



## National Unit specification

### General information

**Unit title:** Dance and Technology (SCQF level 6)

**Unit code:** H73P 46

**Superclass:** LB

**Publication date:** May 2014

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

The aim of this Unit is to develop knowledge and understanding of the use of technology both in the learning and performance environments for dance. This could involve looking at a wide range of appropriate technology such as the use of laptops, PCs, smart boards, sensors to activate lighting or sound, video recording, auto thermostat breaks, use of digital resources (eg cloud storage, social software and streaming) to organise music and footage for easy access in the dance learning environment, etc.

This is a free-standing Unit and is also within NC in Dance at SCQF level 6 which is designed for learners interested in pursuing a career in dance.

Possible progression opportunities from this Unit include related dance Units or awards at SCQF level 7 such as *Dance: Choreographic Skills*, the HNC in Professional Dance Performance and other further courses of study which lead to recognised achievement at a higher level of dance performance.

### Outcomes

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

- 1 Describe the application of technology in the learning environment for dance.
- 2 Discuss different uses of technology within dance performance.

### 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)**

**Unit title:** Dance and Technology (SCQF level 6)

### **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, although it may be beneficial if learners have previous experience in dance at SCQF level 5 or Higher *Dance Technical Skills* at SCQF level 6.

### **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](http://www.sqa.org.uk/assessmentarrangements).

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

**Unit title:** Dance and Technology (SCQF level 6)

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 application of technology in the learning environment for dance.

#### **Performance Criteria**

Learners need to provide evidence to demonstrate their knowledge, understanding and skills by demonstrating that they can:

- (a) Describe ways of using technology to support dance practice.
- (b) Discuss the effectiveness of using technology to support dance practice.
- (c) Describe how technology can be applied responsibly and safely in the learning environment for dance.

### **Outcome 2**

Discuss different uses of technology within dance performance.

#### **Performance Criteria**

Learners will need to provide evidence to demonstrate their knowledge, understanding and skills by demonstrating that they can:

- (a) Outline a range of uses of different technologies in dance performance.
- (b) Explain the use of a specific technology for a chosen dance performance.
- (c) Discuss the effectiveness of the use of the specific technology within the chosen dance performance.

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

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

Evidence for this Unit 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. Where a holistic approach is used, it must be clear how the evidence covers each Outcome.

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

**Unit title:** Dance and Technology (SCQF level 6)

### **Outcome 1**

Describe the application of technology in the learning environment for dance.

Learners need to provide evidence to demonstrate their knowledge, understanding and application of technology to support dance practice which covers all PCs, including:

PC (a): A minimum of one relevant and appropriate technology which can be used to support dance practice in a learning environment is described.

PC (b): A minimum of one positive and one negative aspect of using technology to support dance practice in a learning environment are discussed.

PC (c): Technology is applied responsibly and safely to support dance practice in a learning environment.

Evidence for this Outcome can be generated through verbal, visual or written responses/presentations or use of blogs, wikis, portfolio/e-portfolio, etc in open-book conditions at appropriate points in the delivery of the Unit.

### **Outcome 2**

Discuss different uses of technology within dance performance.

Learners evidence their knowledge and understanding of the use of technology to support and enhance dance performance which covers all PCs and must include:

PC (a): A minimum of two uses of technology is outlined, covering the application and effectiveness within a chosen professional dance work.

PC (b): A minimum of two ways that technology can enhance dance performance in a range of settings are identified and explained.

PC (c): The effectiveness of the use of technology in dance performance is discussed.

Evidence for this Outcome can be generated through practical studio or classroom based activities that are documented in a portfolio/e-portfolio, logbook or presentation.

Any learner presentations for this Unit are to be videoed.

### **Combining evidence across Outcomes**

It is also possible to integrate the assessment for all Outcomes into one single investigation that can be presented in a variety of ways such as an e-portfolio style that includes footage of archived examples and demonstrations.



## **National Unit Support Notes**

**Unit title:** Dance and Technology (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**

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

The aim of this Unit is to develop learners' knowledge, understanding and use of technology in the dance environment. As technology is a fast-moving and ever-developing area, tutors should ensure that learners are researching up to date and relevant types of technology and how these can be applied to support dance practice and dance performance.

Through this Unit, learners will develop knowledge and understanding by researching and developing the experiencing the use technology in the dance studio to enhance learning; and developing an appreciation of a range of uses of technology in dance performance through research and observation to enhance dance performance.

It also develops understanding and application of appropriate technology in dance within a specific context. It can help learners to apply and use technology to solve problems in the dance environment as well as using technology in critical and creative processes, eg when developing dance compositions.

There is a wide range of current and emerging technologies that can support and enhance dance practice and dance performance. At the time of writing this Unit this could include, eg use of smart boards, sensors to activate lighting or sound, video recording, auto thermostat breaks, etc.

Within this Unit, learners could work with others as a group to explore the use of technology in the dance environment in both dance practice and dance performance. Also where this Unit is delivered as part of a Group Award, there may be opportunities for learners to make connections between the use of technology in dance and other related activities, eg assist with spatial understanding.

## National Unit Support Notes (cont)

**Unit title:** Dance and Technology (SCQF level 6)

**Outcome 1:** Learners are asked to demonstrate knowledge and understanding of appropriate technology for the learning environment in dance (ie in the studio). The learner may discuss an appropriate use of technology to reflect on, for example:

- ◆ demonstrate the ability to capture, archive and edit footage of a section of a dance class appropriately and safely so that it can be used to feed-forward and feedback to the class.
- ◆ use sound technology to provide the appropriate musical/rhythmical stimulus for the chosen dance style, quickly and effectively.

**Outcome 2:** Learners are asked to demonstrate the knowledge and understanding of uses of technology within dance performance (ie on stage). This could be demonstrated for example through:

- ◆ discussing the use and effectiveness of including technology within professional dance performance.
- ◆ discussing the use of technology for deconstructing OR reconstructing dance performance(s).

### Guidance on approaches to delivery of this Unit

Learners should be encouraged to draw on their knowledge acquired through class work, tutor-led discussions and research.

Learners should be encouraged to develop their understanding of how appropriate use of technology can enrich the learning environment for dance — both in the dance studio and for performance on the stage. They should also be encouraged to demonstrate the ability to use simple recording technology (for example digital cameras) to collect evidence and provide meaningful information and feedback about performance.

The learner could be given opportunities to access and project recorded footage using the equipment available to them (for example smart boards, PCs, laptops and projection equipment) and use slow motion features where available. Learners could also be encouraged to effectively use digital resources (for example cloud storage, social software and streaming) to organise music and footage so that it can be easily accessed for use in the learning environment.

In doing so it is also important that the learners appreciate the process of using technology to provide the right kind and level of feedback yet do not over-rely on technology.

## National Unit Support Notes (cont)

**Unit title:** Dance and Technology (SCQF level 6)

### 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.

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.

Assessors should use their professional judgment, 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.

Assessments must be valid, reliable and fit for purpose for the subject and level, and should fit in with learning and teaching approaches. Teachers and lecturers should also use inclusive approaches to assessment, taking account of the specific needs of their learners.

The evidence presented for assessment can take a variety of formats depending on the preferences of centres and learners, as long as this covers all Evidence Requirements of the Unit. For example, assessments could take the form of an e-portfolio, digital poster-board, digital blog, etc and oral evidence could include a presentation of a digital report, video diary, etc.

To assist assessors suggested instruments of assessments, including opportunities for integration, are noted below:

- ◆ Outcome 1: an open-book assessment which could take the form of an e-portfolio.
- ◆ Outcome 2: an open-book assessment which could take the form of a short presentation or an e-portfolio that may include written work and digital footage.

It is also possible to integrate the assessment for both Outcomes into one investigation or e-portfolio. In order to ensure all Evidence Requirements are covered, it is suggested that where response is in written format it should be around 1,500 words or oral presentation of around 10 minutes.

Any learner presentations for this Unit are to be videoed; and a checklist may be used to ensure all PCs and Evidence Requirements are covered.

Time should be allowed for any necessary re-assessment.

## National Unit Support Notes (cont)

**Unit title:** Dance and Technology (SCQF level 6)

### 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](http://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 a wide variety of technology can support and enhance both dance practice and dance performance; identifying relevant and appropriate technologies; describing how technology can be used effectively and safely; identifying both positive and negative aspects, eg the importance of not over-relying on technology, etc.

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

In this Unit, learners need to plan their responses to demonstrate knowledge and understanding of applying and using technology in the dance environment and they are responsible for carrying this task out to completion. They need to organise their research and their responses, including relevant examples of how technology can support and enhance dance learning and performance, 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 website and supporting documentation are in written format (eg handouts on different types of technologies, weblinks, internet research, etc). Also assessments may take written format, eg short essays, reports; blogs, portfolios; etc.



## National Unit Support Notes (cont)

**Unit title:** Dance and Technology (SCQF level 6)

### Information and Communication Technology (ICT)

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

There are many opportunities for learners to electronically collect relevant and appropriate information on a wide range of technologies and how these can be applied and used effectively to support dance practice and dance performance 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 develop skills in storing information safely and easily accessible on how technology can support dance practice and performance. Also learner can present information on use of technology for dance using ICT, eg e-portfolios; 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 and Technology (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.

This Unit is part of the NC in Dance at SCQF level 6 and is an introduction to dance and the use of technology. It is a theory Unit at SCQF level 6 and covers the use of technology in the dance studio as well as how technology can support/enhance dance performance. This involves looking at a wide range of technology such as use of:

- ◆ Laptops, PCs, smart boards, etc
- ◆ Sensors to activate lighting or sound
- ◆ Video and digital camera recordings
- ◆ Auto thermostat breaks
- ◆ Digital resources (eg cloud storage, social software and streaming) to organise music and footage for easy access in the dance learning environment

In this Unit, you may work with others as a group to explore the use of technology in the dance environment in both dance practice and dance performance and on successful completion of the Unit, you will therefore be able to:

- ◆ describe the application of technology in the learning environment for dance.
- ◆ discuss different uses of technology within dance performance.

Exact assessment arrangements will be outlined by your teacher or tutor but could be along the lines of the creation of a portfolio/e-portfolio; short written work; or an oral presentation.

There may be opportunities for you to develop Core Skills in *Communication, Problem Solving, Working with Others* and *ICT* depending on how this Unit is delivered.

To undertake this Unit, it would be helpful if that you have previous experience in dance at SCQF level 5 or Higher *Dance Technical Skills* at SCQF level 6.

This Unit forms part of the NC in Dance at SCQF level 6 and possible progression opportunities include related dance Units or awards at SCQF level 7 such as *Dance: Choreographic Skills*, the HNC in Professional Dance Performance and other further courses of study which lead to recognised achievement at a higher level of dance performance.