



## National Unit specification

### General information

**Unit title:** Dance: Hip Hop (SCQF level 6)

**Unit code:** H73W 46

**Superclass:** LB

**Publication date:** May 2014

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit is designed to introduce skills, techniques and knowledge within Hip Hop culture, along with an understanding of the performance skills used in the dance aspect of Hip Hop.

Possible progression opportunities on successful completion of this Unit may include the Dance Techniques for the *Commercial Industry* Unit at SCQF level 7 and other further courses of study which lead to recognised achievement at a high level of dance performance.

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.

### Outcomes

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

- 1 Demonstrate Hip Hop knowledge and technical ability through structured classwork.
- 2 Demonstrate Hip Hop knowledge and technical ability through set sequences.
- 3 Demonstrate performance skills through a solo 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: Hip Hop (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 dance experience in either NPA in Dance at SCQF level 5 or 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.

### **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: Hip Hop (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 Hip Hop knowledge and technical ability through structured classwork.

#### **Performance Criteria**

- (a) Concentration and focus are maintained.
- (b) Skills and techniques are demonstrated through structured classwork.
- (c) Control of the body is demonstrated through the performance of Hip Hop dance skills and techniques.
- (d) Coordination is demonstrated through the use of the body.

### **Outcome 2**

Demonstrate Hip Hop knowledge and technical ability through set sequences.

#### **Performance Criteria**

- (a) Understanding of groove is demonstrated through movement to Hip Hop music.
- (b) Musicality and rhythmic awareness are demonstrated through freestyle movement.
- (c) Isolations are demonstrated through movement.
- (d) Footwork is demonstrated accurately.
- (e) Techniques are demonstrated appropriately to the selected Hip Hop styles.

### **Outcome 3**

Demonstrate performance skills through a solo choreographed dance.

#### **Performance Criteria**

- (a) Tutor taught choreographed Hip Hop dance is learned and recreated.
- (b) Performance of the technical elements of the selected style of dance.
- (c) Maintain performance of musicality, groove, rhythm and freestyle.

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

**Unit title:** Dance: Hip Hop (SCQF level 6)

### **Evidence Requirements for the Unit**

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

Performance evidence for all Outcomes must be accurate for Hip Hop dance and be carried out effectively.

### **Outcomes 1 and 2**

Evidence for Outcomes 1 and 2 is generated through performance which should last a total of approximately 15–20 minutes.

This should be under controlled supervised conditions.

### **Outcome 3**

Evidence for this Outcome is generated through the learner performing a tutor-choreographed solo Hip Hop dance lasting approximately 1 minute 15 seconds.

Within this solo performance, the learner should use one consistent dance style chosen from the genre of Hip Hop; however a change in tempo is permitted.

This should be under supervised controlled conditions.

For all Outcomes of this Unit, 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: Hip Hop (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 within the NC in Dance at SCQF level 6 and can also be taken as a free-standing Unit.

The main aim of this Unit is to develop learners' knowledge and performance of the technical and artistic skills in the performance of Hip Hop dance. Below are three styles within Hip Hop with suggested examples of steps within those styles. This list is non-exhaustive but is intended to give guidance on difference in styles, techniques and grooves.

- ◆ Hip Hop dance:
  - The smurf
  - Cabbage patch
  - Happy feet
  - Party machine
  - Roger rabbit
  - Steve martin
  - The Brooklyn
  - The Reebok
  
- ◆ House dance:
  - Stomp
  - Farmer
  - Jack in the box
  - Heel — toe
  - Loose leg
  - Cross step
  - Salsa hop
  - Side walk
  - Jack

## National Unit Support Notes (cont)

**Unit title:** Dance: Hip Hop (SCQF level 6)

- ◆ bboying:
  - Kick outs
  - Indian step
  - The kick step
  - Hip twists
  - Coffee grinder
  - Six step
  - Four step

### Guidance on approaches to delivery of this Unit

#### Class Planning

Learners would benefit initially from the teaching of a minimum of three different styles within Hip Hop. Lessons should include correct technical demonstration of the styles.

Where appropriate, learners should be encouraged to research information about origins, background, music, rhythm, groove and development of the dance style chosen.

Learners should also be encouraged to express themselves whilst free-styling using the tools and techniques provided. The use of choreographic tasks would help the learner show an understanding of a different culture of dance.

#### Delivery

A learner-centred practical approach is encouraged where the learners' observational skills are attuned to the Performance Criteria required for this Unit. Both kinaesthetic and observational understanding should be developed throughout.

Observation of performances, Battles, Showcases, tutorials, workshops-live, on DVD, via the internet (eg on youtube) could all be helpful in identifying exemplary examples of the technical and artistic criteria required for this Unit.

Hip Hop is also used widely in the media such as television, film and commercials so it would be beneficial to highlight these areas to learners to increase their awareness of its general use in modern culture.

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 relevant and current Hip Hop vocabulary.

#### Feedback

Learners should be provided with feedback on a regular basis. Within class, 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.

## National Unit Support Notes (cont)

**Unit title:** Dance: Hip Hop (SCQF level 6)

### 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, 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.

Assessments must be valid, reliable and fit for purpose for the subject and level, and should fit in with learning and teaching approaches. Teachers and lecturers should also use inclusive approaches to assessment, taking account of the specific needs of their 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.

Assessments for all Outcomes are practical and are to be conducted under supervised conditions. Performance must be videoed and observational checklists can be used to provide evidence of assessment and ensure all PCs are covered.

Evidence of practical demonstrations of class work, sequences and a choreographed solo Hip Hop dance should be gathered to demonstrate that learners have achieved all the Performance Criteria of the three Outcomes. This performance evidence must be appropriate to Hip Hop dance and be carried out effectively.

- ◆ Outcomes 1 and 2: assessed through performance, lasting a total of approximately 15–20 minutes.
- ◆ Outcome 3: assessment through a solo Hip Hop dance lasting approximately 1 minute 15 seconds; with one consistent dance style chosen from the genre of Hip Hop. A change in tempo is permitted.

To ensure authenticity of learners' work during performances, all mirrors must be covered or learners must not be facing mirrors.

A checklist may be used to ensure all PCs and Evidence Requirements of this Unit are covered.

### 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).

## National Unit Support Notes (cont)

**Unit title:** Dance: Hip Hop (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 current and relevant Hip Hop dance vocabulary and terms, etc.

◆ **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 Hip Hop techniques into their individual movement and performance. Elements of dance such as expression, communication and interpretation etc 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 class situations, learners have opportunities to develop interpersonal skills, take responsibility for their own contribution and support co-operative working, eg demonstrating spatial awareness to other dancers.

#### 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 and current Hip Hop terminology and vocabulary) to support observational learning.



## National Unit Support Notes (cont)

**Unit title:** Dance: Hip Hop (SCQF level 6)

### 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 Hip Hop 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 Hip Hop and/or feedback and guidance on their own learning (ie taking instruction about styles, techniques and grooves, 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 styles and techniques associated with Hip Hop. Class-based activities and performance opportunities encourage learners to develop further understanding of body/use of body in applying Hip Hop techniques. 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 tutor-taught set sequences provides learners with the opportunity to develop their capacity to retain and apply non-verbal and sequential complex information. Further there are opportunities for learners to develop their capacity for creativity in this Unit, eg the Hip Hop dance requirement of freestyle movement and the solo performance in Outcome 3 which can include a change of tempo.

## History of changes to Unit

Version	Description of change	Date

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## General information for learners

### Unit title: Dance: Hip Hop (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 develop your skills and knowledge of Hip Hop and its various dance styles and techniques within freestyle dance. This includes both technical and artistic aspects of Hip Hop. This includes correct technical demonstration of the styles, together with succinct information about origins, background, music, rhythm, groove and development of the particular Hip Hop dance styles.

You should also be encouraged to express yourself whilst free-styling using the tools and techniques provided.

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

- ◆ demonstrate both knowledge and technical ability of Hip Hop through class work and through sequences.
- ◆ demonstrate performance skills through a solo choreographed Hip Hop dance.

The assessments for this Unit will be outlined by your tutor/assessor. However, it is likely that these will include assessments along the lines of observed classwork, sequences, freestyle and a solo choreographed dance. These will be recorded by your tutor/assessor.

There are no Core Skills embedded in this Unit but you will have opportunities to develop Core Skills in *Communication, 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 of *Dance* at SCQF level 5, eg NPA in Dance or National 5 Dance.

On successful completion of this Unit, you could progress to practical dance Units at SCQF level 7 (eg 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.