



NQ Verification 2015–16 Key Messages Round 1

01

Section 1: Verification group information

Verification group name:	Dance
Verification event/visiting information	Event
Date published:	March 2016

National Courses/Units verified:

H22R 75	National 5	Dance: Technical Skills
H22R 76	Higher	Dance: Technical Skills
H22S 76	Higher	Dance: Choreography

02

Section 2: Comments on assessment

Assessment approaches

Dance: Choreography (National 5)

Assessment Standard 1.1 — Demonstrating knowledge of theme and stimulus and, appropriate to a dance for two people, choreographic structures, devices and spatial patterns

Evidence for this Assessment Standard should focus on the practical acquisition of choreographic skills with regard to structures, devices and spatial patterns. Concentrate on the ongoing acquisition of individual choreographic skills in response to theme or stimulus. For example, a clear approach would be to use workshop tasks with a range of stimuli to create motifs. These motifs could then be used as a basis for exploring motif development with choreographic devices. The use of individual devices and structures should be evidenced and these need not be finished dances. Further guidance on devices and structures can be found in the *Course and Unit Support Notes*.

Dance: Technical Skills (Higher)

Assessment Standard 2.1 — Demonstrating refined technical skills and principles of two contrasting dance styles

The skills and principles should be demonstrated through a structured classwork in a series of skill-specific exercises and not a range of skills amalgamated into one short sequence. For jazz, examples of a clear approach would be style-specific skills presented through a warm-up exercise, a stretching and conditioning exercise, a floorwork exercise, a tendus and plies exercise, an arm exercise, an isolations exercise, a kicks exercise, a jumps exercise, travelling combinations and a cool down. However, short exercises focusing on single skills can be linked together to make longer exercises covering more skills, where appropriate.

Assessment Standard 2.2 — Performing two tutor-choreographed dance sequences in contrasting dance styles

The dance sequences should be between one minute and one minute and 30 seconds. Care should be taken to ensure that the dance is not too stylised. Please refer to the *Course and Unit Support Notes* and Unit assessment support packs for appropriate dance steps. If the dance sequence is too stylised and the content is limited, this does not allow the candidates the opportunity to perform at the required standard. The styles selected must be contrasting and further guidance of what constitutes contrasting styles can be found in the *Course and Unit Support Notes*. For this Assessment Standard the dance sequence does not have to be presented as a solo, it may be performed in small groups as long as candidates are clearly identified.

Dance: Choreography (Higher)

Assessment Standard 1.1 — Demonstrating knowledge of theme and stimulus and, appropriate to group, choreographic structures, devices and spatial patterns

A good approach to this Assessment Standard would be to film candidates doing choreographic workshop tasks which demonstrate their use of structure and devices at Higher standard. Centres should refer to the Understanding Standards materials available from: <https://secure.sqa.org.uk/secure/CFE/Understanding-Standards-Materials/Dance>.

These materials include examples of workshop tasks, candidate evidence and commentaries which explain why the evidence has or has not met the Assessment Standards exemplified.

If choosing to use an alternative and combined approach to assessment, incorporating this Assessment Standard, centres should ensure the choreographies selected for study use choreographic structures and devices of Higher standard.

Assessment judgements

Dance: Technical Skills (National 5)

Assessment Standard 1.1 — Describing the technical skills and characteristics of the selected dance style

Candidates need to describe genre-specific skills, giving a short description of what they are. They should ensure that genre-specific skills are identified, not generic skills which could be seen in several different genres; for example, tendus are used in ballet, contemporary and jazz and therefore wouldn't be an example of a genre-specific step.

Assessment Standard 1.2 — Explaining the development of the selected dance style

Candidates should not only explain where the dance style originated but also how the style has developed over time in order to meet this Assessment Standard.

Dance: Technical Skills (Higher)

Assessment Standard 1.1 — Comparing the technical skills and characteristics of two selected dance styles

To meet the Assessment Standard, candidates should list three genre-specific steps; however, these steps do not necessarily have to be described. The **comparison** of two dance styles for this Assessment Standard needs to directly compare the two styles with reference to two of the four elements of:

- ◆ posture and alignment
- ◆ use of control, strength and flexibility
- ◆ quality of movement/dynamics
- ◆ performance style

Two or more detailed points can be given about one element, or points can be given about two or more different elements. Guidance on appropriate steps and characteristics can be found in the *Course and Unit Support Notes* document for Higher Dance.

Assessment Standard 1.2 — Analysing the social and cultural influences on one selected dance style

When describing the development of a selected dance style it is not appropriate for a candidate to talk about a dancer/choreographer unless they explain how the dancer/choreographer has influenced/impacted on the style. Candidates may find it easier to consider the influence of broader categories, such as race or gender, rather than focusing on a specific person. However, social and cultural factors may relate to any of the following: time and/or place of development; historical contexts or events; race and/or gender; any other relevant influence. Please note the candidate must describe in detail at least two social or cultural factors,

Dance: Choreography (Higher)

Assessment Standard 2.1 — Investigating a theme or stimulus in detail

Candidates should detail how research from each of their three sources has been used to generate ideas for the creative process. This may be related to theatre arts, structuring their piece or movement ideas.

When researching the theme or stimulus in detail and discussing movements to be used in the creation of their motif, candidates should specifically relate their choice of movements directly to their areas of research.

Assessment Standard 2.2 — Planning a group choreography using complex choreographic devices and a complex structure

The devices and structures in the plan should come from the list provided in the making assessment judgements column of the judging evidence tables found in the Unit assessment support packs.

Dance: Technical Skills (National 5 and Higher)

Assessment Standards 2.1 and 2.2

It is not appropriate to use the Course Assessment marking instructions for these Unit assessments. Assessment judgements for Units are made on a pass/fail basis, therefore centres should avoid awarding marks. Centres should be able to provide a rationale which supports their assessment judgements for each skill-specific exercise.

An effective approach for Assessment Standard 2.1 would be to create an assessment checklist to assess posture and alignment, timing and musicality and the use of turnout/parallel in relation to skill-specific exercises, supported by video evidence or tutor comments.

An effective approach for Assessment Standard 2.2 would be to create an assessment checklist to assess dynamics, rhythm, timing, use of parallel/turnout, concentration, focus, posture, alignment and accurate recreation of movement, supported by video evidence of dance sequences and/or supported by tutor comments.

03

Section 3: General comments

Candidate assessment records should be included and indicate clearly the assessment judgement (pass or fail) made by the centre for each Assessment Standard. Assessor comments should also reference how the candidate has or has not met the Assessment Standard(s) relating to the candidate evidence provided.

For verification purposes it is possible to submit interim evidence for a Unit which candidates have not fully completed. For more information please refer to our [Guide to Interim Evidence](#).

Centres should ensure evidence is submitted of verbal conversations/ presentations when this contributes to achieving Assessment Standards. For example, audio files, video recording or detailed notes of the content would be acceptable.

Candidates should be easily identifiable in all video evidence. This can be achieved by using a floor plan or candidate numbering. Candidates must also be clearly visible for the duration of an exercise. Video files submitted as evidence, on DVDs or pen drives, should also be clearly labelled.

Centres should encourage candidates to wear clothing appropriate to the dance style and guidance for this can be found in the *Course and Unit Support Notes*. Clothing must be tight-fitting in order to demonstrate posture and alignment and correct technique. However, this alone will not allow candidates to meet Assessment Standard 2.3 of the Dance: Technical Skills Unit at both National 5 and Higher level as a rationale will also need to be provided by centres to explain how they have made their assessment judgement.

Centres are reminded that SQA provides a prior verification service for centres that devise their own assessments or significantly change SQA's assessments to suit their particular needs. The service gives centres additional confidence that their proposed assessment is fit for purposes and is valid. For more information please refer to our [Centre Guidance for NQ Prior Verification 2015–16](#).