

NextGen: HN unit specification

Hip Hop Dance (SCQF level 7)

Unit code: JB3T 47

SCQF level: 7 (8 SCQF credit points)

Valid from: August 2026

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year. It is for lecturers and assessors, and contains all the mandatory information you need to deliver and assess the unit.

Published: June 2026 (version 1.0)

Copyright © Qualifications Scotland 2026

Contents

Unit purpose	1
Unit outcomes	2
Knowledge and skills	4
Meta-skills	5
Literacies	7
Learning for Sustainability	8
Delivery of unit	9
Additional guidance	10
Equality and inclusion	16
Information for learners	17
Administrative information.....	20

Unit purpose

This unit enables learners to develop skills in hip hop dance, specifically:

- fundamental skills and techniques
- artistry

Entry is at your centre's discretion. We recommend the unit to learners who have completed one or more of the following:

- Dance at SCQF level 6
- Higher Dance

Learners study this unit as part of Higher National Certificate (HNC) Dance. They can also study it on a stand-alone basis.

Learners who complete the unit may progress to further studies and/or work in the dance or performing arts industries.

Unit outcomes

Learners who complete this unit can:

1. demonstrate fundamental skills and techniques in hip hop dance
2. demonstrate ability to take base social steps and create multiple variations
3. demonstrate ability to improvise using hip hop foundations and social steps

Evidence requirements

The standard of evidence for the outcomes should be consistent with the SCQF level of the unit.

Outcome 1

Learners must demonstrate fundamental skills and techniques in hip hop dance.

They must:

- perform sequences that show the different uses of the bounce
- perform sequences that show how to rock the upper body in different directions
- perform a sequence that contains at least 10 hip hop social dances
- demonstrate ability to isolate rock into head, shoulders, chest, hips, knees and toes
- demonstrate ability to use the bounce and rock on different rhythm patterns and with different dynamics

To assess learners' competence, you observe their participation in classes, in which they demonstrate the knowledge and skills required for this outcome.

You must complete an assessor checklist and record the assessment for evidence. You must clearly label each learner, for example, with a badge or a sheet of paper attached to their clothing, using either a number or a letter system. Each learner's label must be clearly visible on the recording. No more than eight learners should be in each recording.

Outcome 2

Learners must demonstrate the ability to take base social steps and create multiple variations. They must:

- create and perform at least three variations of a hip hop social dance, in at least five different social dances
- perform these variations either in a sequence or through improvisation

To assess learners' competence, you observe their participation in classes, in which they demonstrate the knowledge and skills required for this outcome.

You must complete an assessor checklist. You may record the assessment for evidence.

Outcome 3

Learners must demonstrate their ability to improvise using hip hop foundations and social steps. They must:

- perform an improvisation using the bounce, rock and groove with hip hop social steps

To assess learners' competence, you assess their performance, which must last a minimum of 45 seconds.

You must complete an assessor checklist and record the assessment for evidence.

You must clearly label each learner, for example, with a badge or a sheet of paper attached to their clothing, using either a number or a letter system. Each learner's label must be clearly visible on the recording. No more than eight learners should be in each recording.

Knowledge and skills

Knowledge	Skills
<p>Outcome 1</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • how to use bounce and rock to create a groove in the movement • the different uses of bounce and rock • isolating the rock into different body parts • identifying different rhythms and how to change the bounce and rock to match them 	<p>Outcome 1</p> <p>Learners can:</p> <ul style="list-style-type: none"> • accent the bounce upward and downward, and demonstrate double bounce and 'up downs' • rock the upper body forward, backward and side to side • isolate the rock into the head, shoulders, chest, hips, knees and toes • use textures and dynamics to make bounce and rock fit different rhythm patterns
<p>Outcome 2</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • what hip hop social dances are • how to create variations of social dances 	<p>Outcome 2</p> <p>Learners can:</p> <ul style="list-style-type: none"> • dance and name a minimum of 10 different social steps • use changes in direction, level, dynamics, texture, tempo and repetition to create these variations
<p>Outcome 3</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • improvisation techniques and concept uses • how music impacts the type of improvisation performed 	<p>Outcome 3</p> <p>Learners can:</p> <ul style="list-style-type: none"> • use skills learned in outcomes 1 and 2 to improvise within the hip hop genre • apply different concepts to add depth to improvisation • change tempo textures and dynamics to make improvisation fit different music

Meta-skills

You must give learners opportunities to develop their meta-skills throughout this unit. We have suggested how to incorporate the most relevant ones into the unit content, but you may find other opportunities.

Self-management

This includes focusing, integrity, adapting and initiative. The most relevant are:

- focusing:
 - remaining focused throughout classes and performance assessments
 - retaining and applying feedback in a consistent way to build on technical and artistic development
- integrity:
 - contributing in a positive way to class (or rehearsals)
 - being punctual and prepared for class (or rehearsals)
- adapting:
 - working with others
 - responding to new and challenging choreography
 - responding and adjusting to varying musical rhythms and tempos
 - adapting movement phrases (choreography) to work in different performance spaces
- initiative:
 - creating and developing movement phrases
 - instigating individual and group development tasks

Social intelligence

This includes communicating, feeling, collaborating and leading. The most relevant are:

- communicating:
 - engaging with tutors and fellow dancers
 - engaging in reciprocal feedback tasks
 - communicating through expressive movement qualities
- feeling:
 - developing empathy with fellow dancers
 - demonstrating empathetic responses to music and tone
 - demonstrating empathetic responses to character and mood
 - developing synchronicity with the emotional states of other dancers
 - demonstrating inclusivity in practice
- collaborating:
 - working with fellow dancers to develop movement phrases
 - working with fellow dancers to resolve challenges within movement phrases
 - absorbing and applying direction from a choreographer or tutor

Innovation

This includes curiosity, creativity, sense-making and critical thinking. The most relevant are:

- curiosity:
 - exploring self-expression
 - exploring musical response

- creativity:
 - developing artistry through creative and musical expression
 - exploring emotions through movement
- sense-making:
 - understanding terminology
 - analysing vocabulary
- critical thinking:
 - reviewing and reflecting on personal performance
 - strategising for achievement of long-term goals

Literacies

This unit provides opportunities to develop the following literacies.

Communication

- presenting and performing
- expressing emotion and feelings through movement
- working with others

Digital

- researching
- communicating and documenting

Learning for Sustainability

Throughout this unit, you should encourage learners to develop their skills, knowledge and understanding of sustainability.

This includes:

- a general understanding of social, economic and environmental sustainability
- a general understanding of the United Nations Sustainable Development Goals (SDGs)
- a deeper understanding of subject-specific sustainability
- the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

The following SDGs are particularly relevant to this unit:

- 3 good health and wellbeing
- 4 quality education

Delivery of unit

This is an optional unit in HNC Dance.

The notional time for delivery and assessment is 40 hours. The amount of time you allocate to each outcome is at your discretion.

You can integrate and cross-assess this unit with the following units:

- Dance Injury Prevention, Wellbeing and Health
- Dance Teaching Skills
- Choreographic Practice

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

This unit is designed to develop learners' hip hop dance technique, musicality and artistry. It provides the opportunity for learners to increase their knowledge of hip hop dance and culture.

Learners develop strength, stamina, flexibility and control through participating in regular, studio-based classes. These classes are designed to help learners develop technical and artistic skills in a safe and supported environment.

Learners develop enhanced musicality and artistry by exploring musical phrasing, interpretation and expression.

Through reflective tasks, learners can analyse their strengths and areas for development, increasing autonomy in their practice.

Learners will increase their knowledge and understanding of the importance of safe practice in dance through warm up, cool down and increased technical understanding.

It is important to deliver the unit in a safe and appropriate environment, and that learners wear appropriate clothing and footwear for practical work.

Resources

Classes, workshops and assessments should take place in an appropriate location, such as a dance studio, gym hall, assembly hall or stage. We recommend the location has:

- a wooden or sprung floor
- adequate heating
- a sound system
- audio and visual equipment

Staff teaching this unit should have subject expertise in dance and be qualified to at least SCQF level 8 or equivalent. They should have knowledge of safe dance practice, including appropriate:

- posture
- alignment
- warm up and cool down
- hydration
- clothing, footwear and hair styling

Approaches to delivery

The overall unit delivery time is a notional 40 hours of contact time for delivery and assessment. We expect learners to carry out a further 40 hours of self-directed study.

Demonstrate fundamental skills and techniques in hip hop dance (outcome 1)

Learners should demonstrate a full hip hop dance class, which could comprise:

- a cardio warm up
- bounce exercises, changing the tempo, direction and dynamic to learn different ways to use the bounce
- rocking exercises, changing the tempo, direction and dynamic to learn different ways to use the rock
- isolation exercises showing how to rock isolated body parts
- different hip hop social steps and variations of the base steps
- rhythm exercises to show how important the music is to the dance
- improvisational exercise incorporating all the fundamental and social steps

The class should consist of exercises that focus on implementing the bounce and rock.

Throughout the class, learners should demonstrate they can learn a number of social steps and variations on these steps. They should move with fluidity and co-ordination, demonstrating an appropriate understanding of line.

Demonstrate ability to take base social steps and create multiple variations (outcome 2)

Learners should take part in improvisational exercises that introduce the concept of cyphers, a creative improv circle where dancers take movement ideas and concepts from watching each other and try playing in the centre of the circle.

Throughout the class, learners should demonstrate how to respond to different music with different dynamics and textures, showing a range of movement qualities and artistry.

Learners should accurately maintain correct rhythm and timing. Learners should also demonstrate appropriate musical phrasing and dynamics.

Demonstrate ability to improvise using hip hop foundations and social steps (outcome 3)

Learners should take part in exercises designed to enhance their understanding of musical structure. You should introduce them to different examples of current chart music and how to identify the different rhythms within the song.

You should encourage learners to record their work to help with reflection and evaluation, and engage in reciprocal peer feedback tasks to enhance their learning.

Approaches to assessment

Use your professional judgement when observing learners in class and assessments to ensure all knowledge and skills are evidenced and consistent with the SCQF level of the unit.

Evidence can be generated through a range of assessment types. For this unit we recommend performance.

You must record assessments for outcomes 1 and 3, and retain them as evidence with your assessor observation checklist. You may record assessment for outcome 2, but this is not mandatory.

Demonstrate fundamental skills and techniques in hip hop dance (outcome 1)

For their assessment, learners should demonstrate sound and secure hip hop dance technique through a complete hip hop dance class without tutor demonstration or verbal instruction.

Practical demonstration should include:

- a cardio warm up
- different bounce exercises demonstrating different directions, dynamics and timing
- rock exercises demonstrating different directions, dynamics and timing
- isolated rock exercises
- a choreographed sequence of social steps
- rhythmic exercises

You assess learners' ability to maintain the rock and bounce through all movement with accurate rhythm and timing, as well as their ability to express artistry through musical interpretation and dynamics.

Demonstrate ability to take base social steps and create multiple variations (outcome 2)

For their assessment, learners should choose five social steps and prepare three variations of each step. They then perform them either in a prepared sequence or through improvisation. This can be as a solo or a group performance. You assess their ability to create their own variations of different social steps while maintaining sound hip hop technique. You should make sure the bounce and rock are present in the variations they create.

You assess learners' ability to maintain the rock and bounce through all movement with accurate rhythm and timing, and their ability to express artistry through musical interpretation and dynamics.

Demonstrate ability to improvise using hip hop foundations and social steps (outcome 3)

For their assessment, learners should improvise to a hip hop track that you provide, for a minimum of 45 seconds.

You assess their ability to react to the music using steps but not pre-choreographed sequences.

You assess their ability to maintain the rock and bounce through all movement with accurate rhythm and timing, and their ability to express artistry through musical interpretation and dynamics.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You must consider the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and those with additional support needs is available on the [assessment arrangements web page](#).

Information for learners

Hip Hop Dance (SCQF level 7)

This information explains:

- what the unit is about
- what you should know or be able to do before you start
- what you need to do during the unit
- opportunities for further learning and employment

Unit information

This unit enables you to develop fundamental skills in hip hop dance. It provides opportunities for you to increase your knowledge of technique and artistry, and develop a deeper understanding of how to commercialise your dance.

We recommend the unit if you have completed one or more of the following:

- Dance at SCQF level 6
- Higher Dance

During the unit, you:

- learn fundamental knowledge and skills of hip hop dance
- learn about rhythm, dynamics, musical response and phrasing
- apply performance skills and artistry in performance
- engage in reflective practice to enhance your performance

You are assessed through performance and in-class observation.

When you finish the unit, you may wish to progress to further studies and/or work in the dance or performing arts industries.

Meta-skills

Throughout this unit, you develop meta-skills that are useful for the dance and performing arts sector.

Meta-skills are transferable behaviours and abilities that help you adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation.

Self-management

You develop the meta-skill of focusing throughout classes and performance assessments, and when implementing feedback.

You develop integrity by being punctual and prepared, and making a positive contribution to classes and rehearsals.

You develop adapting when working with others, and when you respond to new choreography, rhythms, tempos and performance spaces.

You develop initiative by creating and developing movement phrases, and instigating group and individual tasks.

Social intelligence

You develop the meta-skill of communicating when you engage with tutors and fellow dancers, and express yourself through movement.

You develop feeling through having empathy with fellow dancers when you dance together. You develop empathetic responses to music, tone, character and mood. You also develop feeling by demonstrating inclusivity in your practice.

You develop collaborating when you work with fellow dancers, and receive direction from your choreographer or tutor.

Innovation

You develop the meta-skill of curiosity by exploring self-expression and your response to music.

You develop creativity through creative and musical expression, and by exploring emotions through movement.

You develop sense-making by learning, understanding and analysing terminology.

You develop critical thinking when you review and reflect on your personal performance, and plan how to achieve long-term goals.

Learning for Sustainability

Throughout this unit, you develop skills, knowledge and understanding of sustainability.

You learn about social, economic and environmental sustainability principles and how they relate to the dance and performing arts sector. You also develop an understanding of the [United Nations Sustainable Development Goals](#).

Administrative information

Published: June 2026 (version 1.0)

Superclass: LB

History of changes

Version	Description of change	Date

Please check [our website](#) to ensure you are using the most up-to-date version of this unit.

The information in this unit specification may be reproduced in support of Qualifications Scotland qualifications only on a non-commercial basis. If it is reproduced, Qualifications Scotland must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from permissions@qualifications.gov.scot.

Copyright © Qualifications Scotland 2026