

## Higher National Unit specification

### General information for centres

**Unit title:** Dance History: An Introduction

**Unit code:** F1M3 34

**Unit purpose:** This Unit is designed to develop the candidate's knowledge of the general history and development of dance. Candidates will develop an understanding of the roots of dance in society and will be required to research specific styles of dance.

On completion of the Unit the candidate should be able to:

- 1 Investigate the roots of dance and its development.
- 2 Investigate the development of contemporary, classical ballet and jazz dance.
- 3 Research the work of an established choreographer.

**Credit points and level:** 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Candidates should possess knowledge of basic IT and essay/report writing skills at SCQF level 4. Previous knowledge of a variety of dance styles and participatory experience of choreographic repertoire would be desirable.

**Core Skills:** There are opportunities to gather evidence towards Core Skills in Communication (Written) and Communication (Oral) and Information Technology at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

**Context for delivery:** If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

**Assessment:** Outcome 1 will be assessed by an evaluative report of approximately 1,000 words (or equivalent). Outcome 2 will be assessed by an evaluation of the development of a dance style. Assessment will be undertaken in closed-book supervised conditions. Outcome 3 is assessed by a research project — evidence may be presented in written/oral format.

## **Higher National Unit specification: statement of standards**

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Investigate the roots of dance and its development

#### **Knowledge and/or Skills**

- ◆ Rituals, rites and religions
- ◆ Social roots
- ◆ Developments in dance

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ describe the synergy between dance and rituals, rites and religions, at least one international example must be covered
- ◆ describe the roots of social dance, giving at least one national and international example
- ◆ investigate the development of dance in terms of structure, formalising and codifying

#### **Assessment Guidelines**

Assessment may take the form of an extended answer of approximately 1,000 words (or equivalent).

It would be beneficial if candidates were assessed on Outcome 1 before progressing onto Outcomes 2 and 3.

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Dance History: An Introduction

### Outcome 2

Investigate the development of contemporary, classical ballet and jazz dance

#### Knowledge and/or Skills

- ◆ Roots of contemporary, classical ballet and jazz dance
- ◆ Major influences affecting the development of each dance style
- ◆ Key practitioners

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can evaluate the development of **one** dance style — contemporary, classical ballet or jazz. The evaluation should make reference to the roots, major influences and impact of at least **two** key practitioners within the chosen style.

- the investigation of contemporary dance must include: Ballet Russe, European and American, post-modern and British contemporary dance
- the investigation of classical ballet must include: court, romantic, classical, Ballet Russe and British ballet
- the investigation of jazz dance must include: vaudeville and musical theatre

Evidence for this Outcome will be generated through sampling on the development and developmental impact of only one of the three dance styles, under closed-book, supervised conditions.

#### Assessment Guidelines

Assessment may take the form of an extended answer of approximately 750 words (or equivalent).

Although candidates will cover all three types of dance the assessment should give them the opportunity to provide evidence for the dance style of their choice.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Dance History: An Introduction

### **Outcome 3**

Research the work of an established choreographer

#### **Knowledge and/or Skills**

- ◆ Choreographers
- ◆ Influences: social, cultural, political
- ◆ Choreographic work: choice of theme, structure and form, use of sound, environment, costume
- ◆ Impact on dance world: technique, style
- ◆ Research skills

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can research and analyse the work of a chosen choreographer. The research should:

- outline the history of the chosen choreographer
- describe the social/cultural/political influences on this choreographer, at least one influence should be evaluated
- describe two of the choreographer's main pieces of work, including reference to the following: choice of theme, structure and form, use of sound, environment and costume
- evaluate the impact this choreographer has had in the dance world making reference to technique and style

#### **Assessment Guidelines**

Evidence may be presented in written/oral format. In the assessment, candidates will be required to produce a report based on their research. The report may be presented in the form of a seminar presentation lasting approximately 5 minutes or in written format (approximately 1,000 words or equivalent).

The seminar presentation may make use of appropriate audio/visual materials or practical demonstration. It could be presented in a class context, sharing individual research with the rest of the group. The seminar may be supported by relevant evidence (outline of talk, references and bibliography and visual illustrations).

## Administrative Information

**Unit code:** F1M3 34  
**Unit title:** Dance History: An Introduction  
**Superclass category:** LB  
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### History of changes:

Version	Description of change	Date

**Source:** SQA

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## **Higher National Unit specification: support notes**

### **Unit title: Dance History: An Introduction**

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this Unit**

This Unit is designed to provide candidates with a broad history of dance. This will be achieved through lectures, tutorials and candidate research. The in-depth study of a particular style of dance and the subsequent study of a choreographer should provide the candidate with a detailed knowledge of their chosen area of study.

In Outcome 1 candidates will investigate the roots and development of dance. This must cover at least one international example of dance practice related to rituals, rites and within religions. The roots of national and international social dance must also be covered. Candidates will learn how dance has become more structured, formalised and codified. This may range from the codification of court ballets, Benesh notation to Labanotation.

Outcome 2 looks at 3 dance styles: ballet, jazz and contemporary along with the key practitioners. These practitioners could include: Isadora Duncan, Martha Graham, Merce Cunningham, Doris Humphrey, Nijinsky, Petipa, George Balanchine, Cechetti, Fosse, Alvin Ailey and Horton.

Outcome 3 provides candidates with the opportunity to select an established choreographer and research and analyse their work. Research should focus on the history, main pieces of work and impact of the choreographer. The influences on the choreographer should also be investigated.

### **Guidance on the delivery and assessment of this Unit**

This Unit has been developed as part of the HNC/HND Dance Artists Group Award.

Outcomes 1 and 2 could be delivered via lectures/tutorials. The knowledge and analysis gained from Outcomes 1 and 2 will inform and assist with the research for Outcome 3.

The assessment of Outcomes 1 and 2 may take the form of extended responses or reports. Outcome 2 will be assessed under closed-book supervised conditions.

Outcome 3 will be assessed by a research project. Evidence could be presented as a report of 1,000 words or equivalent, or as a seminar presentation of around 5 minutes. This could involve appropriate audio/visual materials. Candidates must detail researched knowledge of the history of a chosen choreographer. This should include references to social, cultural and political factors that have impacted on the choreographer's work. There must be a description of the choreographer's main pieces of work, making reference to compositional choices, theme, sound, environment and costume. Candidates should also provide evidence showing that they understand the impact this choreographer's technique and style has had on the dance world.

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Dance History: An Introduction

### ***Opportunities for developing Core Skills***

There are opportunities to develop Core Skills in Communication (Oral Communication and Written Communication), and Information Technology at SCQF level 5, although there is no automatic certification of Core Skills or Core Skills components.

All three Outcomes provide opportunities to develop the Core Skill of Communication (Written Communication) through the candidates researching and collating information, and evaluating their research in written reports. The option of doing a seminar presentation offers an opportunity for the development of Oral Communication through the practical aspect of delivering an oral 5 minute presentation. If a candidate chooses to do a presentation through the use of a particular software package, there may also be opportunities to gather evidence towards Core Skills in Information Technology. Other opportunities to develop Core Skills in Information Technology may also exist, for example if the candidate chooses to word process their extended answers and conducted research through on-line resources.

### **Open learning**

Although this Unit could be delivered by distance learning, it would require a considerable degree of planning by the centre to ensure the sufficiency and authenticity of candidate evidence. Arrangements would have to be made to ensure that the closed-book assessment for Outcome 2 is delivered in a supervised environment.

For further information and advice please refer to the SQA document *Assessment and Quality Assurance for Open and Distance Learning* which is available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

### **Candidates with disabilities and/or additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## **General information for candidates**

### **Unit title:** Dance History: An Introduction

This Unit will provide you with a general knowledge of the roots of dance and its development and how it has evolved worldwide over the centuries. Through tutorials, you will develop an understanding of the history of three specific dance styles: classical ballet, contemporary and jazz. You will also learn about key practitioners and their developmental impact in each field. You will then be given the opportunity to undertake personal research by choosing an established choreographer and studying their history, main pieces of work and the impact they have had on the dance world.

Assessment may take the form of written reports/evaluations and there may be the opportunity to deliver a presentation.

There may also be opportunities for you to develop the Core Skills in Communication (Oral Communication and Written Communication) and Information Technology at SCQF level 5 in this Unit, although there is no automatic certification of these Core Skills.