



National Unit specification

General information

Unit title: Dance: Choreography (SCQF level 6)

Unit code: H73E 46

Superclass: LB

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Version: 01

Unit purpose

This Unit is designed to introduce skills and techniques in choreographing dance. There is an emphasis on learning a range of skills that can be applied in various contexts and within various dance genres.

On successful completion of this Unit, possible progression opportunities may include higher level choreography Units such as the HNC *Choreographic Skills* Unit at SCQF level 7 and other further courses of study which lead to recognised achievement at a higher level of dance performance.

This is a free-standing Unit and is also within NC in Dance at SCQF level 6 which is designed for learners interested in pursuing a career in dance.

Outcomes

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

- 1 Use a range of skills and techniques in choreographing dance.
- 2 Apply a range of skills and techniques that can be used within various dance styles.
- 3 Demonstrate a range of skills and techniques in choreographing a group dance.

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)

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Recommended entry to the Unit

Entry is at the discretion of the centre. Experience in movement or dance at SCQF level 5 or equivalent would be beneficial.

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

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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

Use a range of skills and techniques in choreographing dance.

Performance Criteria

- (a) Create movement material from tasks and various stimuli.
- (b) Explore dynamic variation of specific movements.
- (c) Explore choreographic tools.
- (d) Explore the use of space, formations and use of levels.

Outcome 2

Apply a range of skills and techniques that can be used within various dance styles.

Performance Criteria

- (a) Create one short movement phrase that explores the use of focus and performance.
- (b) Create two dynamically contrasting movement phrases.
- (c) Create one movement phrase that explores the use of space/ formation(s) and/or the use of levels.

Outcome 3

Demonstrate a range of skills and techniques in choreographing a group dance.

Performance Criteria

- (a) Make choices in relation to the use of dance form and creating refined movement material.
- (b) Create one movement phrase that explores the use of choreographic tools
- (c) Create own task or stimulus to create one movement phrase which include two aspects developed in Outcomes 1 and 2
- (d) Choreograph a group dance piece to a chosen theme or stimulus which includes two aspects developed in Outcomes 1 and 2.

National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

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

All Outcomes are designed to be practical therefore the Evidence Requirements should be primarily practical and should be generated under supervised conditions.

Outcome 1 — Use a range of skills and techniques in choreographing dance

Evidence must include:

PC 1 (b) Use of a variation of movement and qualitative aspects when exploring dynamic variation of specific movements, including:

- ◆ Sustained: to hold or to keep the same movement for a period of time
- ◆ Suspend: to hang or float the movement, which usually looks soft
- ◆ Staccato: consists of short and separate movement, which usually looks strong and direct

PC1 (c) The use of at least three choreographic tools from the following:

- ◆ Retrograde
- ◆ Contact improvisation
- ◆ Groupings
- ◆ Accumulation
- ◆ Inversion
- ◆ Embellishment
- ◆ Fragmentation
- ◆ Instrumentation
- ◆ Question and answer
- ◆ Canon
- ◆ Augmentation through time/space
- ◆ Basic motif development
- ◆ Unison
- ◆ Canon
- ◆ Repetition
- ◆ Mirroring
- ◆ Partner work

National Unit specification: Statement of standards (cont)

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PC 1 (d) The use of the following:

- ◆ Space which can be choice of location in space; or use of space whilst travelling; or creating special pathways
- ◆ Formations consisting of special relationships between groups and the forms made in space such as circle, diamond or diagonal line
- ◆ Levels including variation in choices and uses of levels including:
 - Low: on/towards the floor
 - Medium: in line with the hips
 - High: standing and the space above the head

Outcome 2 — Apply a range of skills and techniques that can be used within various dance styles

Evidence must include:

- PC 2 (a) The movement phrase that explores the use of focus and performance is to last 16 counts
- PC 2 (b) The two dynamically contrasting movement phrases are to last 16 counts each
- PC 2 (c) The movement phrase that explores the use of space/formation(s) and/or the use of levels is to last 16 counts

Outcome 3 — Demonstrate a range of skills and techniques in choreographing a group dance

Evidence must include:

- PC 3 (b) The one movement phrase created is to last 16 counts and is to include the use of one of the following:
- ◆ Retrograde
 - ◆ Contact improvisation
 - ◆ Groupings
 - ◆ Accumulation
 - ◆ Inversion
 - ◆ Embellishment
 - ◆ Fragmentation
 - ◆ Instrumentation
 - ◆ Question and answer
 - ◆ Canon
 - ◆ Augmentation through time/space
 - ◆ Basic motif development
 - ◆ Unison
 - ◆ Canon
 - ◆ Repetition
 - ◆ Mirroring
 - ◆ Partner work

National Unit specification: Statement of standards (cont)

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PC 3 (c) Learner's own task or stimulus to create one movement phrase is to include two aspects developed in Outcomes 1 and 2, ie:

- ◆ Dynamic qualities — sustained
- ◆ Dynamic qualities — suspended
- ◆ Dynamic qualities — staccato
- ◆ Choreographic tools — cannon
- ◆ Choreographic tools — unison
- ◆ Choreographic tools — repetition
- ◆ Space/formations
- ◆ Levels
- ◆ Focus and performance

The movement phrase is to last a minimum of a minute.

PC 3 (d) The group dance piece choreographed to a chosen theme or stimulus is to include two aspects developed in Outcomes 1 and 2 (as per bullet list in PC 3 (c) above and is to last a minimum of two minutes.

All Outcomes can be holistically assessed, however, it is recommended that learners achieve Outcomes 1 and 2 prior to Outcome 3.

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.



National Unit Support Notes

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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

Outcome 1

This Outcome is suited to task-based work that enables the learners to explore thinking creatively about movement and choreography. Also, with each topic, it is advisable to approach the Performance Criteria from various types of tasks, to give ample opportunities for the learners to explore thoroughly.

For example, for PC 1 (b): Create movement material from tasks and various stimuli. This could include:

- ◆ Create movement with the use of a piece of clothing as a prop.
- ◆ Create movement in response to selected pieces of music
- ◆ Select a visual stimulus such as a photo or picture to create movement (this could be to use the structure and form, the colours, and/or the meaning the learner might perceive).
- ◆ Find a location to create movement in (this is to notice the impacts and influence different spaces and locations could have on choreographing dance)
- ◆ With movement, travel across the floor without using your right arm (this could be any means of restriction for the learners to work on physically problem solving to challenge thinking).
- ◆ Create movement in response to written text (this could be to use the flow of the writing, the meaning of what is written, and/or the letters in an abstract form).

Outcome 2

This Outcome is suited to providing learners opportunities to create and apply their skills and knowledge by creating short movement phrases. Formative feedback, as a questioning/reflective approach will aid understanding and development.

For example, for PC 2 (c): Create two dynamically contrasting movement phrases.

National Unit Support Notes (cont)

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Such feedback could include:

- 1 Can you be even slower?
- 2 Is this music the best choice to suit your movement?
- 3 That movement is similar to one in your other movement phrase, how can you make it different?
- 4 Can you make that movement sharper?
- 5 Is that movement hard or soft?

There is often a discrepancy with learners feeling like they are moving very fast/slow, or soft/sharp but in reality it could just be moderately so. Lecturers may need to give more encouragement for the learners to search for dynamic contrast. Using other learners to demonstrate extremes also works very well to aid understanding.

Outcome 3

The learners have the opportunity to demonstrate a broad range of skills in Outcome 3. In PC 3 (d) [the group dance] learners could be encouraged to select as many skills as possible to help support their choreography.

Feedback and reflective questioning is imperative. Also reminding the learners of the skills they have been acquiring throughout the Unit and the various choices they have will aid their understanding furthermore.

Guidance on approaches to delivery of this Unit

Outcomes 1 and 2 should be achieved prior to Outcome 3.

For all Outcomes, learners should be encouraged to develop their choreographic practice by undertaking both solo and group choreographic tasks. The tasks can:

- ◆ be set for solo and/or group work.
- ◆ involve more than one component at a time.
- ◆ be built upon each session to layer more components.
- ◆ be short and direct.

In Outcome 1, time should be spent exploring responses to tasks for each component. This is a recommended means to ensure all of the Performance Criteria are understood by the learners.

For Outcomes 2 and 3, time should be spent on both exploring responses to tasks and for creating and refining movement to develop the practice of choreographing dances.

National Unit Support Notes (cont)

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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.

It is recommended that learners attain Outcomes 1 and 2 prior to working on achieving Outcome 3.

For assessment for Outcome 1 and 2 it is recommended that suitable instruments of assessment are short task based practical performances led by the tutor. This would then enable the learners to use what they have learnt for Outcome 3. Thus demonstration of knowledge is attained through practical implementation.

Additional Assessment Guidance

In Outcome 1: The assessor is looking for the learners to explore each task to develop their understanding of each Performance Criteria.

Create movement material from tasks and various stimuli.

The learners understanding will be evident in their response to the tasks and instructions that the tutor sets. Did the learners respond to the given task and demonstrate their understanding effectively? For example, if the task was to create movement with the use of a prop, did the learner utilise this prop to generate and demonstrate movement material? If they did, they would have achieved the task.

Explore dynamic variation of specific movement(s). Use of qualitative aspects, including sustained, suspended and staccato.

The assessor will be looking for a variation of movement qualities and timings. Including, sustained (to hold or to keep the same movement for a period of time), suspend (to hang or float the movement which usually looks soft) and staccato (consists of short and separate movement, which usually looks strong and direct). Learners understanding will be evident in their response to the tasks and instructions that the tutor sets.

Explore choreographic tools.

The assessor will be looking for demonstration and understanding of three of the choreographic tools outlined in Evidence Requirements for PC 1 (c).

National Unit Support Notes (cont)

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Explore the use of space/formations and use of levels.

The assessor will be looking for demonstration and understanding of the use of space, this can be viewed as the choice of location in space, use of space whilst travelling, creating spatial pathways such as, diagonal, circle, square etc. The use of formations consists of spatial relationships between groups, and the form(s) they make in space, such as circle, diamond, and diagonal line. For the use of levels, the assessor would be looking for a variation in choices and uses of levels, including low, which is on/towards the floor level, medium level is in line with one's hips, and high level is standing and the space above one's head.

In Outcome 2: The assessor is looking for the learners to apply a range of skills for choreographing a dance.

Create one movement phrase lasting 16 counts that explores the use of focus and performance.

The assessor will be looking for the learners to use their focus in terms of making choices about where to look throughout their movement, and also performance projection.

Create two dynamically contrasting movement phrases lasting 16 counts each.

The assessor will be looking for the learners to create two very different movement phrases, one might be strong and fast, another might be soft and slow.

Create one movement phrase lasting 16 counts that explores the use of space/formation(s) and/or the use of levels.

The assessor will be looking for the learners to apply choice in terms of space/formations and use of levels.

Outcome 3: It is recommended learners are assessed and achieved Outcomes 1 and 2 prior to assessing Outcome 3. The assessor is looking for the learners to demonstrate a range of skills for choreographic dance.

Create one movement phrase that explores the use of choreographic tools.

The assessor is looking for the learners to demonstrate knowledge and understanding of choreographic tools by creating their own movement with at least one of the tools outlined in PC 3 (b) as their focus point.

Create own task or stimulus to create one movement phrase, including at least two aspects of what was developed in Outcomes 1 and 2, and lasting a minimum of 1 minute.

The assessor is looking for the learners to demonstrate knowledge and understanding of choreographing a dance using a chosen stimulus, whilst also utilising skills they have acquired in Outcomes 1 and 2. These choices can consist of **any** two of the following:

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- ◆ Dynamic qualities — sustained
- ◆ Dynamic qualities — suspended
- ◆ Dynamic qualities — staccato
- ◆ Choreographic tools — cannon
- ◆ Choreographic tools — unison
- ◆ Choreographic tools — repetition
- ◆ Space/formations
- ◆ Levels
- ◆ Focus and performance

Choreograph a group dance piece to a chosen theme or stimulus, including at least two aspects of what was developed in Outcomes 1 and 2, lasting a minimum of 2 minutes. It is expected that a group would consist of a minimum of three dancers.

As above, but instead of individually this Outcome is collaborative.

Throughout the delivery of the Unit, learners are encouraged to develop a broad range of skills of which demonstration of understanding can be evidenced through observation checklists and/or video documentation. It is recommended that assessors take into account learner's work throughout the Unit.

There must be opportunity for reassessment for each Outcome and Performance Criteria if required.

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.

Opportunities for developing Core and other essential skills

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

As learners develop knowledge and understanding of choreography and collaborate on creating a piece of choreography and a group dance, they will have opportunities to develop Core Skills, eg:

National Unit Support Notes (cont)

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Problem Solving

- ◆ **Component: Critical Thinking at SCQF level 5**
Outcomes 2 and 3, learners have to develop an approach to create choreographed movement phrases and a group dance. This can involve analysis, reasoning, making decisions and creation of ideas.
- ◆ **Component: Planning and Organising at SCQF level 5**
In Outcomes 2 and 3, learners are to complete the tasks of developing and creating choreographed movement phrases and a group dance. They are to consider relevant resources available (eg use of props, other dancers, etc) and carry out both the movement phrases and the group dance successfully.
- ◆ **Component: Reviewing and Evaluating at SCQF level 5**
This Unit provides various opportunities for learners to review and evaluate their own performance and those of others within the group dance. They can assess how well they and other dancers are performing choreographed sequences, phrases and group dances. 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

- ◆ **Component: Working Co-operatively with Others at SCQF level 5**
In creating and demonstrating a group dance in Outcome 3, learners have opportunities to develop interpersonal skills, take responsibility for their own contribution and support co-operative working.
- ◆ **Component: 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. Also in Outcome 3, learners will have opportunities to review co-operative contribution of others in the group dance which each learner has to create.

Communication

- ◆ **Component: Oral Communication at SCQF level 5**
For Outcome 3, learners have to clearly convey instructions, essential information and ideas to others regarding choreography for the group dance which each learner has to create. This includes use of relevant vocabulary, taking account the situation and the audience; and responding/clarifying to questions from others.

National Unit Support Notes (cont)

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◆ **Component: Written Communication (Reading and Writing) at SCQF level 5**

Opportunities may exist during the delivery of this Unit to develop reading and writing skills, eg where supporting documentation is provided for learners in written format (eg handouts on relevant choreographic terminology, tools and qualities) to support observational learning; learners' own written records on regarding choreography and movement, relevant terms and vocabulary and creativity in developing movements and the group dance, etc. These should be retained in a logical and effective order, use conventions appropriate to the others in the group and help support achievement of acceptable movements and a group dance.

Information and 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 a wide range of relevant and appropriate information and dance performances to support understanding and awareness of choreography using straightforward searches, using filtering techniques with appropriate criteria, keywords, etc.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Dance Choreography (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 designed to introduce skills and techniques in choreographing dance. There is an emphasis on learning a range of skills that can be applied in various contexts and within various dance genres and other art forms.

It is a practical Unit and if you complete this Unit successfully, you will be able to:

- ◆ use a range of skills and techniques in choreographing dance.
- ◆ apply a range of skills and techniques that can be used within various dance styles.
- ◆ demonstrate a range of skills and techniques in choreographing a group dance.

The content of this Unit therefore includes:

- ◆ Developing and applying skills required for choreographing various dance styles
- ◆ Creating movement material
- ◆ Using dynamic variation of specific movements and a range of choreographic tools
- ◆ Using space, formation and levels
- ◆ Opportunities to choreograph movement phrases and develop a group dance piece

There will be opportunities to work independently and as a group; assessments for this Unit will be practical tasks which are recorded by your assessor/tutor.

In addition to developing your skills in choreography, there will also be opportunities to develop Core Skills, such as *Working with Others*; *Communication*, *Problem Solving* and *Information and Communication Technology (ICT)*.

Achievement of this Unit could help you progress to higher level choreography Units and awards at SCQF level 7 (ie HNC level) and other further courses of study which lead to recognised achievement of a higher level of dance performance.