

NextGen: HN unit specification

Dance Teaching Skills (SCQF level 7)

Unit code: JS48 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.

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Unit purpose

This unit provides learners with fundamental teaching skills specific to dance, focusing on:

- developing and planning a dance lesson
- teaching a dance lesson
- reflecting on basic teaching skills and practice

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 this 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. understand the fundamental skills of dance teaching
2. plan a dance lesson
3. deliver a dance lesson
4. reflect on the process and their dance lesson

Evidence requirements

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

Outcome 1

Learners must understand the fundamental skills of dance teaching. They must:

- understand what makes an effective teacher
- create a lesson purpose and meaningful learning objectives
- understand how to create a productive learning environment including safe dance practice and how to provide a safe space
- understand self-presentation
- understand how to measure success and consider if students have learned what was intended in the lesson plan
- understand how to prepare for a dance lesson
- understand how to select appropriate lesson content
- understand how to provide appropriate and meaningful feedback
- understand how to organise resources

Learners provide evidence for this outcome throughout the unit, by demonstrating they have understood these fundamental skills and can apply them to their own practice.

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

You could combine assessment for outcome 1 with assessment for the other outcomes.

Outcome 2

Learners must plan a dance lesson. They must:

- submit a lesson plan that includes:
 - a clear lesson purpose and objective
 - resources required
 - previous experience of class
 - timings
 - how they will measure success
 - lesson content and/or lesson map (including before class, introduction and plenary)

To assess learners' competence, you assess their lesson plan. They could submit this as either a presentation or a written plan.

Outcome 3

Learners must deliver a dance lesson. They must:

- create a safe and effective learning environment including safe dance practice, a productive space and a warm welcome/introduction
- prepare resources in advance that are appropriate for the lesson purpose and/or objectives
- demonstrate a clear lesson purpose and objectives in lesson delivery
- use their voice appropriately (pitch, pace, tone, volume, register and clarity)
- use movement appropriately (body language, movement around the room, posture, stance, mannerisms and demonstration)

- demonstrate good use of timing and musicality
- demonstrate appropriate content for their students, pitched at the correct level
- understand what their students have achieved in the lesson (measuring success)
- demonstrate appropriate feedback and/or interaction with their students

The lesson must last between 30 and 45 minutes.

To assess learners' competence, you observe them delivering a planned lesson in which they demonstrate the knowledge and skills required for this outcome.

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

Outcome 4

Learners must reflect on the process and their dance lesson. They must:

- submit a written reflection that covers:
 - the planning process
 - how they applied fundamental teaching skills
 - analysis of their strengths and areas for development
 - targets for their progression

To assess learners' competence, you assess their demonstration of knowledge and skills for this outcome in their written reflection.

The written reflection should be a maximum of 1,000 words.

Knowledge and skills

Knowledge	Skills
<p>Outcome 1</p> <p>Learners should understand:</p> <ul style="list-style-type: none">• what makes an effective teacher• how to create a lesson purpose and meaningful learning objectives• how to create a productive learning environment; including safe dance practice and how to provide a safe space• self-presentation (voice and movement skills)• how to measure success and consider if students have learned what was intended in the lesson plan• how to prepare for a dance lesson• how to select appropriate lesson content• how to provide appropriate and meaningful feedback• how to organise resources	<p>Outcome 1</p> <p>Learners can:</p> <ul style="list-style-type: none">• understand the fundamentals of dance teaching• apply their knowledge and understanding of these skills to their own planning process• apply their knowledge and understanding of these skills to their own teaching

Knowledge	Skills
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> • how to create and/or select appropriate content for a dance lesson plan • how to create an effective dance lesson plan • how to prepare for the delivery of a dance lesson • fundamental skills of teaching dance 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> • plan a lesson that includes: <ul style="list-style-type: none"> ○ lesson title ○ students attending ○ prior experience/learning ○ lesson purpose and objectives ○ measures of success ○ lesson map/content (with each task broken up with subheadings and rough time guidelines) ○ resources required ○ lesson preparation

Knowledge	Skills
<p>Outcome 3</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • the role of a teacher • time management • the importance of clear communication • safe dance practice and the importance of etiquette and professional conduct • how to create engaging content and effective resources • the demands of the class and their environment • lesson purpose and learning objectives • the importance of clear feedback and how to communicate this effectively 	<p>Outcome 3</p> <p>Learners can:</p> <ul style="list-style-type: none"> • deliver a lesson that demonstrates: <ul style="list-style-type: none"> ○ a safe and effective learning environment (including safe dance practice, a productive space and a warm welcome/introduction) ○ resources that are prepared in advance and are appropriate for the lesson purpose and/or objective ○ a clear lesson purpose and objectives that they meet in their lesson delivery ○ appropriate use of voice (pitch, pace, tone, volume, register and clarity) ○ appropriate use of movement (body language, movement around the room, posture, stance, mannerisms and demonstration) ○ good use of timing and musicality ○ appropriate content for their students, pitched at the correct level ○ an understanding what the students have achieved in the lesson (measuring success) ○ giving students appropriate feedback and/or interactions

Knowledge	Skills
<p>Outcome 4 Learners should understand:</p> <ul style="list-style-type: none"> • the critical reflection process 	<p>Outcome 4 Learners can:</p> <ul style="list-style-type: none"> • reflect on their teaching practice, including: <ul style="list-style-type: none"> ○ planning their lesson ○ their application of fundamental teaching skills • analyse strengths and areas for development • set targets for their progression

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:
 - concentrating on self-presentation when delivering a lesson
 - remaining focused throughout workshops and teaching assessments
- integrity:
 - creating well-thought-out lesson content to meet students' needs
 - being punctual and organised for lessons
 - supporting students' wellbeing
- adapting:
 - adjusting for unforeseen circumstances during live lesson delivery
 - working with others
- initiative:
 - utilising basic teaching skills and applying them to personal teaching practice
 - creating, planning and developing ideas for dance lessons

Social intelligence

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

- communicating:
 - communicating verbally and non-verbally during lesson delivery
 - engaging in reciprocal feedback tasks
- feeling:
 - seeing the world through the eyes of the student and planning a lesson accessible to all
 - demonstrating synchronicity with the emotional states of other dancers
 - demonstrating inclusivity in practice
 - developing empathy with fellow dancers
- collaborating:
 - working with students to achieve the lesson objective
- leading:
 - delivering a dance lesson
 - taking responsibility for planning a lesson

Innovation

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

- curiosity:
 - selecting content for lesson delivery and exploring this in a range of dance education contexts
 - exploring different teaching ideas through workshops

- creativity:
 - creating a lesson plan that inspires learners in dance
- sense-making:
 - planning and delivering a lesson that flows coherently
- critical thinking:
 - reflecting on the basic teaching skills developed
 - making choices and decisions through the planning and lesson delivery process
 - reviewing and reflecting on personal performance

Literacies

This unit provides opportunities to develop the following literacies.

Numeracy

- timing and musicality
- time management

Communication

- verbal and non-verbal communication
- expressing emotion and feeling through movement

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.

We recommend that you run this unit throughout the duration of the HNC Dance course.

You can integrate and cross-assess this unit with the following mandatory and optional units at SCQF level 7:

- Choreographic Practice
- Sound Editing for Performers

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

Dance practitioners often find themselves teaching dance in a range of contexts, to a variety of students. Some examples include:

- assisting in workshops
- taking on dance captain roles
- leading dance classes

This unit is designed to introduce learners to basic teaching skills and equip them with the fundamentals they require to deliver an effective dance class. Learners who wish to pursue a career in dance education should expand on and develop these skills further after completing the unit.

The unit offers flexible delivery, which allows you to teach learners in various contexts, including primary, secondary, higher, further, community and private education. Exposing learners to a range of teaching styles and a variety of dance practitioners supports their development within their dance teaching practice.

Planning and delivering a lesson not only develops learners' fundamental teaching skills, but also develops their meta-skills.

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
- mirrors
- ballet barres
- 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.

Understand the fundamental skills of dance teaching (outcome 1)

Providing a range of workshops and/or learning experiences covering the following topics would give learners the opportunity to understand and effectively prepare for outcomes 2 and 3. This list is not exhaustive:

- exploring what makes an effective dance teacher while reflecting on personal learning experiences
- creating a lesson purpose and meaningful learning objectives
- creating a productive learning environment, including safe dance practice and how to provide a safe space
- presenting oneself as an effective teacher through voice and movement
- measuring success and considering if students have learned within the lesson
- preparing for a dance lesson
- selecting appropriate lesson content
- providing appropriate and meaningful feedback
- organising resources

Plan a dance lesson (outcome 2)

Providing a template for creating a lesson plan could be helpful for learners. It could be helpful for learners to see a lesson plan and then experience that lesson. It also may be useful to ask learners to write down a lesson they have experienced to help them understand the practicalities of a lesson plan, such as time management, lesson content and resources. Integrating reflective discussion into other elements of their dance course allows learners to engage in critical reflection of approaches to lesson delivery and make informed choices when planning their lesson.

Deliver a dance lesson (outcome 3)

You should provide learners with reasonable support in organising and preparing to deliver their dance lesson. Providing access to dancers, studio spaces and student support, if required, are ways in which you can do this.

Reflect on the process and their dance lesson (outcome 4)

You should encourage learners to keep an ongoing reflective log. It might help for them to focus on the following points:

- prepare for lesson planning
- lesson planning
- pre-delivery
- post-delivery

Combining delivery

You could combine outcomes 2 and 3 of this unit with outcome 2 and/or outcome 3 of the Choreographic Practice unit at SCQF level 7.

You could also consider combining outcome 1 with modelling choreographic workshops for the Choreographic Practice unit.

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 and written.

You must complete an assessor observation checklist for all outcomes. You may record the assessment for outcomes 3, but this is not mandatory. You can combine assessment of outcome 1 with the other outcomes.

Understand the fundamental skills of dance teaching (outcome 1)

You could combine assessment for outcome 1 with assessment for the other three outcomes. Learners should demonstrate and evidence their sound understanding of fundamental dance teaching skills in their lesson plan, lesson delivery and reflection.

Plan a dance lesson (outcome 2)

Learners could submit evidence for this outcome in the form of a presentation or as a written plan in digital format.

Learners could use the following headings in their lesson plan to ensure they have considered all components:

- lesson title
- students attending
- prior experience/learning
- lesson purpose and objectives
- measures of success
- lesson map/content (with each task broken up with subheadings and rough time guidelines)
- resources required
- lesson preparation

Deliver a dance lesson (outcome 3)

Learners should deliver a lesson lasting between 30 and 45 minutes. If they exceed this time, they should not be penalised. It is a recommendation to ensure they are able to focus on the fundamental dance teaching skills before progressing to the next level.

You may record the lesson delivery for assessment purposes.

You should assess learners on the following criteria:

- providing a safe and effective learning environment (including safe dance practice, a productive space and a warm welcome/introduction)
- resources they have prepared in advance and that are appropriate for the lesson purpose and/or objectives
- having a clear lesson purpose and objectives that they meet during the lesson
- using their voice (pitch, pace, tone, volume, register and clarity)
- using movement (body language, movement around the room, posture, stance, mannerisms and demonstration)
- using timing and musicality
- producing appropriate dance content for their students, pitched at the correct level
- understanding what their students have achieved in the lesson (measuring success)
- giving appropriate feedback to and/or interacting with their students

It would be helpful to give learners general feedback on strengths and areas for improvement, as this will support them in outcome 4, and prepare them to progress to SCQF level 8 if relevant.

Reflect on the process and their dance lesson (outcome 4)

Learners should submit a written reflection that covers:

- the planning process
- their application of fundamental teaching skills
- their dance teaching practice
- analysis of their strengths and areas for improvement
- targets for their progression

The written reflection should be a maximum of 1000 words. You can use an assessor checklist.

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

Dance Teaching Skills (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 provides you with an introduction to the basic skills you need to teach a dance lesson.

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

- Dance at SCQF level 6
- Higher Dance

During this unit, you:

- develop and plan a dance lesson
- teach a dance lesson
- reflect on basic teaching skills and practice

You may be assessed through:

- workshop engagement
- written assessment
- lesson delivery

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 as you concentrate on self-presentation and remain focused throughout workshops and assessments.

You develop integrity by creating well-thought-out lesson content, being punctual and organised for lessons, and supporting students' needs and wellbeing.

You develop adapting by adjusting for unforeseen circumstances and working with others.

You develop initiative as you utilise basic teaching skills and apply them to your practice, and when you create, plan and develop ideas for dance lessons.

Social intelligence

You develop the meta-skill of communicating verbally and non-verbally when you deliver your lesson and during feedback tasks.

You develop feeling by seeing the world through the eyes your students and planning an accessible lesson. You also demonstrate inclusivity.

You develop collaborating by working with your students to achieve the lesson objective.

You develop leading as you take responsibility for planning a lesson and then deliver it.

Innovation

You develop the meta-skill of curiosity by selecting content for your lesson and exploring different teaching ideas.

You develop creativity as you devise a lesson plan that inspires students in dance.

You develop sense-making by planning and delivering a lesson that flows coherently.

You develop critical thinking as you make decisions throughout the planning and lesson delivery process, and review and reflect on your performance and the teaching skills you have developed.

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

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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.

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