



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

**Unit title:** Dance: Alternative - Scotland (SCQF level 5)

**Unit code:** H6N5 75

**Superclass:** LB

**Publication date:** September 2014

**Source:** Scottish Qualifications Authority

**Version:** 01

## **Summary**

This Unit is designed to introduce candidates to an alternative dance form and its particular technique. Candidates will have the opportunity to research and describe a chosen Scottish dance form. They will develop an understanding of the dance form and learn to develop and demonstrate relevant skills before performing in the chosen style.

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

This Unit is suitable for candidates who would like to develop general dance technique skills and for those who wish to continue to study at Higher level. The Unit can also be studied as part of an NPA, or as an introduction to alternative dance for vocational or leisure reasons.

## **Outcomes**

- 1 Investigate a chosen dance form.
- 2 Demonstrate dance skills and techniques applicable to a chosen dance form.
- 3 Apply skills and techniques to the performance of a chosen dance form.

## **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:

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

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### **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**

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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**

Investigate a chosen dance form.

#### **Performance Criteria**

- (a) Research and describe the history of a chosen dance style.
- (b) Research and describe the features of the chosen dance style.

### **Outcome 2**

Demonstrate dance skills and techniques applicable to a chosen dance form.

#### **Performance Criteria**

- (a) Demonstrate a relevant warm up.
- (b) Develop and demonstrate short sequences.
- (c) Develop and demonstrate travelling sequences.

### **Outcome 3**

Apply skills and techniques to the performance of a chosen dance form.

#### **Performance Criteria**

- (a) Learn and recreate movement sequences.
- (b) Apply technique acquired to execution of movement.
- (c) Demonstrate performance qualities.

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

**Unit title:** Dance: Alternative – Scotland (SCQF level 5)

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

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

Candidates must research, demonstrate and apply the skills and techniques of a Scottish dance style.

#### **Outcome 1**

Written and/or oral evidence is required for Outcome 1. The candidate will be able to describe the history and features of the chosen dance style to include cultural context, costumes and music. The evidence should be in the region of 750 words. Evidence will be gathered under open-book conditions at appropriate points throughout the delivery of the Unit.

#### **Outcome 2**

Performance evidence supported by an Assessor Observation Checklist and video/DVD recording is required for this Outcome. Class work must include warm-up, centre and floor work and travelling sequences, as appropriate and relevant to the dance style chosen. This will be tutor led. Candidates must be able to recognise and demonstrate:

- ◆ Posture and alignment appropriate to dance style
- ◆ Dynamic principles of flow, time, weight and space
- ◆ Key movements appropriate to dance style
- ◆ Timing and musicality

#### **Outcome 3**

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

Candidates will demonstrate a tutor taught dance lasting a minimum of 1.5 minutes which must be performed as a solo. Appropriate projection and musicality must be displayed.

Evidence will be gathered under supervised conditions on one assessment occasion.

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

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

**Unit title:** Dance: Alternative (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 an alternative optional Unit within the National Progression Award in Dance and an optional Unit in the Scottish Studies Award at SCQF level 5 and can also be taken as a free-standing Unit.

The aim of this Unit is to introduce candidates to a Scottish dance form and enable them to understand the features of the style and its related technique while also acquiring knowledge of its history and cultural context.

In Outcome 1, candidates should research the history and cultural context of the chosen style. This will include, for example, costumes, musical accompaniment, country of origin. They will then collate this information in an appropriate format.

In Outcome 2, candidates should be taught the terminology, skills and techniques of the style and be able to recognise and demonstrate the following within the chosen style:

- ◆ Posture and alignment appropriate to dance style
- ◆ Dynamic principles of flow, time, weight and space
- ◆ Key movements appropriate to dance style
- ◆ Timing and musicality

For Outcome 3 candidates should learn and then perform a tutor taught piece in the chosen style. In addition to executing technique and steps correctly, candidates should demonstrate an understanding of performance qualities and projection. This will be performed as a solo.

## National Unit specification: support notes (cont)

**Unit title:** Dance: Alternative - Scotland (SCQF level 5)

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

This Unit can be taught to a group, working on the same movement material throughout the Unit. The dance style will be selected by the centre.

Outcome 1 involves researching the chosen dance form. Candidates should be encouraged to draw on their knowledge acquired through their on-going class work, tutor led discussions and research.

Outcome 2 should be delivered as a series of tutor led classes, with emphasis on teaching technique. Candidates should learn correct posture and alignment and be taught how to execute class work with control and musicality.

In Outcome 3, candidates should be able to apply their technique to the set choreography. Working in groups and encouraging peer analysis could be conducive to good practice and beneficial to candidates as they gain a thorough understanding of technique and performance.

It is advised that candidates are given feedback on their progress throughout the learning process. This can take the form of general and individual technique corrections in class time, one to one feedback at key points during the Unit, peer assessment, using media to self critique performance, etc.

Tutors should introduce candidates to the basics of correct alignment and use of the core muscles. This could be presented to the candidates through informal seminars with a focus on very basic anatomy of the spine and the muscles supporting good posture as well as through teacher and peer feedback. Visual media can be used to demonstrate correct alignment and identify postures that are incorrect and have the potential to cause injury.

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 will benefit from workshops, visits to live performances, specialist lectures/demonstrations, DVDs and handouts. This is a good opportunity for partnership working with external organisations, either for specialist delivery or to enhance the learners' experience.

### Opportunities for developing Core Skills

Candidates will be producing written and/or oral evidence for Outcome 1 which offers an opportunity to develop aspects of the Core Skill *Communication*. Should candidates choose to use the internet to carry out their research for this investigation then there will be opportunities to develop the Core Skill *Information and Communication Technology*.

Through peer analysis or perhaps working as a group to practise or prepare for the performance in Outcome 3 candidates could also develop the Core Skill *Working with Others*.

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

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

The suggested instrument of assessment for Outcome 1 is an open-book assessment which could take the form of a folio of around 750 words or an oral presentation lasting between 3-4 minutes.

A suitable instrument of assessment for Outcome 2 is a practical assignment. This may take place in a practical class where candidates demonstrate technique and typical movements of the chosen dance style. The video/DVD recording can be filmed in groups or as a whole class.

The suggested instrument of assessment for Outcome 3 is a solo dance which should be tutor taught and recorded.

It is possible to integrate the assessment of Outcomes 2 and 3.

Time should be allowed for any necessary re-assessment.

### **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 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)

### **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)

## History of changes to Unit

Version	Description of change	Date

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