



# NQ Verification 2016–17 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 2017

### National Courses/Units verified:

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

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## Section 2: Comments on assessment

### Assessment approaches

Most centres continue to use assessment approaches from the SQA unit assessment support packs from SQA's secure website, or approaches derived from these.

There are three Dance unit assessment support packs to complement a range of learning and teaching approaches (unit-by-unit, combined and portfolio approaches). Centres are reminded that, if revised or centre-created assessment tasks are used, it is strongly recommended that you make use of SQA's prior verification service to ensure approaches to assessment are valid.

Assessments that are submitted for prior verification must be internally quality-assured by centre staff. There is more information on [SQA's prior verification web pages](#).

## **National 5 Dance: Choreography**

### **Assessment Standard 2.3 — Developing and presenting the short choreography for two people**

The approach to this assessment standard should allow candidates to demonstrate their use of theme, structure, devices, use of space and sound relevant to a dance for two people. The recommended time for this as outlined in the unit assessment support packs is between one minute and one minute thirty seconds. This is an appropriate length of time to enable candidates to meet this assessment standard.

## **Higher Dance: Choreography**

### **Assessment Standard 1.1 — Demonstrating knowledge and understanding of theme/stimulus, and choreographic structures, devices and spatial patterns appropriate to a dance for a group**

An appropriate approach to this assessment standard would be to film candidates participating in choreographic workshop tasks that demonstrate their use of structure and devices at Higher level. It is important that candidates experience workshop tasks which allow them to develop their choreographic skills specific to a group. This could begin with individual movement-based tasks which can then be developed further within a group setting.

Centres should refer to the Understanding Standards materials available from: <https://secure.sqa.org.uk/secure/CFE/UnderstandingStandards-Materials/Dance>.

These materials include examples of workshop tasks, candidate evidence and commentaries which explain why the evidence has or has not met the assessment standards exemplified.

## **Higher Dance: Technical Skills**

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

When assessing this assessment standard an appropriate approach would be to create two separate genre-specific checklists which assess candidates against set criteria. This could assess aspects such as 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. Marks should not be assigned when making assessment judgements, as this is not appropriate for unit assessment.

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

This assessment standard was well presented with centres providing choreography that allowed candidates to demonstrate the technical and performance requirements at this level for two contrasting dance styles.

## Assessment judgements

### National 5 Dance: Technical Skills

#### 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. This could make reference to music, other dance styles or choreographers. They should specifically make clear how these have influenced the development of the dance style.

### Higher Dance: Technical Skills

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

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

Centres should ensure that they use assessment checklists to make pass or fail decisions. In some cases centres had identified candidate performances as ‘unsatisfactory’ against a large percentage of the technical requirements yet passed the candidates overall.

Assessor comments should give candidates individualised, informative and clear feedback that can be used to develop their technical and performance skills in preparation for the course assessment.

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## Section 3: General comments

Candidate assessment records should be included and indicate clearly the assessment judgement (pass or fail) made by the centre for each assessment standard submitted. Assessor comments should also reference how the candidate has or has not met the assessment standard(s) relating to the candidate evidence provided. For verification purposes it is possible to submit interim evidence for a unit which candidates have not fully completed, however the centre must still indicate pass or fail judgements with supplementary comments which detail what the candidate requires to do to meet the assessment standard(s). For more information please refer to our [Guide to Interim Evidence](#). When submitting video evidence please ensure all candidates are clearly identified. This could be done through introductions, candidate numbers or floorplans. Please also ensure all videos are clearly labelled with the name of the exercise or task.

For all assessment standards submitted for verification the centre should ensure that evidence is clearly labelled with the assessment standard(s) it relates to. Centres are encouraged to make use of SQA unit assessment support packs and refer to the judging evidence tables — this contextualises the assessment task and gives advice on what a successful response would look like to meet the competency for each assessment standard.