



National Unit specification: general information

Unit title: Dance: Classical (SCQF level 4)

Unit code: H2W1 10

Superclass: LB

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Summary

In this Unit candidates will be introduced to basic skills and techniques in the style of classical dance. They will be introduced to the basic fundamentals of the technique which will incorporate barre, port de bras and allegro sequences. Candidates will also have the opportunity to contextualise their learning by identifying a classical dance style and choreographer and briefly summarising a classical dance performance.

This Unit is suitable for candidates who are interested in developing classical dance technique and for those who wish to continue to study classical dance at SCQF level 5.

Outcomes

- 1 Demonstrate basic skills and techniques in classical dance.
- 2 Demonstrate basic classical dance sequences.
- 3 Apply basic skills and techniques to the performance of a classical dance.
- 4 Demonstrate a basic understanding of classical dance.

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:

Expressive Arts experiences and outcomes in Dance

National Unit specification: general information (cont)

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Credit points and level

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4*)

**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

Unit title: Dance: Classical (SCQF level 4)

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 basic skills and techniques in classical dance.

Performance Criteria

- (a) Demonstrate correct posture and alignment.
- (b) Demonstrate the use of turn out.
- (c) Demonstrate barre work.

Outcome 2

Demonstrate basic classical dance sequences.

Performance Criteria

- (a) Demonstrate port de bras sequences.
- (b) Demonstrate allegro sequences.

Outcome 3

Apply basic skills and techniques to the performance of a classical dance.

Performance Criteria

- (a) Learn and recreate a classical dance.
- (b) Demonstrate use of space.
- (c) Demonstrate performance qualities and musicality.

Outcome 4

Demonstrate a basic understanding of classical dance.

Performance Criteria

- (a) Identify and describe a classical dance style and choreographer.
- (b) Describe a classical dance performance.

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 gathered under supervised conditions at appropriate points in the Unit.

Candidates must demonstrate the following:

Posture and alignment

- ◆ placement of the spine
- ◆ use of core muscles
- ◆ working from 3rd position

Turn out

- ◆ demi pliés in 1st, 2nd and 3rd
- ◆ battement tendu
- ◆ battement glissé

Barre work

- ◆ rond de jambe à terre
- ◆ battement fondu
- ◆ grand battement devant

Outcome 2

Performance evidence supported by a video/DVD recording and an assessor observation checklist is required for this Outcome.

Candidates must demonstrate the following:

Port de bras sequences

- ◆ Use of arm positions from 1st to 5th
- ◆ Use of arabesque arm lines — 1st, 2nd and 3rd

Allegro sequences

- ◆ sautés
- ◆ échappé
- ◆ changements
- ◆ pas de chat

Candidates will demonstrate short tutor-led movement phrases lasting a minimum of 1 minute 30 seconds. This can be made up of short studies that add up to 1 minute 30 seconds. Evidence will be gathered under supervised conditions at appropriate points in the Unit.

National Unit specification: statement of standards (cont)

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Outcome 3

Performance evidence supported by a video/DVD recording and an assessor observation checklist is required for this Outcome.

Candidates will individually demonstrate a tutor taught dance lasting a minimum of 1 minute. This short dance should be in a classical dance style. This evidence will be gathered under supervised conditions on one assessment occasion.

Candidates must demonstrate timing, musicality and performance qualities as well as the following:

Accurate dance steps and movements

- ◆ Dynamics
- ◆ Body placement

Use of space

- ◆ Spatial awareness
- ◆ Direction
- ◆ Floor patterns
- ◆ Entrances and exits

Outcome 4

Written and/or oral evidence is required for this Outcome. The candidate will identify and briefly describe one classical dance style and one classical dance choreographer. They will also produce a short summary of a classical dance piece they have watched.

The summary will include a brief description of the following:

- ◆ music
- ◆ classical dance style
- ◆ theme (if appropriate)
- ◆ lighting

This evidence must be approximately 300 words or 2 minutes if presented orally and will be gathered in open-book conditions at appropriate points in the Unit.

National Unit specification: support notes

Unit title: Dance: Classical (SCQF level 4)

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 can be taught to a group, working on the same movement material throughout the Unit.

This Unit is designed to introduce candidates to the basics of classical dance technique through the practical application of the movement style.

Candidates will develop their dance technique skills whilst also developing a greater understanding of the context of the technique. Through short tutor-led presentations of the technique, candidates will be able to develop their technical and performance skills.

Outcome 1 introduces the basic elements of a classical dance technique class. They will learn the basic demands of a technique class and will experience the use of turn out, barre work, and the importance of posture and alignment. The technique class should be progressive and introduce more complex movements gradually whilst repeating and building on previously covered exercises.

Outcome 2 helps to develop the skills learned in Outcome 1 to include port de bras and allegro steps. The port de bras do not have to be stationary and may be combined with changes of facing (croisé, en face, etc) or transfers of weight (eg chassés, walks, etc). Candidates will develop skills in co-ordination, stamina, spatial awareness and control. They will also start to develop timing, phrasing and musicality. Candidates should be able to apply their understanding of posture, turn out and alignment work from Outcome 1 to their centre practice.

Outcome 3 gives candidates the opportunity to contextualise their learning by perform a solo dance lasting 1 minute. The tutor should devise a short solo that combines elements covered in Outcomes 1 and 2. This will give candidates the opportunity to combine movements and phrases into a longer dance. They will have the opportunity to express themselves and demonstrate performance qualities.

Outcome 4 requires candidates to further contextualise their learning by demonstrating basic knowledge of one classical dance style and one chosen choreographer. They will identify one classical style and one choreographer who worked in this style. The candidates will also produce a short summary of a classical dance performance they have seen (either live or recorded). The summary will be a basic description of the classical dance piece.

National Unit specification: support notes (cont)

Unit title: Dance: Classical (SCQF level 4)

Guidance on learning and teaching approaches for this Unit

This Unit gives a basic introduction to classical dance technique. The structure of the Unit enables candidates to take part in weekly classes which will introduce, develop and consolidate skills as they progress through the Unit.

Outcomes 1 and 2 should be approached in sequential order to allow effective development through the Unit. The skills for Outcome 3 should be developed throughout class work and assessed near the end of the Unit.

Candidates should be given the opportunity to gain feedback throughout the Unit. This can take a number of forms, for example:

- ◆ general class corrections
- ◆ individual corrections
- ◆ peer feedback
- ◆ one to one feedback with a tutor
- ◆ self-reflection/observation (could be watching themselves back on video/digital media)

Candidates should be encouraged to see live performances, watch dance pieces on DVD or online in order to broaden their experience of dance. This could be incorporated as part of a class, perhaps as an example of model performance to allow candidates to evaluate themselves. Candidates would 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.

Dress code and personal presentation should be introduced to candidates at this level. It is at the discretion of the centre how this is implemented, but health and safety considerations should be taken in to account in terms of dress code, hair and footwear.

Candidates can be introduced to the concept of professionalism in the dance class, which in turn will help candidates understand the importance of the following:

- ◆ punctuality
- ◆ attendance
- ◆ concentration and focus
- ◆ appreciation of others
- ◆ behaviours
- ◆ attire
- ◆ self-presentation

Candidates should present themselves in leotard, tights and ballet shoes for class and assessments.

Outcomes 1 and 2 should be delivered as a series of tutor-led classes, with emphasis on teaching technique. In Outcome 1 candidates should learn how to use correct posture, alignment and turn out with aid of the barre and be taught how to execute class work with control and musicality.

National Unit specification: support notes (cont)

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Working in groups and encouraging peer analysis would be conducive to good practice and beneficial to candidates as they gain a thorough understanding of technique and performance.

The Unit provides the opportunity for candidates to place their practical learning in context in Outcome 4. Candidates will identify a classical dance style and a choreographer. Centres have the opportunity to present some background/historical context to the style they have been learning. There are a wide range of resources available and it is advised that time is taken for candidates to watch and comment on different styles and choreographers. Some examples include Nijinsky, Petipa, Vaganova, Michel Fokine, George Balanchine and Kenneth MacMillan.

It is at the discretion of the centre which piece of choreography is chosen for the candidates to complete their summary. It could be a piece watched on video/DVD or a visit to a live performance. It is suggested, however, that the work is based on a piece by a professional company/show performing in a classical dance style. It would be best at this level to avoid companies that present work which mixes styles and genres.

Guidance on approaches to assessment for this Unit

Suitable instruments of assessment for Outcomes 1–3 are practical assignments. A written report or oral presentation would be suitable for Outcome 4.

For Outcome 1 candidates will demonstrate a condensed tutor-led dance class which covers all of the skills and technique listed for Outcome 1. Evidence will be gathered under supervised conditions at appropriate points in the Unit.

For Outcome 2 candidates will demonstrate short tutor-led movement phrases lasting a minimum of 1 minute 30 seconds. This can be made up of short studies that add up to 1 minute 30 seconds. Evidence will be gathered under supervised conditions at appropriate points in the Unit

Outcomes 1 and 2 can be developed concurrently and be delivered as part of the sequence of a whole dance class, eg barre work, port de bras and allegro phrases and sequences. Video/DVD recording can be filmed in groups or as a whole class.

For Outcome 3 candidates should present themselves one at a time and perform the tutor taught solo.

For Outcome 4 candidates should produce a written report/oral presentation in the region of 300 words or 2 minutes in length to include the identification of one classical dance style and one choreographer and a short summary of a classical dance piece.

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)*.

Opportunities for developing Core Skills

Candidates will be producing written and/or oral evidence for Outcome 4, which gives the opportunity to develop aspects of the Core Skills of *Communication* and *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 of *Working with Others*.

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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