



National Unit specification

General information

Unit title: Dance: Classical Ballet (SCQF level 6)

Unit code: H73C 46

Superclass: LB

Publication date: May 2014

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

The aim of this Unit is to introduce the technical and artistic skills in classical ballet. The Unit also introduces learners to classical ballet vocabulary and terminology.

This is a free-standing Unit and is also within NC in Dance at SCQF level 6. The NC is a starting point for learners interested in starting vocational dance training.

On successful completion of the Unit the learner will be able to:

- 1 Demonstrate the technical and artistic skills required in classical ballet.
- 2 Demonstrate knowledge and technical ability of classical ballet vocabulary through the performance of sequences.
- 3 Demonstrate performance skills through a tutor taught choreographed sequence.

Possible progression opportunities from this Unit may include *Classical Ballet Techniques 1* Unit at SCQF HNC level 7 and other practical and contextual Units at SCQF level 7 and further courses of study, which lead to recognised achievement at a higher level of dance performance.

Credit points and level

1 National Unit credit at SCQF level 6 (6 SCQF credit points at SCQF level 6)

National Unit specification: General information (cont)

Unit title: Dance: Classical Ballet (SCQF level 6)

Recommended entry to the Unit

Whilst access to this Unit is at the discretion of the centre, learners would benefit from having previous classical dance experience along the lines of NPA in Dance at SCQF level 5, National 5 Dance at SCQF level 5 or equivalent.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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

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.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

National Unit specification: Statement of standards

Unit title: Dance: Classical Ballet (SCQF level 6)

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 the technical and artistic skills required in classical ballet.

Performance Criteria

- (a) Posture is demonstrated with adequate control and weight placement.
- (b) Spatial awareness is demonstrated in peripheral (performance space) and personal space (alignment and line).
- (c) Co-ordination of classical movements is demonstrated.
- (d) The musicality of classical movements is demonstrated.
- (e) Relevant projection and focus classical movements are demonstrated.

Outcome 2

Demonstrate knowledge and technical ability of classical ballet vocabulary through the performance of sequences.

Performance Criteria

- (a) Respond to verbal instruction with demonstration of the required vocabulary.
- (b) Technical awareness of the vocabulary used within the sequences is demonstrated.
- (c) Awareness of performance space alignments within the sequences is demonstrated.
- (d) Awareness of the rhythm and timing of the vocabulary used is demonstrated.

Outcome 3

Demonstrate performance skills through a tutor taught choreographed sequence.

Performance Criteria

- (a) Tutor taught choreographed sequence is recreated
- (b) Performance of an understanding of the technical elements of classical dance (control, line, spatial awareness and turnout) is demonstrated.
- (c) Performance of an understanding of the artistic elements of classical dance (focus and expression) is demonstrated.
- (d) Performance of an understanding of the musical elements of classical dance (rhythm, timing and dynamics) is demonstrated.

National Unit specification: Statement of standards (cont)

Unit title: Dance: Classical Ballet (SCQF level 6)

Evidence Requirements for this Unit

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

Outcome 1

Practical evidence of the Performance Criteria is to be demonstrated through the performance classical ballet classwork. The classwork should contain both Barre work and Centre work and must be demonstrated with technical accuracy:

- ◆ Barre:
 - Pliés
 - Battments tendus and glissés
 - Ronds de jambe à terre
 - Battments fondus à terre
 - Développés
 - Grands battements
 - Réleves

- ◆ Centre:
 - Port de bras
 - Pirouettes
 - Adage
 - Petite Allegro
 - Grand Allegro
 - Révérence

A class containing the required elements can be prepared and practiced prior to assessment, but tutor demonstration during assessment is **not** permitted.

Outcome 2

Practical evidence of the Performance Criteria is required through demonstration of two short unset (free) sequences which are given verbally by the tutor, without any physical demonstration.

The setting and choreography of the free sequences should **not** be previously known to the learners.

National Unit specification: Statement of standards (cont)

Unit title: Dance: Classical Ballet (SCQF level 6)

Outcome 3

Practical evidence of the Performance Criteria is required through demonstration of a tutor taught choreographed dance. The dance for this assessment is to be choreographed to ensure that the majority of the dance is allegro based.

The dance should last between 1 minute and 1 minute 15 seconds. It should be performed as a solo and a change of time signature is permitted.

Assessment for Outcomes 1 and 2 can be integrated; however it is advised that Outcome 3 should be assessed individually.

Videod evidence of all performances is required. And to ensure authenticity of learners' work during performances, mirrors must be covered or learners must not be facing mirrors.

.



National Unit Support Notes

Unit title: Dance: Classical Ballet (SCQF level 6)

Unit Support Notes are offered as guidance and 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 within the NC in Dance at SCQF level 6 and can also be taken as a free-standing Unit.

The aim of this Unit is to develop learners' knowledge and performance of the technical and artistic skills in the performance of classical ballet.

The suggested content to be taught for this Unit includes:

- ◆ Barre:
 - Plié (demi and full in 1st, 2nd and 3rd/5th)
 - Battment tendu and glissés (all alignments) closing en demi plié or straight legs
 - Ronds de jambe à terre en dehor and en dedans
 - Battment fondu à terre
 - Développés (devant and 2nd)
 - Grand Battement en croix
 - Rélevés (5th, devant, passé)

- ◆ Centre:
 - Port de bras incorporating arm positions: Bras bas, demi bras, 1st, 2nd, 3rd, 4th, 5th, open 4th and open 5th
 - Arabesque a terre: 1st, 2nd, 3rd
 - Chassé (4th and 2nd)
 - Classical walks
 - Balance de côté and en avant and arrière
 - Pirouettes: single en dehor or en dedans from 4th, 3rd/5th or parallel 1st, single tour en l'air (male only)
 - Petit Allegro: Sautés, echappés sautés, changements, soubresauts, pas de bourre over/under, petit jetés, spring points, glissade over/under and devant/derrière)
 - Allegro: Assemblé over, jeté ordinaire derrière, pas de chats, sissone over and under, temps levés in retire derrière, temp levés in arabesque, grand jeté en avant

National Unit Support Notes (cont)

Unit title: Dance: Classical Ballet (SCQF level 6)

Learners should be aware of the following Performance Space Alignments:

- ◆ En face
- ◆ Croisé
- ◆ Ouvert
- ◆ Ecarte
- ◆ Efface
- ◆ En avant
- ◆ De côté
- ◆ En arrière
- ◆ En diagonale

Any other suitable classical ballet movements that are appropriate to the ability and skills of the learners can supplement the content of the class work. The timing, dynamics and alignments of all content can vary depending on the abilities and skill of the learners. Tutors can present varying class enchainment's for different learners within the same class.

The music used should reflect a wide range of styles (not necessarily classical), rhythms and sounds. Good quality live or recorded music is encouraged to help ensure learners develop musical and artistic sensitivity. Music can range from full orchestration to solo instrumentation.

Guidance on approaches to delivery of this Unit

Class Planning

Learners would benefit initially from the teaching of the basic principles of classical dance such as: posture, weight placement, turnout and core stability in order to ensure application of safe dance practice within the learners' own demonstration.

Barre work provides the basis for teaching the technical skills that are required for the progression to centre work, however floor barre can also provide this opportunity. Strength and stamina should be gradually developed in order to ensure a safe and effective learning environment. A recommended class length is between 40 minutes to 1 hour.

Delivery

A learner centre practical approach is encouraged where the learners' observational skills are attuned to the Performance Criteria required for the effective performance within this Unit. Both kinaesthetic and observational understanding should be developed throughout. Observation of classical ballet performances — live or on DVD — may be helpful in identifying exemplary examples of the technical and artistic criteria required for this Unit. Learners should be gradually introduced to the terminology used within class and not solely reliant on observational learning. Hand-outs and appropriate contextual information can help familiarise learners with classical ballet vocabulary.

National Unit Support Notes (cont)

Unit title: Dance: Classical Ballet (SCQF level 6)

Feedback

Learners should be provided with feedback on a regular basis. Peer assessment can be used to further develop the learners' knowledge and kinaesthetic understanding of the criteria required. Kinaesthetic feedback should be provided sensitively and with the learners' prior permission.

Support Resources

It is suggested by the Unit writer that the following resources may be useful in the teaching of this Unit:

Books

The Foundations of Classical Ballet Technique, Wallis, L, R et al (1997)

Teaching Classical Ballet, White, J (1996)

Ballet Pedagogy: The Art of Teaching, Foster, R (2010)

DVDs

New York City Ballet — The Complete Workout Vol. 1 and 2 (2006)

Ballet Class for Beginners, Howard, D (2008)

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

All assessments are practical demonstrations and conducted under supervised conditions. Learners should meet all the Performance Criteria for each Outcome.

An integrated approach to assessment is possible between Outcome 1 and 2. For example the free sequences required for Outcome 2 can be assessed as part of the class work required for Outcome 1. This would result in an extra two Allegro exercises being added to the assessment class planned for Outcome 1.

Outcome 1 and 2 can be assessed within a class environment either together within one class or on separate occasions. However, Outcome 3 should be assessed individually.

Videoed evidence of all performances is required. And to ensure authenticity of learners' work during performances, mirrors must be covered or learners must not be facing mirrors.

Observational checklists can also be used to help ensure all PCs and Evidence Requirements are covered.

National Unit Support Notes (cont)

Unit title: Dance: Classical Ballet (SCQF level 6)

Assessment Guidelines

Outcome 1:

Barre:

Pliés:	Demi and full plié in three positions
Battments tendus and glissés:	En croix from 3rd or 5th closing on demi plié and/or straight legs
Ronds de jambe à terre:	En dehor and en dedans
Battments fondus à terre:	4th devant, derrière and 2nd
Développés:	4th devant and 2nd
Grands battements:	Any two from devant, derrière and 2nd
Rélevés:	5th, devant and passes

Centre:

Port de bras:	To include any three arms alignments, chassés and classical walks.
Pirouettes:	To include a single pirouette en dehor <i>or</i> en dedans from 4th position.
Adage:	To include any two arabesque lines and développé 4th devant.
Allegro 1:	To include any combination of at least two of the following: sautés, changements, soubresauts and echappé sautés, petit jétés.
Allegro 2:	To include any combination of glissades, jetés and assembles.
Allegro 3:	To include any combination of posé temp lève in retire or arabesque, pas de chat, and any sequence of balances — de côté or en avant and en arrière.
Révérance:	To include classical walks and curtsey (female) or bow (male).

The Barre content can be amalgamated together and combined with any other suitable movements. For example, ronds de jambe à terre and battments fondu can be combine into one exercise using supplementary movements such as rises and port de bras. Grand battement and rélevés can be combined together using supplementary movements such as detournes. The suggested length of Barre is four–five exercises.

Centre work should be taken as separate exercises as above. Supplementary movements can be added to any exercise at the discretion of the tutor to allow fluidity and artistry within performance. A variety of performance space alignments, pathways and directions should be arranged for all centre work.

National Unit Support Notes (cont)

Unit title: Dance: Classical Ballet (SCQF level 6)

Outcome 2

Examples of sequences could be:

- ◆ **Sequence 1:**
Petit Allegro: tutor to verbally direct learners to perform a short sequence to include three petit allegro steps taken for the suggested content for this Unit.
- ◆ **Sequence 2:**
Allegro: tutor to verbally direct learners to perform a short sequence to include three allegro steps taken for the suggested content for this Unit and using at least three performance space alignments.

The setting and choreography of the free sequences should not be previously known to the learners.

Outcome 3

The choreography should be drawn from the suggested content for this Unit, however the exact content lies with the discretion of the **tutor** to best align with the needs and abilities of the learner. The choreography should allow artistic elements such as musicality, line, projection and focus to be clearly observed.

Opportunities for 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 social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment

National Unit Support Notes (cont)

Unit title: Dance: Classical Ballet (SCQF level 6)

Opportunities for developing Core and other essential skills

(a) Core Skills

Although there is no automatic certification of Core Skills in this Unit, there are opportunities to develop the following Core Skills.

Problem Solving

◆ **Component: Critical Thinking at SCQF level 5**

Outcome 2, using analysis and reasoning, learners have the opportunity to demonstrate both understanding and technical ability of a range of classical ballet vocabulary.

◆ **Component: Reviewing and Evaluating at SCQF level 5**

All Outcomes provide various opportunities for learners to review and evaluate their own performance and assess how well they are integrating ballet techniques into their individual movement and performance. Elements of dance such as expression, communication, interpretation and projection depend strongly on the individuality of each performer and will benefit from self-review and self-evaluation on the part of the learner.

Working with Others

◆ **Components: Working Co-operatively with Others and Reviewing Co-operative Contribution at SCQF level 5**

In the dance education environment/dance instruction, learners may have opportunities to develop skills in working with others such as, work in collaboration with others; use interpersonal skills; take responsibility for own contribution; reflect on own personal learning and/or provide peer assessments, etc.

Communication

◆ **Component: Oral Communication at SCQF level 5**

In the dance education environment/dance instruction, learners have opportunities to develop good listening skills which may be evidenced by the performance of the learner in all three Outcomes of this Unit.

◆ **Component: Written Communication (reading) at SCQF level 5**

Opportunities may exist during the delivery of this Unit to develop reading skills where supporting documentation is provided for learners in written format (eg handouts on relevant terminology and classical ballet vocabulary) to support observational learning.

Information Communication Technology (ICT)

◆ **Component: Accessing Information at SCQF level 4**

During the delivery of this Unit, learners may be given opportunities to electronically access and collect relevant and appropriate information on Classical Ballet performances, etc using straightforward searches, using filtering techniques with appropriate criteria, keywords, etc. This could be helpful in identifying exemplary examples of the technical and artistic criteria required for this Unit.

National Unit Support Notes (cont)

Unit title: Dance: Classical Ballet (SCQF level 6)

(b) Overview of other Essential Skills

It is expected that learners will naturally develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These may be built into the Unit where there are appropriate opportunities, some of which are identified below:

- ◆ **Literacy:** Opportunities exist for learners to develop their listening skills in class and in independent learning, in relation to their tutors, peers and audio-visual materials supporting class content. This may relate to information regarding Classical Ballet and/or feedback and guidance on their own learning (ie taking instruction about sequences, performance and technique).
- ◆ **Health and Wellbeing:** The practical nature of this Unit encourages learners to take responsibility for their own personal learning, and further develop their physical wellbeing through training in the techniques associated with Classical Ballet. Class-based activities and performance opportunities encourage learners to develop further understanding of body/use of body in applying technique (alignment, flexibility, strength, stamina, co-ordination). Group-based activities offer opportunities for learners to develop their interpersonal skills for the benefit of themselves and others.
- ◆ **Employability, Enterprise and Citizenship:** Through the delivery and assessment, this Unit provides opportunities to develop skills in working cooperatively, in both class and performance contexts.
- ◆ **Thinking Skills:** The requirement to accurately replicate a tutor-taught sequence provides learners with the opportunity to develop their capacity to retain and apply non-verbal and sequential complex information. Further there is possibly some opportunity for learners to develop their capacity for creativity in this Unit, particularly in relation to the performance required in Outcome 3.

History of changes to Unit

Version	Description of change	Date

© Scottish Qualifications Authority 2014

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for learners

Unit title: Dance: Classical Ballet (SCQF level 6)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is at SCQF level 6 (ie Higher level) and is designed to develop your skills in classical Ballet. This includes:

- ◆ The basic principles of classical dance such as correct posture, weight placement, turnout and core stability
- ◆ Classical dance movements for the *Barre* and *Centre*
- ◆ Understanding the meaning of classical ballet vocabulary
- ◆ Performing unset sequences directed by your tutor and performing a classical dance choreographed by your tutor
- ◆ Technical requirements of classical dance such as control, posture, line, co-ordination and alignment
- ◆ Artistic elements such as musicality, line, projection and focus

On successful completion of this Unit, you will be able to:

- ◆ demonstrate the technical and artistic skills required in classical ballet.
- ◆ demonstrate knowledge and technical ability of classical ballet vocabulary through the performance of sequences.
- ◆ demonstrate performance skills through a tutor taught choreographed sequence.

Assessment can take the form of classwork covering the content learned within the Unit; then the performance of a free unset sequence; and finally the solo performance of a tutor-choreographed classical ballet dance.

In this Unit, there are opportunities to develop Core Skills. These could include *Communication, Problem Solving, Information and Communication Technology (ICT)* and *Working with Others*.

This is a stand-alone Unit and is also within the National Certificate in Dance at SCQF level 6. This NC is a starting point for those interested in starting vocational dance training. To undertake this Unit, it would be helpful if you have previous classical dance experience along the lines of:

NPA in Dance at SCQF level 5
National 5 Dance at SCQF level 5

On completion of this Unit, you could progress to Units at a higher level such as the *Classical Ballet Techniques 1* Unit at SCQF level 7 (ie HNC) and other practical and contextual Units at SCQF level 7. Also it could help you undertake other courses of study, which lead to recognised achievement at a higher level of dance performance.