



National Unit specification: general information

Unit title: Dance: Jazz (SCQF level 5)

Unit code: FH5Y 11

Superclass: LB

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Summary

In this Unit candidates will develop skills and techniques in jazz dance and apply them to a dance performance. They will contextualise their learning by developing an understanding of the development of jazz dance and researching an established choreographer in the genre.

This Unit is an optional Unit in the National Progression Award in Dance at SCQF level 5 and can also be taken as a free-standing Unit.

This Unit is suitable for candidates who are interested in developing jazz dance technique and for those who wish to continue to study jazz at Higher level. The Unit can be studied as part of an NPA, or as an introduction to jazz dance for vocational or leisure reasons.

Outcomes

- 1 Demonstrate skills and techniques of jazz dance.
- 2 Apply skills and techniques to the performance of a jazz dance.
- 3 Demonstrate appreciation of jazz as a dance genre.

Recommended entry

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ E8XJ 10 Introduction to Dance
- ◆ E8XK 10 Dance: Classical 1
- ◆ E8XL 10 Dance: Contemporary 1
- ◆ E8XP 10 Dance: Alternative Option 1

General information (cont)

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Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5*)

**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.*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill component in this Unit.

National Unit specification: statement of standards

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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 SQA.

Outcome 1

Demonstrate skills and techniques of jazz dance.

Performance Criteria

- (a) Develop and demonstrate posture, alignment and coordination in dance.
- (b) Demonstrate footwork in parallel and turned out positions.
- (c) Develop and perform an isolations sequence.
- (d) Apply basic principles of dance to turning movements and sequences.
- (e) Develop and demonstrate spatial awareness in travelling sequences.

Outcome 2

Apply skills and techniques to the performance of a jazz dance.

Performance Criteria

- (a) Learn and recreate movement sequences.
- (b) Demonstrate key features of jazz dance styles.
- (c) Demonstrate performance qualities and musicality.

Outcome 3

Demonstrate appreciation of jazz as a dance genre.

Performance Criteria

- (a) Describe the origins and development of jazz dance.
- (b) Describe the characteristics of the style.
- (c) Describe the background and influences on the work of a choreographer.
- (d) Analyse a dance piece.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Outcome 1

Performance evidence supported by a video/DVD recording and an Assessor Observation Checklist is required for this Outcome. This evidence will be generated under supervised conditions at appropriate points throughout the Unit

Candidates must demonstrate and develop the following elements of jazz dance:

Posture, centering and correct body alignment used in jazz dance.

Leg:

- ◆ use of parallel and turn-out
- ◆ kicks (both flick and high)
- ◆ preparation for développ 
- ◆ preparation for pirouettes
- ◆ demi pli s (1st – 3rd position)
- ◆ tendus and gliss s
- ◆ pas de bourr e
- ◆ elevation including hops, saut s, jet s
- ◆ various turns including open turns and jazz turns
- ◆ step ball change, cross ball change, flick ball change combinations
- ◆ jazz walks
- ◆ combination of travelling movements
- ◆ dolphin and snake movements
- ◆ roll downs
- ◆ lunges

Feet, arm and hand positions:

- ◆ five positions of feet
- ◆ arm coordination, parallel and opposition

Isolations sequence to include:

- ◆ head, shoulders, ribs, hips

National Unit specification: statement of standards (cont)

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Outcome 2

Performance evidence supported by a video/DVD recording and an Assessor Observation Checklist is required for this Outcome. This evidence will be generated under supervised conditions on one assessment occasion.

Candidates will demonstrate a short tutor-led dance lasting a minimum of 1.5 mins. The dance must be performed as a solo and involve change of direction, floor patterns and floor work.

The dance performance should allow for the candidate to demonstrate key features of jazz dance such as isolations, flexibility, jazz turns, elevations and combinations of movement using different levels.

The candidate must demonstrate the correct performance qualities and musicality in relation to the style of the dance choreographed by the teacher/lecturer.

Outcome 3

Written and/or oral evidence which demonstrates the candidate's understanding of the development of jazz dance is required for this Outcome. Candidates will describe the origins and development of jazz dance and the main influences on the style, with particular reference to one choreographer and their work.

Candidates must watch at least one dance piece choreographed by their chosen choreographer and analyse it briefly with reference to: character, movement, dancers, qualities, theme/narrative, choreographic structure and devices.

The evidence will be gathered in open-book conditions throughout the delivery of the Unit. Evidence should be approximately 750 words.

The Assessment Support Pack (ASP) for this Unit provides sample assessment material including an instrument of assessment, specified briefs and checklists. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

National Unit specification: support notes

Unit title: Dance: Jazz (SCQF level 5)

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 is an optional Unit in the National Progression Award in Dance at SCQF level 5 and can also be taken as a free-standing Unit.

The main emphasis of the Unit is the development and application of appropriate jazz dance skills both in a technique class and through the performance of a tutor-led dance sequence. Candidates will also gain knowledge and understanding of the history of jazz dance, the pioneers of the style and the key influences that currently exist. This will allow them to contextualise their learning and appreciate the development of jazz dance.

Outcome 1 introduces skills and techniques of Jazz dance and these are then applied in a short performance choreographed by the assessor in Outcome 2.

Outcome 3 encourages candidates to develop a wider appreciation of jazz as a dance genre. They will research both the history and features of the style and then focus on one particular choreographer. They will then apply knowledge learned throughout the Unit in a brief analysis of a dance piece by this choreographer.

Guidance on learning and teaching approaches for this Unit

This Unit can be taught to a group, working on the same movement material throughout the Unit. It is recommended that this Unit is delivered through practical technique classes and classroom sessions. The Outcomes can be taught simultaneously but candidates must have sufficient levels of technique before progressing on to the solo dance performance. To prepare candidates for the assessed solo performance, opportunities should be created to enable candidates to perform to members of their class on an on-going basis.

It is advised that candidates are given feedback on their progress throughout the learning process. This can take the form of general and individual technique corrections in class time, one to one feedback at key points during the Unit, peer assessment, using media to formatively assess their own performance, etc.

Tutors can use media/online resources to underpin the skills being developed throughout the Unit. Candidates should be encouraged to watch examples of good practice and the different jazz dance styles that exist.

Where possible, the style of the choreographer that candidates have chosen to study for Outcome 3 could be integrated into the jazz dance performance for Outcome 2. The tutor should select an appropriate piece for the students to study for Outcome 3, for example, a piece by Fosse.

National Unit specification: support notes (cont)

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Candidates should be given the opportunity to watch jazz dance either online or through attendance at live performances which would give them increased knowledge of the dance style. It would also allow them to experience performance styles and qualities and dance technique within performance.

Tutors should introduce candidates to the basics of correct alignment and use of the core muscles. This could be presented to the candidates through informal seminars with a focus on very basic anatomy of the spine and the muscles supporting good posture as well as through teacher and peer feedback. Visual media can be used to demonstrate correct alignment and identify postures that are incorrect and that have the potential to cause injury.

Candidates should also be introduced to the concept of professionalism and how they can apply this to their own work and be able to recognise this in others, eg how they present themselves (clothing, hair), concentration and focus, appreciation of others' work, etc.

Candidates will benefit from workshops, visits to performances, specialist lectures/demonstrations, DVDs and handouts. This is a good opportunity for partnership working with external organisations either for specialist delivery or to enhance the candidates' experience.

Opportunities for developing Core Skills

Candidates will be producing written and/or oral evidence for Outcome 3 as part of the assessment. This offers the ideal opportunity to develop aspects of the Core Skill *Communication*.

Should candidates choose to use the internet when undertaking their research for Outcome 3 then this provides opportunities to develop aspects of the Core Skill *Information and Communication Technology*.

Through peer analysis or perhaps working on tasks in pairs or small groups candidates will have opportunities to develop aspects of the Core Skill *Working with Others*.

Guidance on approaches to assessment for this Unit

The suggested instrument of assessment for Outcome 1 is a practical performance. This could be carried out in a technique class and recorded. Video/DVD recording can be filmed in small groups or as a whole class.

For Outcome 2 the instrument of assessment is a solo practical performance. The jazz dance should be tutor taught and last a minimum of 1.5 minutes.

It is possible to integrate the assessment of Outcomes 1 and 2.

An appropriate instrument of assessment for Outcome 3 could be a written report/portfolio or an oral presentation. This should be in the region of 750 words or 3-4 minutes in duration.

National Unit specification: support notes (cont)

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Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date

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