



National Unit specification

General information

Unit title: Dance: Tap (SCQF level 6)

Unit code: H73J 46

Superclass: LB

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Unit purpose

This Unit is designed to introduce tap dance skills and techniques through the performance of teacher/lecturer choreographed exercises, sequences and amalgamations. Learners will apply their knowledge and skills through practical demonstration set within a structured tap dance class. An understanding of performance skills will be developed throughout the Unit and combined with technical skills in a short choreographed dance.

Possible progression opportunities from this Unit may include *Tap Dance Techniques* 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.

Outcomes

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

- 1 Demonstrate tap dance knowledge and technical ability through structured classwork.
- 2 Demonstrate tap dance knowledge and technical ability through set sequences and amalgamations.
- 3 Demonstrate performance skills within a choreographed 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)

Unit title: Dance: Tap (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 the learners to have previous tap dance experience, although 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.

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: Tap (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 tap dance knowledge and technical ability through structured classwork.

Performance Criteria

- (a) Concentration and focus are maintained.
- (b) Posture and weight placement for tap dance techniques are applied to choreographed exercises.
- (c) Skills and techniques are demonstrated through structured classwork.
- (d) Timing and musicality are demonstrated.
- (e) Beating is clear and rhythmical.

Outcome 2

Demonstrate tap dance knowledge and technical ability through set sequences and amalgamations.

Performance Criteria

- (a) Choreographed sequences and amalgamations are recreated.
- (b) Posture and weight placement are demonstrated through the use of the body.
- (c) Musicality is demonstrated through timing and use of dynamics.
- (d) Beating is clear and rhythmical.
- (e) Projection and performance are maintained.

Outcome 3

Demonstrate performance skills within a choreographed dance.

Performance Criteria

- (a) Tutor taught short choreographed dance is recreated.
- (b) Stage craft and spatial awareness as a group performer are demonstrated.
- (c) The use of musicality is demonstrated.
- (d) Performance and style are maintained.

National Unit specification: Statement of standards (cont)

Unit title: Dance: Tap (SCQF level 6)

Evidence Requirements for this Unit

The Evidence Requirements for this Unit are practical. Evidence of practical demonstration of class work; sequences and amalgamations; and a choreographed group dance should be gathered to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Performance evidence for all Outcomes and PCs must be demonstrated with accuracy for tap dance and be carried out clearly and effectively.

Outcome 1

The following technical elements must be demonstrated accurately:

- ◆ Steps
- ◆ Riffs
- ◆ Cramp Rolls
- ◆ Pick Ups
- ◆ Wings
- ◆ Timesteps
- ◆ Travelling
- ◆ Rhythm

Outcome 2

A minimum of two tap sequences or amalgamations are required. Each are to contain two of the technical elements covered in the classwork in Outcome 1.

Outcome 3

The group tap dance piece must be choreographed by teacher/tutor and last for a minimum of two minutes. Performance of the tap dance piece must contain:

- ◆ accurate reproduction of choreography.
- ◆ timing, musicality and clarity of beating.
- ◆ stage craft including working as a group member to ensure accuracy of entrances and exits.
- ◆ projection to the audience.
- ◆ performance style suitable to the mood of the piece.

It is recommended that the assessment for Outcomes 1 and 2 are combined to form a single assessment, and may take the form of a structured tap dance class under supervised and controlled conditions.

Outcome 3 can be assessed in a studio or theatre setting as a single assessment. This may be under supervised and controlled conditions.

National Unit specification: Statement of standards (cont)

Unit title: Dance: Tap (SCQF level 6)

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: Tap (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 designed to introduce tap dance skills and techniques through the performance of teacher/lecturer choreographed exercises, sequences and amalgamations. Learners should have an understanding of posture, weight placement, control, coordination, rhythm, musicality, and performance in a tap dance context.

At this level, it is recommended that learners should be studying the following elements of tap dance techniques in Outcomes 1 and 2:

Correct stance:	Posture and alignment in parallel — stand with the feet in parallel, hip width apart. Weight should be centred over the balls of the feet. Activate the core muscles. Achieve a sense of lengthening the back out of the hips. Bend the knees bringing the alignment of the shoulders forward of the hips. Nose over the toes. Ankles relaxed. Arms are relaxed at the sides.
Steps:	Tap steps, tap springs, tap step ballchange, tap step heel.
Riffs:	3, 4 and 5 beat riffs.
Cramp rolls:	4, 5 and 6 beat cramp rolls.
Pick ups:	Introduction to pick ups by placing the foot on the heel and brushing the toe back to create a pick up action. This can be progressed on to travelling by continuously stepping back and making a pickup action with the working foot.
Wings:	Preparation for 3 beat wings — standing or sitting in a chair with two feet on the ground making a 3 beat winging action with one foot then changing to the other.
Timesteps:	Single, double and triple timesteps, and timestep breaks.
Travelling:	Combinations of technical steps travelling across or around the room.

National Unit Support Notes (cont)

Unit title: Dance: Tap (SCQF level 6)

Rhythm: Learners respond to a rhythm which is set by the teacher by using basic tap steps to mimic the rhythm.

Amalgamations: Longer exercises amalgamating two or more of the skills and techniques studied in the class work.

NB: All the steps listed above can be performed at the barre or in the centre.

In Outcome 3, learners will amalgamate skills and techniques learned Outcomes 1 and 2 in the performance of a teacher/tutor choreographed group dance. The style of the group dance is completely at the discretion of the teacher (eg Musical Theatre, American Rhythm Tap, Stomp etc); however the dance must be a minimum of two minutes and should focus on the following areas:

- ◆ Rehearsal required in reproducing the choreography accurately
- ◆ Timing, musicality and clarity of beating
- ◆ Stage craft — working as a group member to ensure accuracy of entrances and exits
- ◆ Projection to the audience and the development of a performance style suitable to the mood of the piece

Guidance on approaches to delivery of this Unit

This is a stand-alone Unit and is also part of the NC Dance at SCQF level 6. Learners are expected to develop knowledge, technical ability, and performance skills within structured tap dance classes and choreography.

Delivery of Performance Criteria for Outcomes 1 and 2 should take the form of a structured tap dance class. This should include warm up, technical exercises, sequences and amalgamations, and a cool down. When all PCs for Outcomes 1 and 2 have been achieved, the delivery of technical exercises, sequences and amalgamations can be substituted with group dance choreography for Outcome 3.

Delivery of this Unit can be supported by the following:

- ◆ Classes
- ◆ Workshops
- ◆ Visits to the performance
- ◆ Specialist lectures/demonstrations
- ◆ Videos/you tube footage of different Tap dance techniques and elements of performance
- ◆ Handouts

The writer of this Unit has suggested that teachers/tutors may find the article *What Tap Teachers can learn from ballet class at* <http://www.danceadvantage.net/steal-from-ballet-for-tap/> useful in supporting the delivery of this Unit. And reference to the following books may be useful:

National Unit Support Notes (cont)

Unit title: Dance: Tap (SCQF level 6)

Basic Tap Dancing, Diana Washbourn, 1979

Inside Tap, Anita Feldman, 1995

ISTD, A Text Book on Tap, Moyra Gay (Available at the ISTD shop online)

ISTD, Tap Terminology, Moyra Gay (Available at the ISTD shop online)

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.

It is recommended that the assessment for Outcomes 1 and 2 are integrated into one single assessment and take the form of a structured tap dance class. Outcome 3 is recommended as a single assessment, which can be performed in a studio or theatre setting.

Video footage must be taken of all practical assessments for this Unit and may be supported by checklists and/or marking schemes. These 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 practical assessments.

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: Tap (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**

Using analysis and reasoning, learners have the opportunity to demonstrate both understanding and technical ability of a range of tap 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 integrating tap 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. Also, performing as part of a group dance in Outcome 3, learners have opportunities to develop interpersonal skills, take responsibility for their own contribution and support co-operative working.

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 tap dance vocabulary) to support observational learning.

National Unit Support Notes (cont)

Unit title: Dance: Tap (SCQF level 6)

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 Tap dance 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 Tap dance 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 Tap 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). 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 set sequences, amalgamations and dances 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 group dance 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: Tap (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 will introduce you to tap dance skills and techniques through the performance of different exercises, sequences and amalgamations choreographed by your teacher/tutor. On completion of the Unit, you will be able to demonstrate:

- ◆ Tap dance knowledge and technical ability through both structured classwork and through set sequences and amalgamations
- ◆ Performance skills within a choreographed group tap dance

During the Unit you will learn about and perform the following:

- ◆ Tap dance warm up and cool down
- ◆ Technical exercises
- ◆ Sequences and amalgamations — longer sections of choreography showing your tap dance technique
- ◆ A group dance — your teacher/tutor will choreograph a short group dance for you and the rest of your class to perform
- ◆ Basic performance skills — you will observe and perform tap dance using different performance skills

Assessment for this Unit is practical. You will be advised of exact assessment arrangements by your teacher/tutor but there's likely to be two practical assessments which will be assessed and recorded:

- ◆ A demonstration of your tap dance technical knowledge and skills through class work and set sequences and amalgamations.
- ◆ A performance of your tap dance skills as part of a group dance, which is choreographed by your teacher/tutor.

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

There is no requirement for you to have previous learning in this subject area, but it would be useful if you had experience in dance or movement at SCQF level 5.

On completion of this Unit, you may progress onto higher level Units such as Higher *Dance: Technical Skills* at SCQF level 6 or *Tap Dance Techniques* at SCQF level 7. However, due to the practical nature of this Unit, progression may not be automatic as entry may be through audition.