



NQ Verification 2013–14

Key Message Reports

Verification group name:	Dance
Levels	N5
Date published:	July 2014

This Report combines all Verification Key Messages for the academic session 2013-14.

NQ Verification 2013–14

Key Messages Round 1

01

Section 1: Verification group information

Verification group name:	Dance
Verification event/visiting information	Event
Date published:	January 2014

National Courses/Units/Awards verified:

C718 75: National 5 Dance

02

Section 2: Comments on assessment

Assessment approaches

In the Unit, *Dance: Technical Skills*, Assessment Standard 2.1 *Demonstrating refined technical skills and fundamental principles of two selected dance styles*: the skills and principles should be demonstrated through 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 pliés exercise, an arm exercise, an isolations exercise, a kicks exercise, a jumps exercise, travelling combinations, and a cool down.

In the Unit, *Dance: Choreography*, Assessment Standard 1.1 *Demonstrating knowledge of theme and stimulus and, appropriate to a dance for two people choreographic structures, devices and spatial patterns*: the assessment standard evidence 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 workshop tasks working with a range of stimuli to create motifs. These motifs could then be used as a basis for exploring motif development with choreographic devices (eg mirroring, repetition,

augmentation through time and space which could be rhythm, space, levels etc). The individual use of devices and structures should be evidenced and these need not be finished dances. Further guidance on devices and structures can be found in the National 5 Dance *Course and Unit Support Notes*.

Assessment judgements

Assessment checklists which support video evidence should explain assessment decisions. For example, a tick on its own does not explain how an assessment judgement has been made.

Candidates should be easily identifiable in all video evidence. This can be done by using a floor plan or numbering candidates. Candidates must also be clearly visible for the entire exercise.

03

Section 3: General comments

Centres should encourage candidates to wear clothing appropriate to the dance style and guidance about this can be found in the National 5 Dance *Course and Unit Support Notes*. Clothing must be fitted in order for the candidate to demonstrate posture and alignment and correct technique.



NQ Verification 2013–14

Key Messages Round 2

01

Section 1: Verification group information

Verification group name:	Dance
Verification event/visiting information	Event
Date published:	March 2014

National Courses/Units verified:

H22S 75 Dance: Choreography (National 5)

H22R 75 Dance: Technical Skills (National 5)

02

Section 2: Comments on assessment

Assessment approaches

Centres are to be commended for the time and care taken in gathering evidence and making assessment judgements.

Dance: Technical Skills

In *Dance: Technical Skills*, for Assessment Standard 2.1 (Demonstrating refined technical skills and fundamental principles of two selected 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.

In *Dance: Technical Skills*, for Assessment Standard 2.2 (Performing two tutor-choreographed dance sequences in contrasting dance styles) the solo dance sequences should be between one minute and one minute and 30 seconds. These dance sequences should not be too stylised. Please refer to the *Course and Unit Support Notes* and Unit assessment support packages for appropriate dance steps. If the dance sequence is too stylised and the content is limited, it does not allow the candidates the opportunity to perform to the national standard.

In *Dance: Technical Skills*, for Assessment Standard 2.4 (Evaluating technical dance skills in own and another's work) candidates should evaluate strengths and areas for development for themselves and one other, either peer or professional. When identifying strengths or areas for development, the Assessment Standard is not met by simply listing these skills. Candidates should explain why their listed skill is a strength or area for development. For example, 'I have identified pirouettes as an area for development in my jazz dance. I am not holding my centre when I turn which is causing me to lose balance'.

Dance: Choreography

For *Dance: Choreography*, Assessment Standard 1.1 (Demonstrating knowledge of theme and stimulus and, appropriate to a dance for two people choreographic structures, devices and spatial patterns) the 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 workshop tasks working with a range of stimuli to create motifs. These motifs could then be used as a basis for exploring motif development with choreographic devices (eg mirroring, repetition, augmentation through time and space which could be rhythm, space, levels). The individual use of devices and structures should be demonstrated and need not be finished dances. Further guidance on devices and structures can be found in the *Unit Support Notes*.

If using a combined approach with other Units or Assessment Standards, such as task 1 in Unit assessment support package 3 (combined approach), please note that candidates must show knowledge of structures, therefore more than one dance piece should be studied. In addition to this, the dances selected for assessment should be duets, not a group dance, in order to meet Assessment Standard 1.1.

Assessment judgements

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

Dance: Technical Skills — Assessment Standards 2.1 and 2.2

It is not appropriate to use the Course assessment marking instructions for Unit assessments and centres are reminded that Assessment Standards in Units are judged on a pass/fail basis; therefore centres should avoid awarding marks.

An effective approach for Assessment Standard 2.1 would be to create an assessment checklist which shows the assessment of 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 which shows the assessment of dynamics, rhythm, timing, use of parallel/turnout, concentration, focus, posture, alignment and accurate recreation of movement supported by video of solo dance sequences or tutor comments.

Dance: Choreography — Assessment Standard 1.1

If providing video evidence of candidates undertaking workshop tasks it would be useful to explain what the workshop tasks are, either at the start of the video clip or as a written support sheet. This would inform the verification process and clearly show what candidates are demonstrating in response to given themes/tasks/stimulus etc.

03

Section 3: General comments

Centres should encourage candidates to wear clothing appropriate to the dance style and guidance on this can be found in the *Unit Support Notes*. Clothing should be tight-fitting in order to demonstrate posture, alignment and correct technique.

Centres should only submit evidence, in which the centre assessor(s) have made assessment judgements. In the evidence it should be clear which Assessment Standard is being assessed.