

## Dance: Choreography

**SCQF:** level 5 (9 SCQF credit points)

**Unit code:** H22S 75

### Unit outline

The general aim of this Unit is to provide learners with the skills and knowledge required to plan and create a piece of choreography. Learners will develop and apply knowledge and understanding of choreographic devices and structures, and use self-expression and problem solving to create a dance from a chosen theme. They will learn how theatre arts can be used to enhance choreography, to appreciate professional practice, and to evaluate their own work and that of others.

Learners who complete this Unit will be able to:

- 1 Demonstrate knowledge and understanding of a range of choreographic principles
- 2 Apply choreographic principles to create a piece of choreography

This Unit is available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *Unit Assessment Support*.

### Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ♦ free-standing Dance Units at SCQF level 4

## **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. For further information, please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

**1 Demonstrate knowledge and understanding of a range of choreographic principles by:**

- 1.1 Demonstrating knowledge of theme and stimulus and, appropriate to a dance for two people, choreographic structures, devices and spatial patterns
- 1.2 Explaining the impact of theatre arts in choreography
- 1.3 Evaluating the impact of choreographic principles used in dance

### Outcome 2

The learner will:

**2 Apply choreographic principles to create a choreographed dance for two people by:**

- 2.1 Investigating a chosen theme/stimulus
- 2.2 Planning a short choreography for two people using a range of appropriate choreographic devices and structures
- 2.3 Developing and presenting the short choreography for two people
- 2.4 Evaluating the choreographed dance

## Evidence Requirements for the Unit

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.

Evidence can be a combination of performance, written and/or oral evidence. Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

For this Unit, learners will be required to provide evidence of:

- ◆ knowledge, understanding and evaluation of a range of choreographic principles including: theme/stimulus, choreographic structure, devices and space, and relevant theatre arts
- ◆ research and planning skills to investigate a theme/stimulus and plan a choreography
- ◆ use of choreographic devices and structure to develop and present a choreography
- ◆ self-evaluation skills

Exemplification of assessment is provided in the *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

# Development of skills for learning, skills for life and skills for work

It is expected that learners will 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 must be built into the Unit where there are appropriate opportunities.

## **1 Literacy**

1.3 Listening and talking

## **3 Health and wellbeing**

3.1 Personal learning

3.3 Physical wellbeing

## **4 Employability, enterprise and citizenship**

4.3 Working with others

## **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

# Administrative information

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**Published:** December 2017 (version 1.0)

**Superclass:** LB

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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