



## National Unit Specification

### General information

**Unit title:** Dance: Scottish Step (SCQF level 4)

**Unit code:** HJ2W 44

**Superclass:** LB

**Publication date:** February 2017

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

In this unit learners will be introduced to basic skills and techniques in the dance form of Scottish Step. They will be introduced to the basic fundamentals of the technique which will incorporate a structured dance class. Learners will also have the opportunity to contextualise their learning by describing the dance style, identifying a choreographer and briefly summarising a dance performance.

This Unit is suitable for learners who are interested in developing technique in a dance style and for those who wish to continue to study Dance at SCQF level 4.

### Outcomes

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

- 1 Demonstrate basic skills and techniques in Scottish Step Dance.
- 2 Demonstrate basic dance sequences in Scottish Step Dance.
- 3 Apply basic skills and techniques to the performance of a dance.
- 4 Demonstrate a basic understanding of Scottish Step Dance

### Credit points and level

1 National unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4)

## **National Unit Specification: General information (cont)**

**Unit title:** Dance: Scottish Step (SCQF level 4)

### **Recommended entry to the unit**

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

Expressive Arts experiences and outcomes in Dance.

### **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: Scottish Step (SCQF level 4)

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 basic skills and techniques in Scottish Step Dance.

#### **Performance criteria**

- (a) Demonstrate correct posture and alignment.
- (b) Demonstrate an appropriate warm up sequence.

### **Outcome 2**

Demonstrate basic dance sequences in Scottish Step Dance.

#### **Performance criteria**

- (a) Demonstrate on the spot sequences.
- (b) Demonstrate travelling sequences.

### **Outcome 3**

Apply basic skills and techniques to the performance of a dance.

#### **Performance criteria**

- (a) Learn and recreate a dance.
- (b) Demonstrate use of space.
- (c) Demonstrate performance qualities and musicality.

### **Outcome 4**

Demonstrate a basic understanding of Scottish Step Dance.

#### **Performance criteria**

- (a) From Scottish Step Dance identify a choreographer.
- (b) Describe a dance performance.

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

**Unit title:** Dance: Scottish Step (SCQF level 4)

### **Evidence requirements for this unit**

Evidence is required to demonstrate that learners 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. This evidence will be gathered under supervised conditions at appropriate points in the unit.

Learners must demonstrate the following:

#### **Posture and alignment**

- ◆ placement of the spine
- ◆ use of core muscles

#### **Warm Up**

- ◆ movements to raise heart rate
- ◆ movements to mobilise joints
- ◆ limbering, as appropriate to the dance genre

Warm up could include movements such as the following:

- ◆ Springs
- ◆ Tap springs
- ◆ Step ball change
- ◆ Hop scotch
- ◆ Ankle rolls
- ◆ Shoulder rolls
- ◆ Calf stretches
- ◆ Quad stretches

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

**Unit title:** Dance: Scottish Step (SCQF level 4)

### **Outcome 2**

Performance evidence supported by a video/DVD recording and an assessor observation checklist is required for this outcome.

Learners must demonstrate the following:

#### **On the spot sequences**

- ◆ Co-ordinated arm movements
- ◆ Footwork

#### **Travelling steps**

- ◆ Runs
- ◆ Jumps
- ◆ Genre specific travelling steps
- ◆ Change of direction/floor patterns

On the spot sequences could include movements such as the following:

- ◆ Ball and Heel Beats
- ◆ Brushes and Shuffles
- ◆ Shuffle Ball Change/Pas de Bas
- ◆ Toe Taps and Stamps

Travelling sequences could include movements such as the following:

- ◆ Step Heel/Step
- ◆ Step Heel/Step Tap
- ◆ Step Shuffle Hop Tap Tap

Learners will demonstrate short tutor-led movement phrases lasting a minimum of 1 minute 30 seconds. This can be made up of short studies that add up to 1 minute 30 seconds. Evidence will be gathered under supervised conditions at appropriate points in the unit.

### **Outcome 3**

Performance evidence supported by a video/DVD recording and an assessor observation checklist is required for this outcome.

Learners will individually demonstrate a tutor-taught dance lasting a minimum of 1 minute. This short dance should be in the same style covered in Outcomes 1 and 2. This evidence will be gathered under supervised conditions on one assessment occasion.

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

**Unit title:** Dance: Scottish Step (SCQF level 4)

Learners must demonstrate timing, musicality and performance qualities as well as the following:

### **Accurate dance steps and movements**

- ◆ Dynamics
- ◆ Body placement

### **Use of space**

- ◆ Spatial awareness
- ◆ Direction
- ◆ Floor patterns
- ◆ Entrances and exits

### **Outcome 4**

Written and/or oral evidence is required for this outcome. The learner will identify and briefly describe the style of Scottish Step Dance and one choreographer who works in that style. They will also produce a short summary of a Scottish Step Dance piece of choreography that they have watched.

The summary will include a brief description of the following:

- ◆ Music
- ◆ Style of Scottish Step Dance
- ◆ Theme (if appropriate)
- ◆ Costume

This evidence must be approximately 300 words or 2 minutes if presented orally and will be gathered in open-book conditions at appropriate points in the unit.



## National unit Support Notes

**Unit title:** Dance: Scottish Step (SCQF level 4)

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 can be taught to a group, working on the same movement material throughout the unit.

This unit is designed to introduce learners to the basics of a dance style technique through the practical application of the movement style.

Learners will develop their dance technical skills whilst also developing an understanding of the context of the technique. Through short tutor-led presentations of the technique, learners will be able to develop their technical and performance skills.

Outcome 1 introduces the basic elements of a structured technique class. Learners will learn the basic demands of a technique class and will learn about alignment and posture, and the importance of a warm up. The technique class should be progressive and introduce more complex movements gradually whilst repeating and building on previously covered exercises.

Outcome 2 helps to develop the skills learned in Outcome 1 to include static and travelling steps. Learners will develop skills in co-ordination, stamina, spatial awareness and control. They will also start to develop timing, phrasing and musicality.

Outcome 3 gives the learner the opportunity to contextualise their learning and be able to perform a solo or group performance lasting 1 minute. The tutor should devise a short solo or group performance that combines elements covered in Outcomes 1 and 2. This will give learners the opportunity to combine movements and phrases into a longer dance. They will be able to express themselves and demonstrate performance qualities.

Outcome 4 requires learners to further contextualise their learning by demonstrating basic knowledge of a dance form and one chosen choreographer. They will identify and describe one alternative style and one choreographer who worked in this style. The learners will also produce a short summary of a dance performance in an alternative style that they have seen (either live or recorded). The summary will be a basic description of the dance piece.

## National unit Support Notes (cont)

**Unit title:** Dance: Scottish Step (SCQF level 4)

### Guidance on approaches to delivery of this unit

This unit gives a basic introduction to dance technique in an alternative dance form. The structure of the unit enables learners to take part in weekly progressive classes that build on skills already covered and introduce new skills as they progress.

Learners should be encouraged to appreciate the importance of repetition of skills and techniques throughout the unit. They will be able to take part in classes that will build their awareness of posture and alignment, stamina, strength and control. They should be encouraged to track areas of improvement and increased skill over the course of the unit.

Outcomes 1 and 2 should be approached in sequential order to allow effective development through the unit. The skills for Outcome 3 should be developed throughout class work and assessed near the end of the unit. It is advised that learners are given feedback on their performance 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 or using different media to assess their own performance.

Learners should be encouraged to see live performances, watch dance pieces on DVD or online in order to broaden their experience of dance. This could be incorporated as part of class, possibly as an example of model performance to allow learners to evaluate themselves. Learners would benefit from workshops, visits to 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.

Learners should 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, good attendance, appreciation of others' work, etc. Learners should present themselves in appropriate attire for class and assessments.

Outcomes 1 and 2 should be delivered as a series of tutor-led classes, with emphasis on teaching technique. In Outcome 1 learners should learn how to use correct posture, alignment and be taught how to execute class work with control and musicality.

In Outcome 2 learners should be able to apply their understanding of posture and alignment developed during the warm up to their centre practice.

In Outcome 3 learners should be able to apply their technique to a solo or group performance. Working in groups and encouraging peer analysis would be conducive to good practice and beneficial to learners as they gain an understanding of technique and performance.

The unit provides the opportunity for learners to place their practical learning in context in Outcome 4. There are a wide range of resources available and it is advised that time is taken for learners to watch and comment on different choreographed dances.

## National unit Support Notes (cont)

**Unit title:** Dance: Scottish Step (SCQF level 4)

It is at the discretion of the centre which piece of choreography is chosen for the learners to complete their summary. It could be a piece watched on video/DVD or a visit to a live performance.

### Guidance on approaches to assessment of this unit

Suitable instruments of assessment for Outcomes 1–3 are practical assignments. A written report or oral presentation would be suitable for Outcome 4.

For Outcome 1 learners will demonstrate a condensed tutor-led dance class which covers all of the skills and technique listed for Outcome 1. Evidence will be gathered under supervised conditions at appropriate points in the unit.

For Outcome 2 learners will demonstrate short tutor-led movement phrases lasting a minimum of 1 minute 30 seconds. This can be made up of short studies that add up to 1 minute 30 seconds. Evidence will be gathered under supervised conditions at appropriate points in the unit.

Outcomes 1 and 2 can be developed concurrently and be delivered as part of the sequence of a whole dance class, eg warm up, centre work, travelling and phrases and sequences. Video/DVD recording can be filmed in groups or as a whole class.

For Outcome 3 learners should present themselves one at a time and perform the tutor taught solo or group performance lasting 1 minute.

For Outcome 4 learners should produce a written report/oral presentation in the region of 300 words or 2 minutes in length to include the identification and description of Scottish Step dance and one choreographer.

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.

### 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).

## **National unit Support Notes (cont)**

**Unit title:** Dance: Scottish Step (SCQF level 4)

### **Opportunities for developing Core and other essential skills**

Learners will be producing written and/or oral evidence for Outcome 4, which gives the opportunity to develop aspects of the Core Skills of *Communication* and *Information and Communication Technology (ICT)*.

Through peer analysis or perhaps working on tasks in pairs or small groups learners will have opportunities to develop aspects of the Core Skill of *Working with Others*.

## History of changes to unit

Version	Description of change	Date

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## General information for learners

### Unit title: Dance: Scottish Step (SCQF level 4)

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 designed to develop your basic skills and techniques in Scottish Step Dance. Through classwork you will have the opportunity to learn basic skills and techniques that will progress into learned sequences. Finally, you will have the opportunity to learn a tutor-choreographed performance piece that considers technical and performance elements as appropriate to Scottish Step Dance. You will also be required to identify a known choreographer and describe, in your own words, a piece of their work, giving consideration to style, music, theme (if appropriate), and costume.

The assessments for this unit will be outlined by your tutor/assessor. Assessments may be in the form of observed classwork, sequences and an observed solo performance of a tutor-choreographed dance. These will be recorded by your tutor/assessor. Your responses to a selected choreographer and one piece of their work may be submitted as a filmed, written or mood board/pictorial response.

There is no requirement for you to have previous learning in this subject area but it may be helpful if you had some experience of Scottish Step Dance, Irish, Tap or any other style of dance at level 3/4.

On successful completion of this unit, you could progress to NQ unit level 5 Dance: Scottish Step.