

Dance: Technical Skills

SCQF: level 5 (9 SCQF credit points)

Unit code: H22R 75

Unit outline

The general aim of this Unit is to develop technical skills in contrasting dance styles for solo and/or group dance performances. Dance techniques will be developed before being applied in teacher/lecturer-choreographed dance sequences. Learners will develop knowledge and understanding of the importance of health, fitness and safe practice when performing. They will develop knowledge and understanding of the factors influencing dance styles, and apply critical thinking skills to appreciate and evaluate dance technique.

Learners who complete this Unit will be able to:

- 1 Demonstrate knowledge and understanding of a selected dance style
- 2 Apply technical dance skills in contrasting dance styles

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 Units in Dance at SCQF level

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 selected dance style by:

- 1.1 Describing the technical skills and characteristics of the selected dance style
- 1.2 Explaining the development of the selected dance style

Outcome 2

The learner will:

1 Apply technical dance skills in contrasting dance styles by:

- 2.1 Demonstrating the technical skills and fundamental principles of two contrasting dance styles
- 2.2 Performing two tutor-choreographed dance sequences in contrasting dance styles
- 2.3 Applying knowledge of safe dance practice when demonstrating technical skills
- 2.4 Evaluating technical dance skills used in their own and another's work

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 will be a combination of written and/or oral and performance 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.

Learners will be required to provide evidence of:

- ◆ knowledge and understanding of the development, technical skills and characteristics of a chosen dance style
- ◆ technical skills in two contrasting dance styles through the performance of two dance sequences, each lasting 1–1.5 minutes
- ◆ the application of safe dance practice
- ◆ skills in evaluating technical dance skills

Dance styles assessed in this Unit will be chosen by the tutor.

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.

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

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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Superclass: LB

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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