



Dance

Performance

General assessment information

This pack contains general assessment information for centres preparing candidates for the performance Component of National 5 Dance Course assessment.

It must be read in conjunction with the specific assessment task for this Component of Course assessment which may only be downloaded from SQA's designated secure website by authorised personnel.

Valid from session 2013/14 and until further notice

This edition: March 2013 (version 1.0)

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Introduction

This is the general assessment information for N5 Dance: performance.

This performance is worth 35 marks. The marks contribute 35% of the overall marks for the Course assessment. The Course will be graded A-D.

Marks for all Course Components are added up to give a total Course assessment mark which is then used as the basis for grading decisions.

This is one of two Components of Course assessment. The other Component is a practical activity.

The performance has one section.

This document describes the general requirements for the assessment of the performance Component for this Course. It gives general information and instructions for assessors.

It must be read in conjunction with the assessment task for this Component of Course assessment.

Equality and inclusion

This Course assessment has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/sqa/14977.html

Guidance on inclusive approaches to delivery and assessment in this Course is provided in the *Course Support Notes*.

What this assessment covers

This assessment contributes 35% of the total marks for the Course.

The assessment will assess the skills, knowledge and understanding specified for the performance in the *Course Assessment Specification*. These are:

- ◆ apply and combine technical skills and performance skills to perform a solo in one dance genre.

Assessment

Purpose

The purpose of this assessment is to generate evidence for this Component of the added value of the National 5 Dance Course by means of a **performance**.

The purpose of the performance is to assess the candidate's ability to apply technical skills and performance skills to perform a solo in one dance genre.

Assessment overview

A sample of candidates will be assessed by a visiting assessor. Arrangements for this will be issued separately.

The candidate will take part in a single performance event which should be challenging and demanding. Although the technical solo may be in a style assessed in the *Technical Skills Unit*, the challenge and demand of assessing performance of the same style in coursework assessment arises from the following:

- ◆ sustaining technical and performance skills for one-and-a-half to two minutes
- ◆ performing a finished dance rather than a sequence
- ◆ demonstrating a range of appropriate technical and performance skills in one dance rather than across more than one practical demonstration
- ◆ the challenge of a performance event.

The assessment will consist of a technical solo in one dance genre lasting one-and-a-half to two minutes.

During the performance, the candidate will be assessed on application of technique and performance skills using the following criteria:

- 1 Application of technique
 - a) technical accuracy and use of turnout/parallel as appropriate to dance style (5 marks)
 - b) centring, balance, alignment and posture (5 marks)
 - c) stamina, strength and flexibility (5 marks)
 - d) spatial awareness and accurate recreation of choreography (5 marks)
- 2 Application of performance skills
 - a) timing and musicality (5 marks)
 - b) quality and dynamics (5 marks)
 - c) self-expression, sense of performance, concentration and focus (5 marks)

Evidence will be in the form of a live performance. Assessors will use recording documentation provided to record candidate achievement. This will show clearly the basis on which assessment judgements have been made.

The role of the tutor is to choreograph and teach the dance, and provide rehearsals, feedback and ongoing support for candidates during preparation until the assessment event.

The choreographed dance should not be an exact copy of one which was performed for assessment in the *Technical Skills Unit*, but it can select from and build on the technical and performance skills developed in that Unit.

The dance should be of a nature and standard which is achievable by grade C candidates, and allows scope for candidates to demonstrate a higher level of the relevant skills. It should incorporate a range of style-specific steps and principles which enable candidates to demonstrate sustained technical skills. There should also be opportunities for the candidates to demonstrate their performance skills.

When choreographing the dance, tutors may wish to consult the Course and Unit support notes, which contain information about style-specific steps that might be included. The following advice should also be considered:

- ◆ include movement sequences that use personal and general space
- ◆ create movement that uses a range of pathways on the floor and around the body
- ◆ vary the direction of the movements
- ◆ use floor work and movements which use different levels, or move between levels
- ◆ use whole-body movements like jumps, turns and rolls, as well as smaller, more intricate body-part-specific movements
- ◆ vary dynamics, use different rhythms and speed, and a range of movement qualities
- ◆ consider using music which has clear time signature(s).

Assessment conditions

This assessment is a single assessment event: a performance which should last between one-and-a-half and two minutes.

There are no restrictions on the resources to which candidates may have access while preparing for the assessment.

Candidates must undertake the final assessed performance independently. However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is deemed to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification.

Reasonable assistance may be given on a generic basis to a class or group of candidates, for example advice or feedback on technique or performance skills. Assistance of this nature may also be given to candidates on an individual basis.

Clarification may be sought by candidates regarding the specification or instructions for the assessment if they find them unclear. In this case, the clarification should normally be given to the whole class.

Groupwork approaches as part of the preparation for assessment can be helpful to simulate real-life situations, share tasks and promote teamworking skills. In this respect, candidates can learn and rehearse the choreographed dance in a group setting. However, the candidate will perform the dance individually.

Assessment should take place in an appropriate location such as a dance studio, gym, assembly hall or stage, preferably with a wooden or sprung floor.

To ensure that technical skills can be reliably observed and that safe dance practice is observed, appropriate clothing and footwear, which allows the assessor to see the shape and line of the body, should be worn during the performance.

Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ evidence of a single performance of a technical solo in one dance genre.

Assessors will use assessment recording documentation provided to record candidate achievement. This must show clearly the basis on which assessment judgements have been made.

General Marking Instructions

National 5 Dance

Coursework Component 1: performance

Technical solo

Elements of technique and performance have been grouped together under broad criteria which incorporate a number of related or interdependent skills or performance qualities. The importance or prominence of particular skills/qualities within broad criteria may vary between dance styles and it is therefore not always appropriate to consider each one individually. In making an assessment judgement about broad criteria, the constituent parts should be considered together within the context of the dance style being performed.

Assessors will allocate a mark up to the maximum available as follows. The assessor should select the band descriptor which most closely describes the standard of the candidate's performance. Once the best fit has been selected:

- ◆ Where the candidate's performance just meets the standard described, award the lowest mark from the range.
- ◆ Where the candidate's performance almost matches the band above, award the highest available mark from the range.
- ◆ If the candidate's performance meets all the standards described in the **top** band descriptor, and demonstrates particular competence, award the highest available mark for the criteria being assessed.

Element 1: application of technique		
Criteria	Max mark	Mark band descriptors
a) Technical accuracy and use of turnout/parallel as appropriate to dance style	5	4-5 As appropriate to the dance style, there is sustained control, fluency and smooth transitions throughout.
		2-3 As appropriate to the dance style, there is some evidence of control and fluency.
		0-1 There is little or no evidence of control or fluency appropriate to the dance style.
b) Centring, balance, alignment and posture	5	4-5 Centring, balance, alignment and posture are sustained throughout.
		2-3 Centring, balance, alignment and posture are mainly sustained.

		0-1 Centring, balance, alignment and posture are not, or are barely, sustained.
c) Stamina, strength and flexibility	5	4-5 Stamina, strength and flexibility are sustained throughout. 2-3 Stamina, strength and flexibility are mainly sustained. 0-1 Weaknesses in stamina, strength and flexibility significantly affect performance.
d) Spatial awareness and accurate recreation of choreography	5	4-5 There is effective use of personal and general space, and accurate recreation of choreography. 2-3 There is some effective use of space and mainly accurate recreation of choreography. 0-1 There are significant weaknesses in both use of space and recreation of choreography.

Element 2: application of performance skills		
Criteria	Max mark	Mark band descriptors
a) Timing and musicality	5	4-5 Timing is accurate and musicality enhances performance. 2-3 Timing is mainly accurate and musicality contributes to performance. 0-1 Performance is significantly affected by a lack of timing and musicality.
b) Quality and dynamics	5	4-5 Quality of movement and varied dynamics enhance performance. 2-3 Quality and dynamics contribute to adequate performance. 0-1 Performance is significantly affected by a lack of quality and varied dynamics.

<p>c) Self-expression, sense of performance, concentration and focus</p>	<p>5</p>	<p>4-5 Self-expression, sense of performance, concentration and focus are clearly evident.</p> <p>2-3 There is some evidence of self-expression, sense of performance, concentration and focus.</p> <p>0-1 There is little or no evidence of self-expression, sense of performance, concentration and focus.</p>
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Administrative information

Published: March 2013 (version 1.0)

History of changes

Unit details	Version	Description of change	Authorised by	Date

Security and confidentiality

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