

# NQ Verification 2014–15

## Key Messages Round 1

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### Section 1: Verification group information

Verification group name:	Dance
Verification event/visiting information	Event
Date published:	March 2015

#### National Courses/Units verified:

H22R 75	National 5	Dance: Technical Skills
H22R 76	Higher	Dance: Technical Skills
H22S 76	Higher	Dance: Choreography

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### Section 2: Comments on assessment

#### Assessment approaches

##### Dance: Technical Skills (National 5)

##### Assessment Standard 1.1 — Describing the technical skills and characteristics of the selected dance style

Candidates need to describe genre-specific skills, giving a short description of what they are. They should ensure that genre-specific skills are identified, not generic skills which could be seen in several different genres, for example tendus are used in ballet, contemporary and jazz so wouldn't be an example of a genre-specific step.

##### Assessment Standard 1.2 — Explaining the development of the selected dance style

Candidates should not only explain where the dance style originated but also how the style has developed over time in order to meet this Assessment Standard.

## **Dance: Technical Skills (Higher)**

### **Assessment Standard 1.1 — Comparing the technical skills and characteristics of two selected dance styles**

To meet the Assessment Standard, candidates should list three genre-specific steps; however these steps do not necessarily have to be described. The comparison of two dance styles for this Assessment Standard needs to directly compare the two styles with reference to two of the four elements of:

- ◆ posture and alignment
- ◆ use of control, strength and flexibility
- ◆ quality of movement/dynamics
- ◆ performance style

Two or more detailed points can be given about one element, or points can be given about two or more different elements. Guidance on appropriate steps and characteristics can be found in the *Course and Unit Support Notes* document for Higher Dance.

### **Assessment Standard 1.2 — Analysing the social and cultural influences on one selected dance style**

When describing the development of a selected dance style it is not appropriate for a candidate to talk about a dancer/choreographer unless they explain how the dancer/choreographer has influenced/impacted on the style. Candidates may find it easier to consider the influence of broader categories, such as race or gender, rather than focusing on a specific person. However, social and cultural factors may relate to any of the following: time and/or place of development; historical contexts or events; race and/or gender; any other relevant influence. To achieve this Assessment Standard candidates must describe in detail at least one social or cultural factor relevant to a chosen dance style and explain how this factor influenced or is reflected in technical steps or characteristics of the style.

### **Assessment Standard 2.1 — Demonstrating refined technical skills and principles of two contrasting dance styles**

The skills and principles should be demonstrated through a structured classwork in a series of skill-specific exercises and not a range of skills amalgamated into one short sequence. For jazz, examples of a clear approach would be style-specific skills presented through a warm-up exercise, a stretching and conditioning exercise, a floorwork exercise, a tendus and plies exercise, an arm exercise, an isolations exercise, a kicks exercise, a jumps exercise, travelling combinations and a cool down. However, short exercises focusing on single skills can be linked together to make longer exercises covering more skills, where appropriate.

### **Assessment Standard 2.2 — Performing two tutor-choreographed dance sequences in contrasting dance styles**

The dance sequences should be between one minute and one minute and 30 seconds. Care should be taken to ensure that the dance is not too stylised. Please refer to the *Course and Unit Support Notes* and Unit assessment support packs for appropriate dance steps. If the dance sequence is too stylised and the content is limited, this does not allow the candidates the opportunity to perform at the required standard. The styles selected must be contrasting and further guidance of what constitutes contrasting styles can be found in the *Course and Unit Support Notes*. For this Assessment Standard the dance sequence does not have to be presented as a solo, it may be performed in small groups as long as candidates are clearly identified.

### **Dance: Choreography (Higher)**

#### **Assessment Standard 2.1 — Investigating a theme or stimulus in detail**

Candidates should detail how research from each of their three sources has been used to generate ideas for the creative process. This may be related to theatre arts, structuring their piece or movement ideas.

#### **Assessment Standard 2.2 — Planning a group choreography using complex choreographic devices and a complex structure**

The devices and structures in the plan should come from the list provided in the making assessment judgements column of the judging evidence tables found in the Unit assessment support packs.

### **Assessment judgements**

#### **Dance: Technical Skills (National 5 and Higher) — Assessment Standards 2.1 and 2.2**

It is not appropriate to use the Course assessment marking instructions for these Unit assessments. Assessment judgements for Units are made on a pass/fail basis, therefore centres should avoid awarding marks. Centres should be able to provide a rationale which supports their assessment judgements for each skill-specific exercise.

An effective approach for Assessment Standard 2.1 would be to create an assessment checklist to assess posture and alignment, timing and musicality and the use of turnout/parallel in relation to skill-specific exercises, supported by video evidence or tutor comments.

An effective approach for Assessment Standard 2.2 would be to create an assessment checklist to assess dynamics, rhythm, timing, use of parallel/turnout, concentration, focus, posture, alignment and accurate recreation of movement, supported by video evidence of dance sequences and/or supported by tutor comments.

## Section 3: General comments

Centres should only submit work that they have made assessment judgements for. It should be clear in the evidence provided for verification which Assessment Standard was assessed and the assessment judgement made for each candidate.

Candidates should be easily identifiable in all video evidence. This can be achieved by using a floor plan or candidate numbering. Candidates must also be clearly visible for the duration of an exercise. Video files submitted as evidence, on DVDs or pen drives, should also be clearly labelled.

Centres should encourage candidates to wear clothing appropriate to the dance style and guidance for this can be found in the *Course and Unit Support Notes*. Clothing must be tight-fitting in order to demonstrate posture and alignment and correct technique. However, this alone will not allow candidates to pass Assessment Standard 2.3 of the Dance: Technical Skills Unit as a rationale will also need to be provided by centres to explain how they have made their assessment judgement.