

National Unit Specification: general information

UNIT	Dance: Jazz (Higher)
NUMBER	D72T 12
COURSE	Dance Practice (Higher)

SUMMARY

This unit is designed to provide candidates with the opportunity to improve existing Jazz dance skills and techniques and perform acquired skills and techniques in choreographed presentations.

OUTCOMES

- 1 Demonstrate Jazz dance skills and techniques.
- 2 Demonstrate tutor-taught choreographed Jazz dance sequences that incorporate skills and techniques.
- 3 Apply skills and techniques to the presentation and performance of Jazz dance.

RECOMMENDED ENTRY

Access to this unit is at the discretion of the centre, although candidates should have previous experience in Jazz dance skills and techniques. This may be evidenced by the following SQA unit: Dance Jazz (D72T 11) at Intermediate 2 level or equivalent.

CREDIT VALUE

0.5 Credit at Higher.

Administrative Information

Superclass:	LB
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CORE SKILLS

There are no complete core skills or core skills components embedded within this unit.

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Dance: Jazz (Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate Jazz dance skills and techniques.

Performance criteria

- a) Concentration and focus are maintained effectively.
- b) The qualities required in executing dance skills and techniques are demonstrated effectively through use of the body.
- c) The control required in executing dance skills and techniques is demonstrated accurately through use of the body.
- d) The co-ordination required in executing dance skills and techniques is demonstrated accurately through use of the body.
- e) Skills and techniques are demonstrated in directed classes.
- f) Skills and techniques are shown in designated tasks.

Evidence requirements

Practical evidence that the candidate has achieved all the performance criteria through accurate physical demonstration.

OUTCOME 2

Demonstrate tutor-taught choreographed Jazz dance sequences that incorporate skills and techniques.

Performance criteria

- a) A composed dance is learned and recreated accurately.
- b) Projection and style are maintained effectively.
- c) Sympathy and understanding are demonstrated effectively in response to the music/accompaniment.
- d) Dance steps and movements are reproduced accurately.

Evidence requirements

A tutor-taught dance piece lasting a minimum of 2 minutes is learned and reproduced accurately showing that the candidate has achieved all performance criteria.

National Unit Specification: statement of standards (cont)

UNIT Dance: Jazz (Higher)

OUTCOME 3

Apply skills and techniques to the presentation and performance of Jazz dance.

Performance criteria

- a) Skills and techniques are integrated with expression to communicate the context of the work.
- b) Spatial awareness is demonstrated clearly.
- c) Projection and style are maintained effectively.

Evidence requirements

A set technical study lasting a minimum of 2 minutes is learned and reproduced accurately showing that the candidate has achieved all performance criteria.

National Unit Specification: support notes

UNIT Dance: Jazz (Higher)

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 20 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

On completion of this unit candidates should have an understanding of how centering, gravity, balance, posture, gesture, rhythm, moving/travelling in space and breathing work within a Jazz dance context.

Candidates should understand the sequence of a Jazz dance class at this level and be able to transfer its components to performance.

The skills and techniques required in this unit should include:

- Standing stretches
- Parallel second position forward stretch/with knees bent
- Tendues and plies
- Body wave/body ripples
- Lunges
- On the floor stretches
- Second position straddle stretches
- Leg stretches
- Sit ups/push ups
- Isolation exercises
- Balance exercises – releve/passe
- Jazz walks
- Step touch
- Jazz slide
- Chasse
- Kick ball change
- Pas de boure
- Triplets
- Kicks
- Locomotor combinations

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Teachers and lecturers may find the following helpful in teaching this unit:

- Classes
- Workshops
- Visits to performances
- Specialist lectures/demonstrations
- Videos
- Handouts

National Unit Specification: support notes

UNIT Dance: Jazz (Higher)

Reference to the following books and videos may be useful in teaching this unit:

BOOKS:

- Frank Hatchetts Jazz Dance, Hatchett/Gillin, 2000
- Jazz Dance Training, Dorte Wessel Therhorn, 1998
- Jump Into Jazz, Mind Goodman/Esther Kan, 1996

VIDEO:

- Have Fun and Dance “Burnin Up”, Bryan Rogers

All books and videos available from:

Dance Books Ltd, The Old Bakery, 4 Lenten Street, Alton, Hampshire, GU34 1HG

Website: www.dancebooks.co.uk

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

In order to achieve this unit candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. An integrative approach to assessment is encouraged. For example: Outcomes 2 and 3 may be integrated in the same 2 minute dance piece. Accurate records should be kept of the candidate’s performance in each outcome.

Video evidence should be supported by checklists and/or marking schemes. These records should be kept and made available for the External Examiner.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).