



## National Unit specification

### General information

**Unit title:** Dance: Highland (SCQF level 6)

**Unit code:** H73H 46

**Superclass:** LB

**Publication date:** May 2014

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit is designed to introduce and develop skills and techniques in Highland dance, along with an understanding of the performance skills for this style.

Possible progression opportunities on successful completion of this Unit may include the Dance Technique Units at HNC (SCQF level 7) and other further courses of study which lead to recognised achievement at a higher level of dance.

### Outcomes

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

- 1 Demonstrate Highland dance skills and techniques through classwork
- 2 Perform contrasting set Highland dances as solos.
- 3 Apply and demonstrate performance skills through the presentation of a choreographed sequence.

### Credit points and level

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

### Recommended entry to the Unit

Access to this Unit is at the discretion of the centre and there is no requirement for learners to have previous learning in this subject although previous experience in movement or dance at SCQF level 5 or equivalent would be beneficial.

## **National Unit specification: General information (cont)**

**Unit title:** Dance: Highland (SCQF level 6)

### **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.

### **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](http://www.sqa.org.uk/assessmentarrangements).

## **National Unit specification: Statement of standards**

**Unit title:** Dance: Highland

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 Highland dance skills and techniques through classwork.

#### **Performance Criteria**

- (a) Concentration and focus are maintained effectively.
- (b) Technical movements are executed with control and coordination shown through the use of the body, including the head, arms and hand movements.
- (c) Movement qualities are demonstrated through use of the body.
- (d) Timing and musicality are demonstrated.

### **Outcome 2**

Perform contrasting set Highland dances as solos.

#### **Performance Criteria**

- (a) Contrasting set dances are recreated.
- (b) Dance steps and technical movements are reproduced.
- (c) Projection and deportment/style are maintained.
- (d) Timing and musicality are demonstrated.

### **Outcome 3**

Apply and demonstrate performance skills through the presentation of a choreographed sequence.

#### **Performance Criteria**

- (a) Skills and techniques are integrated to communicate the context of the work.
- (b) Focus and presence are maintained.
- (c) Application of accuracy, memory and control in performance is demonstrated.
- (d) Ability to perform with technical understanding and skill is demonstrated.

## **National Unit specification: Statement of standards (cont)**

**Unit title:** Dance: Highland (SCQF level 6)

### **Evidence Requirements for this Unit**

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

Evidence for this Unit is practical performances which must be demonstrated with accuracy for Highland dance and be carried out clearly and effectively.

#### **Outcome 1**

Practical evidence that the learner has achieved all PCs through physical demonstration is required. Classwork must include warm-up, centre and travelling sequences appropriate to Highland dance. Learners must demonstrate:

- ◆ Posture and alignment
- ◆ Dynamic principles of flow, time, weight and space
- ◆ Timing and musicality

Evidence is to be generated through Highland dance class work and demonstrated using the body including head, arms and hand movements.

#### **Outcome 2**

The learner will perform two contrasting set Highland dances as solo performances. Appropriate deportment, musicality and projection must be demonstrated.

#### **Outcome 3**

The learner will perform a self-choreographed solo dance sequence lasting a minimum of 1 minute to music of their choice (which can be traditional or alternative music) and apply the skills and techniques learned in Outcome 1.

It is recommended that each Outcome is 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.



## National Unit Support Notes

**Unit title:** Dance: Highland (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 is an optional Unit in the NC Dance at SCQF level 6 and can also be taken as a free-standing Unit.

The main focus of the Unit is the application and development of Highland dance skills in a technique class; through the performance of two contrasting set dances; and the creation and performance of choreographed solo Highland dance sequence.

Outcome 1 introduces skills and techniques of Highland dance and these are then applied in the contrasting set dances for Outcome 2.

Outcome 3 offers a further opportunity for the learner to apply skills and techniques learned by performing a self-choreographed Highland dance sequence.

Achievement of this Unit allows learners to develop and refine their skills and techniques in Highland dance and be proficient at performing two contrasting set technical Highland dances. Learners also develop skills in choreography and application of skills and techniques through the solo performance of self-choreographed Highland dance sequence.

The skills and techniques required in this Unit may include:

- ◆ Basic positions of the feet, arms and grouping of the fingers
- ◆ The Bow
- ◆ Shedding
- ◆ Highland Fling Shake
- ◆ Rocking
- ◆ Back Stepping
- ◆ Toe and Heel
- ◆ Disassemble
- ◆ Pas de Basque
- ◆ Open Bas de Basque
- ◆ High Cut
- ◆ Brush

## National Unit Support Notes (cont)

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- ◆ Seann Truibhas Shake
- ◆ Shuffle
- ◆ Hop brush beat beat
- ◆ Leap

Learners should cover a range of set Highland dances which could include:

- ◆ The Highland Fling (four steps)
- ◆ The Sword Dance (two and one)
- ◆ The Seann Truibhas
- ◆ Other relevant set Highland dances

Learners will also utilise the skills and techniques learnt in Outcome 1 to create their own choreographed sequence in Highland Dance to music of their choice. This music may be a traditional piece of music however learners should be encouraged to consider a wider range of musical styles for their choreography. Tutors may support and assist learners with the choreography to ensure appropriateness for Highland dance.

### Guidance on approaches to delivery of 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. The Outcomes can be taught simultaneously but learners must have sufficient levels of technique before progressing on to the solo dance performances. To prepare learners for the assessed solo performances, opportunities should be created to enable them to perform to members of their class on an on-going basis.

It is advised that learners 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. Learners should be encouraged to watch examples of good practice.

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

Tutors should introduce learners to the basics of correct alignment and the use of core muscles. This could be presented to the learners 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.

## National Unit Support Notes (cont)

**Unit title:** Dance: Highland (SCQF level 6)

Learners 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. If this Unit is delivered as part of a Group Award which includes the *Etiquette and Personal Development* Unit, then delivery of relevant parts of these two Units could be integrated.

Learners will benefit from workshops, visits to performances, Highland dance competitions, specialist lectures/demonstrations, DVDs and hand-outs. This is a good opportunity for partnership working with external organisations either for specialist delivery or to enhance the learners' experience.

### 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.

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

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.

In order to achieve this Unit, learners are required to demonstrate practical evidence that they have met all PCs for each Outcome as specified in the Evidence Requirements.

**Outcome 1:** A practical performance carried out in a technique class with video/DVD recording filmed in small groups or as a whole class. An observation checklist may also be used to support the video evidence.

**Outcome 2:** A solo practical performance. The two contrasting set Highland dances are taught by the teacher; steps should be selected to show a variety of skills and techniques. The performance should be videoed and may be supported by an observation checklist.

**Outcome 3:** A solo practical performance of a self-choreographed Highland dance sequence of a minimum of 1 minute. The performance should be videoed and may be supported by an observation checklist.

All records should be made available for External Verification.

In order to maintain authenticity, all mirrors should be covered or learners must not be facing mirrors during all practical assessments.

An observational checklist may also be used to help ensure all PCs and Evidence Requirements are covered.

## National Unit Support Notes (cont)

**Unit title:** Dance: Highland (SCQF level 6)

### 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](http://www.sqa.org.uk/e-assessment).

### 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**

Using analysis and reasoning, learners have the opportunity to demonstrate both understanding and technical ability of a range of Highland dance vocabulary and terms.

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

There are many opportunities for learners to review and evaluate their own performance and assess how well they are integrate Highland dance 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. This can also include respecting others eg demonstrating spatial awareness to other dancers.



## National Unit Support Notes (cont)

**Unit title:** Dance: Highland (SCQF level 6)

### 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 across 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 Highland dance vocabulary) to support observational learning.

### 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 relevant and appropriate information on Highland dance culture and 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.

### (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 course content regarding Highland dance and/or feedback and guidance on their own learning (ie taking instruction about skills, performance and technique, etc).
- ◆ **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 Highland dance. 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 etc). 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.

## National Unit Support Notes (cont)

**Unit title:** Dance: Highland (SCQF level 6)

- ◆ **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 self-choreographed performance required in Outcome 3.

## History of changes to Unit

Version	Description of change	Date

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## General information for learners

### Unit title: Dance: Highland (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 introduces you to skills and techniques in Highland dance, as well as giving you an understanding of the performance skills for this style.

This Unit, at SCQF level 6 (ie Higher level) is a free-standing Unit and is also included in the NC in Dance at SCQF level 6.

If you achieve this this Unit you will be able to:

- ◆ demonstrate Highland dance skills and techniques.
- ◆ perform contrasting set Highland dances as solos.
- ◆ apply and demonstrate performance skills through the presentation of a self-choreographed Highland dance sequence.

You will learn a range of skills and techniques appropriate to Highland dance ranging from basic positions of the feet, arms and grouping of the fingers to techniques such as the Bow; Highland Fling Shake; Rocking; Back Stepping; Toe and Heel; Shuffle; Leap, etc. You will need to learn and perform two different set Highland Dances, such as The Highland Fling (four steps); The Sword Dance (two and one) or The Sean Truibhas. You will also have the opportunity to choreograph your own short Highland dance sequence to your choice of appropriate music and perform this as a solo dance.

All assessments for this Unit are practical and include demonstration of classwork; application and demonstration of skills and techniques learned through solo performances of two different set dances; and the performance of your self-choreographed Highland dance sequence. All assessments will be videoed and may also be in front of an audience (eg others in your class).

There are also opportunities to develop the Core Skills in this Unit, such as *Communications*, *Working with Others*, *Information and Communication Technology (ICT)* and *Problem Solving*.

You do not need to have previous experience in Highland dance to undertake this Unit but it would be helpful if you have some experience in movement or dance at SCQF level 5 or equivalent (ie Intermediate 2/National 5)

Achievement of this Unit could help you to progress to higher level dance qualifications or employment. However due to the practical nature of this Unit, progression may not be automatic as entry may be through audition.