



## **National Unit specification: general information**

**Unit title:** Dance: Choreography (SCQF level 5)

**Unit code:** FH5T 11

**Superclass:** LB

**Publication date:** April 2011

**Source:** Scottish Qualifications Authority

**Version:** 01

### **Summary**

In this Unit candidates will develop choreographic skills which will allow them to create movement, use stimuli and analyse a dance piece by an established choreographer. They will be introduced to choreographic devices and stimuli for creating movement and put these skills into practice through tutor-led tasks and workshops. Candidates will also have the opportunity to develop critical thinking skills within the context of analysing an established dance piece.

This is a mandatory Unit in the National Progression Award in Dance at SCQF level 5 and can also be taken as a free-standing Unit.

This Unit is suitable for candidates who are interested in developing choreographic skills and for those who wish to continue to study choreography at Higher level. The Unit can be studied as part of an NPA, or as an introduction to choreography for vocational or leisure reasons.

### **Outcomes**

- 1 Demonstrate choreographic skills.
- 2 Use stimuli to create movement.
- 3 Identify music and design appropriate to choreographic themes.
- 4 Analyse a dance piece.

## General information (cont)

**Unit title:** Dance: Choreography (SCQF level 5)

### Recommended entry

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ E8XJ 10 Introduction to Dance
- ◆ E8XK 10 Dance: Classical 1
- ◆ E8XL 10 Dance: Contemporary 1
- ◆ E8XP 10 Dance: Alternative Option 1

### Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill component in this Unit.

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

### **Unit title:** Dance: Choreography (SCQF level 5)

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 choreographic skills.

##### **Performance Criteria**

- (a) Develop and demonstrate choreographic devices.
- (b) Develop and demonstrate short movement motifs.
- (c) Develop and demonstrate spatial patterns.
- (d) Develop and demonstrate choreographic form.

#### **Outcome 2**

Use stimuli to create movement.

##### **Performance Criteria**

- (a) Demonstrate the use of visual stimulus to create movement.
- (b) Demonstrate the use of auditory stimulus to create movement.
- (c) Demonstrate the use of written stimulus to create movement.

#### **Outcome 3**

Identify music and design appropriate to choreographic themes.

##### **Performance Criteria**

- (a) Identify music that reflects themes and stimuli in choreography.
- (b) Identify costume that reflects themes and stimuli in choreography.
- (c) Identify lighting and stage setting that reflect themes and stimuli in choreography.

#### **Outcome 4**

Analyse a dance piece.

##### **Performance Criteria**

- (a) Identify the choreographic devices, motifs, spatial patterns and form.
- (b) Identify the stimulus and/or themes used in a dance piece.
- (c) Describe the music, costumes, lighting and stage setting.
- (d) Evaluate the effectiveness of the dance piece.

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

**Unit title:** Dance: Choreography (SCQF level 5)

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

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

#### **Outcome 1**

Performance evidence supported by a video/DVD recording and an Assessor Observation Checklist is required for this Outcome.

Candidates will demonstrate short tutor-led choreographic movement studies covering all PCs. Candidates must be able to demonstrate the following: unison, canon, mirroring, repetition, motifs, spatial patterns and choreographic form.

Written and/or oral evidence is required in the form of a logbook which details the tasks and workshops covered in this Outcome.

Evidence will be gathered under supervised conditions at appropriate points in the Unit.

#### **Outcome 2**

Performance evidence supported by a video/DVD recording and an Assessor Observation Checklist is required for this Outcome.

Candidates must demonstrate that they can create short choreographic studies using the following types of stimulus to create and effect movement: visual, auditory and written.

Written and/or oral evidence is required in the form of a logbook which details the tasks covered in this Outcome.

Evidence will be gathered under open-book conditions at appropriate points in the Unit.

#### **Outcome 3**

Written and/or oral evidence is required to demonstrate the candidate's understanding of the use of music, costumes, lighting and stage setting that reflect a theme/stimulus.

This evidence will be gathered in a logbook which details the tasks and workshops covered in this Outcome.

Evidence will be gathered under open-book conditions at appropriate points in the Unit.

## National Unit specification: statement of standards (cont)

**Unit title:** Dance: Choreography (SCQF level 5)

### Outcome 4

The dance piece studied by the candidates should be a professional piece of choreography by an established choreographer, identified/selected by the tutor.

Written and/or oral evidence is required for this Outcome.

In the dance piece analysed candidates must identify:

- ◆ choreographic devices
- ◆ motifs
- ◆ spatial patterns
- ◆ form
- ◆ stimulus and/or themes

and describe:

- ◆ music
- ◆ costumes
- ◆ lighting
- ◆ stage setting

Candidates must also evaluate the effectiveness of these components in the dance piece.

The evidence must be approximately 500 words and will be gathered in open-book conditions towards the end of the Unit.

The Assessment Support Pack (ASP) for this Unit provides sample assessment material including an instrument of assessment, specified briefs and checklists. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

## **National Unit specification: support notes**

### **Unit title:** Dance: Choreography (SCQF level 5)

This part of the Unit specification is offered as guidance. The support notes 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 a mandatory Unit in the National Progression Award in Dance at SCQF level 5 and can also be taken as a free-standing Unit.

This Unit is designed to introduce candidates to the tools to create and effect choreography through simple practical tasks. Candidates will also analyse a choreographed piece and be able to recognise and evaluate the elements they have experienced in the first three Outcomes.

In Outcome 1 candidates will be given a tool box of basic choreographic skills. Through participation in tutor-led movement tasks the following skills will be demonstrated by the candidates: unison, canon, mirroring, repetition, motifs, spatial patterns and choreographic form.

Outcome 2 focuses on the use of stimuli to create movement. Tutors will lead sessions by giving candidates tasks to devise their own movement material. Candidates should be able to successfully use varying forms of stimuli including the following: visual, auditory and written.

In Outcome 3 candidates will be able to recognise appropriate music and design for choreography. Candidates should be able to make recommendations for music and specific design elements that would enhance and communicate a theme being expressed in a piece of choreography.

Outcomes 1-3 require candidates to produce a log book detailing their experiences throughout the Unit, the tasks they have completed and evidence of what they have learned on an on-going basis. The log book should be neatly presented.

Outcome 4 requires candidates to be able to apply all the elements they have covered in the first three Outcomes in order to identify choreographic devices, form, music, design, stimulus, etc that are evident in an established dance piece. They will also be able to evaluate how effective these are in the piece. The aim of the Outcome is to synthesise what candidates have learned practically in classes so that they are able to recognise these elements in the work of others.

## **National Unit specification: support notes (cont)**

**Unit title:** Dance: Choreography (SCQF level 5)

### **Guidance on learning and teaching approaches for this Unit**

This Unit enables candidates to thoroughly explore the process of devising choreographic material and building on their skills, without the necessity to create a full piece. Candidates are given the opportunity to engage in the creative process and to recognise and analyse skills and techniques in the work of others.

This Unit can be taught in a group context with specific activities, practical and theoretical, led by the tutor. Within the context of this mode of delivery tutors can use a range of teaching techniques to make the experience positive for all in the group. Practical tasks can be carried out individually, in pairs and small groups. In order to build confidence within the group the tutor may wish to start the tasks with candidates working in pairs and small groups. Further sessions can introduce candidates to the challenges of working individually or in directing other candidates to undertake choreographic tasks.

It may be useful for candidates to look at a movement study they have created and discuss how they have used the acquired skills and how they can further develop the movement. This can be done as peer observation and/or tutor feedback on their progress.

Candidates should be encouraged to explore choreography that is an expression of their own individual style. They should be encouraged to develop their own movement style rather than to choreograph in a particular style (eg jazz, ballet, hip hop).

Candidates should be given an opportunity to use a range of different stimuli across this Unit. Tutors can lead choreographic workshops incorporating the following: pictures (photographic, art), sculpture, text (poetry, fiction, non-fiction) and sound. Candidates could also be asked to bring their own stimuli for exploration within class time.

Candidates should be encouraged to see live performances, watch dance pieces on DVD or online. This will broaden their experience of dance and help them to recognise and become familiar with the different elements they will be required to identify and evaluate in Outcome 4.

Opportunities for candidates to take part in guest choreographic workshops by visiting guests/dance companies will further enhance their learning experience and reinforce what is being delivered by the tutor.

Candidates 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.

Candidates should be encouraged to produce a log book throughout the first three Outcomes which reflects on their experiences. It should be neatly presented and should steer away from a short description of each class that they have. They could include reflection on what they have learned and this can cover both practical workshops/tasks but also discussion, watching choreography and perhaps taking part in guest workshops. Appendices could include additional materials: floor plans, costume research, etc.

## **National Unit specification: support notes (cont)**

**Unit title:** Dance: Choreography (SCQF level 5)

### **Opportunities for developing Core Skills**

Candidates are producing written and/or oral evidence throughout this Unit which gives opportunity to develop aspects of the Core Skill *Communication*.

There are opportunities to develop aspects of *Working with Others* if candidates direct each other in choreographic tasks or work together in pairs or small groups.

Should candidates choose to undertake any research using the internet, this would provide opportunities to develop aspects of the Core Skill *Information and Communication Technology*.

Candidates will have opportunities to develop aspects of *Problem Solving* during task based work. This may include developing a motif through choreographic devices or creating a motif from a given stimulus.

### **Guidance on approaches to assessment for this Unit**

Suitable instruments of assessment for Outcomes 1 and 2 are short task-based practical performances led by the tutor. These can be filmed in small groups.

A suitable instrument of assessment for Outcome 3 is tutor-led tasks and workshops with candidates' findings recorded in their log book.

A log book is required for Outcomes 1-3.

A suitable instrument of assessment for Outcome 4 is a written report in the region of 500 words or an oral presentation lasting approximately 3 minutes.

### **Opportunities for the use of 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 e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.



## **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date

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