



National Unit specification

General information

Unit title: Dance: History (SCQF level 6)

Unit code: H73N 46

Superclass: LB

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Unit purpose

This Unit is aimed at introducing learners to the history of dance. It is a theory Unit which is designed to support knowledge, understanding and practice within the dance environment. It covers the origins and development of different dance styles, as well as the role and impact of key dance practitioners.

This is a free-standing Unit which is also included in the NC in Dance at SCQF level 6.

Possible progression opportunities on successful completion of this Unit may include *Dance History* Unit at HNC (SCQF level 7) and other further courses of study which lead to recognised achievement at a high level of dance performance.

Outcomes

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

- 1 Describe the origins of contrasting dance styles.
- 2 Describe key dance practitioners in contrasting dance styles.
- 3 Explore and discuss the development of a selected dance style.

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)

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Recommended entry to the Unit

Access to this Unit is at the discretion of the centre and there is no requirement for learners to have previous learning in this subject.

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.

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

Describe the origins of contrasting dance styles.

Performance Criteria

- (a) Identification of contrasting dance styles to be investigated.
- (b) A brief description of the current stylistic features of each chosen style.
- (c) A description of where, when and in what ways each dance style began.

Outcome 2

Describe key dance practitioners in contrasting dance styles.

Performance Criteria

- (a) Identification of key dance practitioners in the chosen contrasting dance styles.
- (b) Outline of background information on the identified key practitioners.
- (c) A description of the role played by key practitioners in developing the chosen contrasting dance styles.

Outcome 3

Explore and discuss the development of a selected dance style.

Performance Criteria

- (a) Identification of a dance style, which is different from those in Outcomes 1 and 2.
- (b) Discuss how the dance style has progressed or changed over time.
- (c) Describe the major influences affecting the development of the chosen style of dance.
- (d) Outline the impact of key practitioners on the development of the selected dance style.

National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

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

Evidence for this Unit can take a variety of forms such as verbal, written and/or visual response/presentation. It can also include use of blogs, wikis and portfolios.

Outcome 1

Learners need to provide evidence to demonstrate their knowledge of when, where and in what ways **two** selected contrasting dance styles originated.

The evidence for this Outcome can be generated through a verbal or visual or written response/presentation.

Outcome 2

Learners need to provide evidence to demonstrate their knowledge of a minimum of **two** key practitioners in **each of the two** contrasting dance styles selected in Outcome 1.

PC 2 (b): Evidence should cover the practitioners' background, including information about their dance training and career as a choreographer and/or performer.

PC 2 (c): Learners must include examples from the relevant dance works to support their response.

The evidence for this Outcome can be generated through a verbal or visual or written response/presentation.

Outcome 3

Learners need to provide evidence to demonstrate their knowledge of the development of one dance style which is different from the styles used for Outcomes 1 and 2.

The response should include reference to the origins, major influences on the development of the style and the impact of a minimum of two key practitioners within the chosen style.

PC 3 (b) Learners must include examples of key skills and characteristics in their discussion of how the dance style has progressed or moved over time to support their response.

PC 3 (d): Learners must include examples from relevant dance works to support their response.

The evidence for this Outcome can be generated in a variety of ways such as through a research project or an oral presentation. Where evidence is a learner presentation, this must be videoed/recorded.

National Unit specification: Statement of standards (cont)

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Each Outcome can be assessed individually although there are opportunities for combining/integrating the assessments for Outcomes 1 and 2. More information on this can be found in the Support Notes of this Unit.



National Unit Support Notes

Unit title: Dance: History (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

The purpose of this Unit is to introduce knowledge of basic dance history. It is a theory Unit designed to support knowledge, understanding and practice within the practical dance environment.

It will develop knowledge and understanding of the origins of dance and the influence and role of key practitioners in two chosen dance styles. Learners will also study the developments of one other dance style in greater depth, identifying major influences and the impact that key practitioners had on that style.

It is an optional Unit in the NC Dance at SCQF level 6 and can also be taken as a free-standing Unit.

Outcome 1: Covers contrasting dance styles, such as jazz, ballet and contemporary. Aspects can include, eg stylistic features of the styles; where and in what ways the style first began, etc.

Outcome 2: Covers key practitioners who have had an impact on the development of the dance styles selected in Outcome 1. For example, this could include:

- ◆ Jazz:
 - Alvin Ailey
 - Jack Cole
 - Katherine Dunham
 - Bob Fosse
 - Lester Horton
 - Matt Mattox
 - Jerome Robbins

National Unit Support Notes (cont)

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- ◆ Ballet:
 - Fredrick Ashton
 - Mathew Bourne
 - George Balanchine
 - Michel Fokine
 - Kenneth MacMillan
 - Marius Pepita

- ◆ Contemporary:
 - Richard Alston
 - Christopher Bruce
 - Merce Cunningham
 - Martha Graham
 - Glen Tetley

Aspects can include: the practitioners' background and training, their career as a choreographer and/or performer; examples of works which illustrate the practitioners own particular style; the practitioners' role in developing the dance style eg their influence on the movement itself; theatre arts; number and role of dancers; audience perception; popularity of style, etc.

Outcome 3

This Outcome involves learners selecting, researching and discussing the development of an appropriate dance style in depth. This must be a different dance style to those covered in Outcomes 1 and 2.

Aspects can include:

- ◆ The origins the development of the style
- ◆ Major influences affecting the development of the style, eg societal influences
- ◆ The impact of key practitioners on the development of the selected style
- ◆ Examples of dance works which highlight the practitioners' style

Guidance on approaches to delivery of this Unit

This Unit is theoretical and should be delivered through lectures, tutorials and learners' own research.

Outcomes 1 and 2 could be delivered through lectures and tutorials. The knowledge and analysis gained from Outcomes 1 and 2 will inform and assist with the research for Outcome 3.

The Outcomes should be delivered and assessed sequentially to allow learners to gain the knowledge and research skills required for Outcome 3.

National Unit Support Notes (cont)

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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 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.

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.

Outcome 1

Assessment is an investigation of two chosen contrasting dance styles, which is to include details of stylistic features of each style and identification of when, where and in what ways the style first began.

Outcome 2

Learners should give details of the practitioners' background, including information about their dance training and their career as a choreographer and/or performer. This should highlight the role that the practitioner played in developing the dance style.

For example, did the practitioner influence the movement; choice of theme; theatre arts; number of dancers; role of the dancers; audience perception; training; popularity of style, etc.

The practitioners' style should also be described and supported by examples from works that they choreographed or performed in.

Outcome 3

In the assessment for this Outcome, learners are to identify and research one dance style in depth and discuss the development of that style. This is to include:

- ◆ Identification of an appropriate dance style which is different to those in Outcomes 1 and 2
- ◆ A discussion of the origins and an overview of how the dance style has changed over time
- ◆ A description of the major influences affecting the development of the dance style selected
- ◆ An outline of the impact of two key practitioners on the development of the selected style

This could include, eg what was happening in society at the time when the style originated? What was happening when the dance style developed further? Was the development a reflection of what was happening in society?

National Unit Support Notes (cont)

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Examples of dance works which highlight the dancer/choreographer style must be included.

Evidence can be generated in a variety of ways with a range of assessment methods used. Outlined below are some suggested instruments of assessment.

◆ **Integration of assessment for Outcome 1 and 2**

This could be under open-book conditions and in the form of a short report, where in written format it is recommended that this should be around 500 words for each Outcome. Alternatively, this could be an oral/visual presentation (eg supported by slides, etc) which is recommended to last 2½–3 minutes. It is also possible to use blogs, wikis or a portfolio. A checklist may be used to ensure that all Performance Criteria of both Outcomes are met.

◆ **Assessment for Outcome 3**

This could be a research project in either a report format or a presentation. Where in written format, this should be around 750 words or around 4 minutes if a presentation. It is also possible to use blogs, wikis or a portfolio. A checklist may be used to ensure that all Performance Criteria of this Outcome are met.

Any learner presentations for this Unit should be recorded or videoed and may be supported by checklists to ensure all PCs are met.

All records should be made available for External Verification.

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.

Opportunities for developing Core and other essential 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 opportunities to develop critical thinking in how contrasting dance styles originated and developed; identifying key social issues which have influenced the development of dance styles; and influence of key practitioners on selected dance styles.

National Unit Support Notes (cont)

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◆ **Planning and Organising at SCQF level 5**

In Outcome 3, learners need to plan an in-depth investigation into the history and development of a selected dance style and they are responsible for carrying this task out to completion. They need to organise their research and their response covering relevant aspects of how the dance style originated: the key practitioners and how they have influenced the development of the dance; and key issues in society which affected the dance style, etc.

Communication

◆ **Component: Oral Communication at SCQF level 5**

There are opportunities for learners to develop oral communication skills where assessment takes the form of short oral presentations.

◆ **Component: Written Communication 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 origins of relevant dance styles; key dance practitioners; relevant societal issues, internet research, etc). Also assessments may take written format, eg short essays, reports; blogs, portfolios; etc.

Information and Communication Technology (ICT)

◆ **Component: Accessing Information at SCQF level 4**

There are opportunities for learners to electronically collect relevant and appropriate information on how dance styles originated, key practitioners, relevant issues in society which influenced the development of selected dance styles etc using straightforward searches, using filtering techniques with appropriate criteria, keywords, etc.

◆ **Component: Providing/Creating Information at SCQF level 4**

There are opportunities for learners to present information using ICT, eg electronically produced reports; essays; presentations; posters; etc. There are also opportunities to use blogs and wikis, etc to support learning.

Working with Others

◆ **Component: Working Co-operatively with Others at SCQF level 5**

Where learners work in groups in the delivery of this Unit, they 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; value the roles of others; handle the behaviour of others in the group situation, etc.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Dance: History (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.

The purpose of this Unit is to introduce knowledge of the history of dance. It will develop your knowledge and understanding of the origins of dance, as well as the influence and role that key practitioners have played on the development of at least two different dance styles. You will also study the developments of a third dance style in much greater depth, identifying major influences and the impact that key practitioners had on that particular dance style. This will involve looking at wider aspects such as what was happening in society when the dance styles started, how society has influenced the development of the dance styles, how the dance style has changed over time, etc.

On achievement of this Unit you will be able to:

- ◆ describe the origins of contrasting dance styles.
- ◆ describe key dance practitioners in contrasting dance styles.
- ◆ explore and discuss the development of a selected dance style.

This is a theoretical Unit which is likely to be delivered through lectures and tutorials and will also involve personal study. You are likely to have opportunities to work both on your own and in groups.

The assessments for this Unit can take a variety of forms such as reports or short oral and/or visual presentations etc. There is also a more in-depth research project which again may be assessed in the form of a report or a short presentation.

This Unit offers you the opportunity to develop aspects of the Core Skills in *Communication, Problem Solving, Information and Communication Technology (ICT)*; and *Working with Others*.

To undertake this Unit, you are not required to have previous learning or knowledge in the history of dance. And if you achieve this Unit, it may help you to progress to higher Units such as *Dance History* Unit at SCQF level 7 (ie HNC) and other further courses of study which lead to recognised achievement at a higher level of dance performance.