phases. Devices can include the following: motif & development, unison, canon, repetition, layering, chance, etc.

(8 marks)

Use of music/sound

Is the choice of music/sound/accompaniment appropriate to the intention of the piece? Has the candidate used the music to highlight the choreography and have they demonstrated an empathy with timings, speed and dynamics of the music? Has the candidate chosen to use a soundscape or silence and is this choice appropriate and/or effective?

(8 marks)

Use of design

Candidates will demonstrate that they are able to select appropriate costumes, lighting, props and set (if used) to enhance their choreography. Are the design elements used to their full, or has the candidate not fulfilled the possibilities? Marks should be allocated accordingly.

(8 marks)

Total marks available for this section is **40 marks**.

Candidates must include all of the above criteria in their finished choreography.

Candidates who demonstrate a basic understanding and who have shown a simplistic grasp of the above criteria will achieve a pass mark. Candidates who demonstrate a sophisticated and innovative use of the above criteria will achieve a pass at a higher level.

Part (ii): candidate's personal performance

Specialist Dance Technique 1

Specialist Dance Technique 2

Total marks available for this section is **80 marks**. Please refer to Appendix 2 (Candidate Mark Sheet B).

Assessment of development stage

This practical assignment is subject to type 2 visiting assessment. The evidence for the development stage must be in the form of a live performance in front of the SQA Visiting Assessor.

Clear evidence of every candidate's work must be produced to support the practical assignment. The video/DVD evidence must cover the candidate's choreography and both specialist dance techniques. Video/DVD evidence will allow both internal assessors and SQA Visiting Assessors to have a permanent record of the performance for reference after the live event.

Assessment conditions

- ◆ Candidates must present themselves one at a time for assessment
- ◆ Clothing must be suitable to the dance style, eg for contemporary, female: leotard and footless tights with bare feet; male: tight fitting t-shirt/leotard and shorts/tights with bare feet
- ◆ Hair must be tied back
- ◆ All practical work must be videoed as a record of assessment, and observation checklists must be completed accurately to support this
- ◆ All records must be stored and made available for verification purposes

Assessments are carried out under controlled conditions to ensure reliability and credibility.

Assessment will take place in a dance studio/gym hall/ assembly hall/stage, preferably with a wooden/sprung floor or on a site specific space.

Candidate presentation for practical assignments: choreography and performance

Candidates should be:

- ◆ neat and well presented
- ◆ disciplined and maintain a professional attitude towards their own work and the work of other candidates

Candidates performing in the choreography of their peers should be:

- ◆ wearing appropriate clothing/costumes and footwear
- ◆ on time and suitably warmed up
- ◆ neat and well presented
- ◆ disciplined and maintain a professional attitude towards their own work and the work of other candidates

Notes on evaluating stage

See Appendix 3 (Candidate Mark Sheet C) for details of what the evaluation report should contain.

Candidates are permitted to submit pictures, photographs, diagrams, samples of costume material, floor plans, lighting plans and set design as appendices to the evaluation report.

Assessment of evaluating stage

Candidates will produce an extended evaluation report, which should be approximately 1,500 words in length.

The conditions under which assessment takes place:

- ◆ Candidates at Higher should be allowed up to three hours to complete an extended evaluation (including the summary). This is a generous time allowance, and some candidates may require less time – two hours should be sufficient.
- ◆ Candidates are allowed to take one side of A4 page of notes (maximum 200 words), which they have prepared, into the room with them. They should not be allowed to take a draft of the evaluation report into the room with them. The centre has responsibility for ensuring that the notes brought in are the candidate's own work and should be signed by the centre.

Centre-invigilated assessment:

The accommodation should be arranged to reflect centre-invigilated conditions and candidates should not be allowed to communicate with each other in any way. Signed candidate notes should be attached to the written evaluation.

A sample of candidates' evaluation reports will be sent to SQA to quality assure the mark allocated by the centre.

Grade descriptions for higher dance practice

Looking at the evidence as a whole:

Grade A

- ◆ Produces high quality, clearly inter-related, documented and process related evidence for the three essential phases of the practical assignment.
- ◆ Produces an accurate and insightful interpretation of the brief in their plan of action
- ◆ Shows an exceptional understanding of the choreographic process.
- ◆ Achieves a high level of understanding of the chosen dance techniques and is able to apply learnt technical skills in performance to a high standard.
- ◆ Evaluation report is tightly structured, effectively applies integrated and consolidated knowledge and a high level of understanding of the assignment.

Grade B

- ◆ Produces good quality, inter-related, documented and process related evidence for the three essential phases of the practical assignment.
- ◆ Produces an accurate interpretation of the brief in their plan of action.
- ◆ Shows a satisfactory level of understanding of the chosen dance techniques and is able to apply learnt technical skills in performance to a satisfactory standard.
- ◆ Evaluation report is well structured, applies integrated and consolidated knowledge and an understanding of the assignment.

Grade C

- ◆ Produces adequate, fairly well inter-related, documented and process related evidence for the three essential phases of the practical assignment.
- ◆ Produces an acceptable interpretation of the brief in their plan of action.
- ◆ Shows a basic understanding of the choreographic process.
- ◆ Achieves an adequate level of understanding of the chosen dance techniques and is able to apply learnt technical skills in performance to an acceptable standard.
- ◆ Evaluation report applies integrated and consolidated knowledge and an understanding of the assignment with some lack of continuity and consistency.

Higher Dance Practice
Practical Assignment
Candidate Mark Sheet A: Planning

Candidate Centre

Candidate number

MARKING SCHEME	MARK
<p>Introduction</p> <p>Reasons for choosing the brief, ie theme for choreography, selection of techniques, studio, or site specific performance</p>	(5)
<p>Part (I): Choreography</p> <p><i>This part of the plan will demonstrate that the candidate is able to plan and research their ideas for their choreography, ie themes, starting points, choreographic devices, management of rehearsals, time planning, working practices with dancers and design elements.</i></p> <p>Research and rehearse movement, eg starting points, themes, motifs, etc</p>	(5)
<p>Demonstrate knowledge of choreographic devices and how they will be used in the choreography, eg choreographic structures, unison, canon, repetition, layering, motif & development, etc</p>	(5)
<p>Describe methods that will be used when working with dancers, eg communication, goal setting, safe content and attitudes/feelings, etc</p>	(5)
<p>Describe how the use of music, costumes, lighting and prop/set will enhance the theme of the choreography</p>	(5)
<p>Part (II): Dance Performance</p> <p><i>Candidates will provide evidence to support their choice of techniques to be studied for performance. This can be gathered from the units covered in dance technique.</i></p> <p>Identify techniques to be studied for performance</p>	(1)
<p>Recognise the limitations on the structure of the body with regards to the techniques studied, eg alignment, strength, stamina, flexibility, etc</p>	(4)
<p>Establish a personal action plan for improvement and development of skill levels in conjunction with teacher/lecturer guidance, eg areas of weakness, specific tasks and exercises to improve technique, time scale for action plan, reassessment of skill levels, etc</p>	(10)
TOTAL MARKS FOR PLANNING STAGE	/ 40

Higher Dance Practice
 Practical Assignment
 Candidate Mark Sheet B: Development

Candidate Centre

Candidate number

MARKING SCHEME	MARK
Part (I): Candidate's Choreography	
Use of choreographic structures	(8)
Use of physical space	(8)
Use of choreographic devices	(8)
Use of music/sound	(8)
Use of design	(8)
	total =
Part (II): Candidate's Personal Performance	
Technique 1:	
Demonstration of skills and techniques	
Alignment	(2)
Turn out/parallel	(2)
Skills and techniques (4 selected by teacher/lecturer)	
1.	(3)
2.	(3)
3.	(3)
4.	(3)
	total =
Demonstration of choreographed sequences	
Sequences learned and created accurately	(3)
Use of rhythm and response to music/accompaniment	(3)
	total =

<p>Application of skills and techniques to the presentation of the dance form</p> <p>Concentration and focus maintained effectively (3)</p> <p>Qualities demonstrated effectively (use of dynamics) (3)</p> <p>Control demonstrated through use of the body (3)</p> <p>Coordination demonstrated through use of the body (3)</p> <p>Spatial awareness demonstrated clearly (3)</p> <p>Projection maintained effectively (performance quality) (3)</p>	
	total =
<p>Technique 2:</p> <p>Demonstration of skills and techniques</p> <p>Alignment (2)</p> <p>Turn out/parallel (2)</p> <p>Skills and techniques (4 selected by teacher/lecturer)</p> <p>1. (3)</p> <p>2. (3)</p> <p>3. (3)</p> <p>4. (3)</p>	
	total =
<p>Demonstration of choreographed sequences</p> <p>Sequences learned and created accurately (3)</p> <p>Use of rhythm and response to music/accompaniment (3)</p>	
	total =
<p>Application of skills and techniques to the presentation of the dance form</p> <p>Concentration and focus maintained effectively (3)</p> <p>Qualities demonstrated effectively (use of dynamics) (3)</p> <p>Control demonstrated through use of the body (3)</p> <p>Coordination demonstrated through use of the body (3)</p> <p>Spatial awareness demonstrated clearly (3)</p> <p>Projection maintained effectively (performance quality) (3)</p>	
	total =
TOTAL MARKS FOR DEVELOPMENT STAGE	/ 120

Higher Dance Practice
Practical Assignment
Candidate Mark Sheet C: Evaluating

Candidate Centre

Candidate number

MARKING SCHEME	MARK
Provide a brief summary of what the assignment was about	(2)
Review, update and assess the effectiveness of the action plan in light of their experience	(2)
Summarise any unforeseen events and explain how they were handled	(2)
Assess the effectiveness of the research methods used	(2)
	total =
Review choreographic experience and the use of the following:	
Choreographic structures	(2)
Use of physical space	(2)
Choreographic devices	(2)
Music/Sound	(2)
Design	(2)
	total =
Give recommendations for future choreographic work, eg planning, choice of music/accompaniment, starting points, themes, motifs, working relationships, design/costumes, etc	(8)
	total =
Review own performance in both specialist dance techniques and identify knowledge and skills which have been gained/developed, eg alignment, strength, stamina, flexibility, etc	(10)
	total =
Review the effectiveness of the personal action plan	(2)
Determine to what extent the assignment met the original brief	(2)
TOTAL MARKS FOR EVALUATION STAGE	/ 40

TOTAL MARKS FOR PRACTICAL ASSIGNMENT

/ 200

Assessor signature Date