

NextGen: HN unit specification

Dance Skills and Techniques (SCQF level 7)

Unit code: JZ0V 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)

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Contents

Unit purpose	1
Unit outcomes	2
Knowledge and skills	11
Meta-skills	17
Literacies	19
Learning for Sustainability	20
Delivery of unit	21
Additional guidance	22
Equality and inclusion	49
Information for learners	50
Administrative information.....	53

Unit purpose

This unit enables learners to develop skills in one of the following dance genres:

- classical ballet
- contemporary
- jazz
- commercial

They specifically develop:

- fundamental skills and techniques
- artistry

The dance genre chosen for this unit must not be one that learners are taking as a mandatory optional unit.

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

Unit outcomes

Learners choose one dance genre from the following:

- classical ballet
- contemporary
- jazz
- commercial

Classical ballet

Learners who complete this unit can:

1. demonstrate fundamental skills and techniques in classical ballet
2. demonstrate knowledge of classical ballet vocabulary
3. demonstrate classical ballet skills and techniques in a performance

Contemporary dance

Learners who complete this unit can:

1. demonstrate fundamental skills and techniques in contemporary dance
2. demonstrate key characteristics in contrasting contemporary dance techniques
3. demonstrate contemporary dance skills and techniques in performance

Jazz dance

Learners who complete this unit can:

1. demonstrate fundamental skills and techniques in jazz dance
2. demonstrate varied jazz dance styles
3. demonstrate jazz dance skills and techniques in performance

Commercial dance

Learners who complete this unit can:

1. demonstrate fundamental skills and techniques in commercial dance
2. demonstrate ability in a variety of commercial dance genres or styles
3. demonstrate commercial dance skills and techniques in performance

Evidence requirements

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

Classical ballet

Outcome 1

Learners must demonstrate fundamental skills and techniques in classical ballet.

They must:

- participate in classical ballet classes that include barre work, centre practice, pirouettes, adage, petit allegro, allegro and grand allegro
- perform a prepared class without tutor demonstration
- demonstrate co-ordination, control and accuracy of line
- perform with an awareness of rhythmical frameworks and accents
- demonstrate appropriate interpretation of musical phrasing and 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 knowledge of classical ballet vocabulary. They must:

- describe the mechanics of a minimum of two classical ballet movements
- perform a minimum of two short contrasting enchainments without tutor demonstration

To assess learners' competence, you assess the accuracy of their description of a minimum of two classical ballet movements. You also observe the accuracy of their performance of a minimum of two unseen enchainments.

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

Outcome 3

Learners must demonstrate classical ballet skills and techniques in a performance.

They must:

- participate in a live performance of classical ballet
- perform tutor-set choreography
- demonstrate effective use of the performance space
- demonstrate artistic expression and communication

To assess learners' competence, you assess their performance of a tutor-set choreography lasting a minimum of 1 minute. This may be an extended enchainments or classical ballet dance performed as a solo or in a group.

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.

Contemporary dance

Outcome 1

Learners must demonstrate fundamental skills and techniques in contemporary dance. They must:

- participate in contemporary dance classes that include centre practice, floor work, travelling sequences and jump sequences
- demonstrate co-ordination, control and accurate alignment and shape
- perform with an awareness of rhythmical frameworks and accents
- demonstrate appropriate interpretation of musical phrasing and 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 key characteristics in contrasting contemporary dance techniques. They must:

- perform a minimum of two movement phrases in contrasting contemporary dance techniques (each lasting a minimum of 40 seconds)
- demonstrate the key characteristics of the chosen techniques
- demonstrate appropriate intention and dynamics
- demonstrate use of space and spatial awareness

To assess learners' competence, you observe their performance of a minimum of two contrasting choreographed phrases. You must complete an assessor checklist. You may record the assessment for evidence.

Outcome 3

Learners must demonstrate contemporary dance skills and techniques in performance. They must:

- participate in a live performance of contemporary dance
- perform tutor-set choreography
- demonstrate effective use of the performance space
- demonstrate artistic expression and communication

To assess learners' competence, you assess their performance of a tutor-set choreography lasting a minimum of 1 minute and 30 seconds. Learners can perform a solo or in a group.

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.

Jazz dance

Outcome 1

Learners must demonstrate fundamental skills and techniques in jazz dance. They must:

- participate in jazz dance classes that include:
 - a technical warm up
 - an isolation technique exercise
 - a stretch exercise
 - an adage and floor work phrase
 - a kick phrase
 - a pirouette and turn phrase
 - a jump and leap phrase
- perform a prepared class without tutor demonstration
- demonstrate co-ordination, control and accuracy of line
- perform with an awareness of rhythmical frameworks and accents
- demonstrate appropriate interpretation of musical phrasing and 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 varied jazz dance styles. They must:

- perform a minimum of two short, contrasting choreographed phrases (lasting a minimum of 40 seconds each)
- demonstrate an understanding of classic and current jazz dance performance styles

To assess learners' competence, you observe their performance of a minimum of two contrasting choreographed phrases.

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

Outcome 3

Learners demonstrate jazz dance skills and techniques in performance. They must:

- participate in a live performance of jazz dance
- perform tutor-set choreography
- demonstrate effective use of the performance space
- demonstrate artistic expression and communication

To assess learners' competence, you assess their performance of a tutor-set choreography lasting a minimum of 1 minute and 30 seconds. Learners can perform a solo or in a group.

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.

Commercial dance

Outcome 1

Learners must demonstrate fundamental skills and techniques in commercial dance.

They must:

- participate in commercial dance classes that include co-ordination exercises and rhythmic-based arm combinations
- demonstrate ability to use isolations of different body parts (head, shoulders, chest, arms, hips and legs) with rhythm
- perform sequences that explore different textures and dynamics, including sharp, precise movement, rhythmic movement that explores groove, and soft, flowing movement
- perform a variety of footwork sequences using different transfers of weight and change of direction
- demonstrate understanding of rhythm and musicality

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 ability in a variety of commercial dance genres or styles.

They must:

- perform a minimum of two short, contrasting choreographed phrases (lasting a minimum of 40 seconds each)
- demonstrate correct technique from the chosen genres or styles
- demonstrate knowledge of past and current industry trends
- apply different qualities and performance skills to commercialise their dance

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 commercial dance skills and techniques in performance.

They must:

- participate in a live performance of commercial dance
- perform tutor-set choreography
- demonstrate effective use of the performance space
- demonstrate artistic expression and communication

To assess learners' competence in the knowledge and skills for this outcome, you assess their performance in a tutor-set choreography lasting a minimum of 1 minute and 30 seconds. Learners can perform a solo or in a group.

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

Classical ballet

Knowledge	Skills
<p>Outcome 1 Learners should understand:</p> <ul style="list-style-type: none"> • posture, alignment and turnout • placement and control • line • weight placement and transference • port de bras • complete co-ordination • varied dance rhythms and time • signatures • musical phrasing and dynamics, and how they enhance performance 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> • demonstrate correct posture, alignment and turn out • demonstrate effective weight placement and transference in both static and travelling enchainments • move with fluid co-ordination, demonstrating an appropriate understanding of line • perform with an awareness of rhythmical frameworks and accents • demonstrate appropriate interpretation of phrasing and dynamics
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> • classical ballet vocabulary • the mechanics and purpose of classical ballet vocabulary 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> • accurately respond to and demonstrate unseen enchainments when given the classical ballet terminology • describe the mechanics and purpose of individual movements within classical ballet vocabulary

Knowledge	Skills
<p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> • diverse expressive movement qualities • synthesis of artistry and technique • spatial awareness • projection and communication with the audience 	<p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> • interpret and express a range of movement qualities while performing classical ballet • integrate technique and expressive, artistic qualities in the performance of classical ballet • perform with appropriate spatial awareness • project and communicate with an audience to convey mood, emotion or character

Contemporary dance

Knowledge	Skills
<p>Outcome 1 Learners should understand:</p> <ul style="list-style-type: none"> • posture and alignment • connection in movement • technical centre and floor work • travelling floor work and jumps • varied dance rhythms and time signatures • musical phrasing and dynamics and how they enhance performance 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> • demonstrate correct posture and alignment throughout a contemporary class • demonstrate connection and flow throughout a contemporary class • demonstrate technical skills in both centre and floor work phrases • demonstrate travelling floor work and travelling jump phrases • perform with an awareness of rhythmical frameworks, accents and dynamics

Knowledge	Skills
<p>Outcome 2</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • key characteristics of contemporary dance techniques • use of breath • weight placement and transference • strength and control • intention and dynamics and how they enhance performance 	<p>Outcome 2</p> <p>Learners can:</p> <ul style="list-style-type: none"> • demonstrate contrasting contemporary dance techniques • demonstrate effective use of breath, weight placement and transference, momentum, and gravity • perform with the appropriate intention and dynamics required in a given contemporary dance technique
<p>Outcome 3</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • diverse expressive movement qualities • synthesis of artistry and technique • spatial awareness • projection and communication with the audience 	<p>Outcome 3</p> <p>Learners can:</p> <ul style="list-style-type: none"> • interpret and express a range of movement qualities while performing contemporary dance • integrate technique and expressive artistic qualities in the performance of contemporary dance • perform with appropriate spatial awareness • project and communicate with the audience to convey the mood, emotion or character of the choreography

Jazz dance

Knowledge	Skills
<p>Outcome 1</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • posture, alignment, placement and control • weight placement and transference in static and travelling phrases • complete co-ordination and line • varied dance rhythms and time signatures • musical phrasing and dynamics, and how they enhance performance 	<p>Outcome 1</p> <p>Learners can:</p> <ul style="list-style-type: none"> • demonstrate correct posture, alignment, placement and control • demonstrate effective weight placement and transference in static and travelling phrases • demonstrate co-ordination and line • perform with an awareness of rhythmical frameworks and accents • demonstrate appropriate interpretation of phrasing and dynamics
<p>Outcome 2</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • the varied stylistic qualities required for jazz dance (classic and current) 	<p>Outcome 2</p> <p>Learners can:</p> <ul style="list-style-type: none"> • interpret and express a range of movement qualities while performing jazz dance choreography • adapt performance qualities to suit the nature of the choreography
<p>Outcome 3</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • how to retain and reproduce set choreography • synthesis of technique and performance skills • spatial awareness • projection and communication with the audience 	<p>Outcome 3</p> <p>Learners can:</p> <ul style="list-style-type: none"> • accurately reproduce set choreography • synthesise technique and expressive artistic qualities in the performance of jazz dance • perform with appropriate spatial awareness • project and communicate with the audience to convey mood, emotion or character

Commercial dance

Knowledge	Skills
<p>Outcome 1</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • isolation of individual body parts • arm placement and control • weight placement and transference • how different muscle engagements create different movement textures and dynamics • how filling the space between two movement points creates a groove • complete co-ordination • how to identify different rhythms within a piece of music • how different movement textures and dynamics are more aesthetically pleasing with certain sounds and rhythms 	<p>Outcome 1</p> <p>Learners can:</p> <ul style="list-style-type: none"> • isolate their head, shoulders, chest, hips, arms and legs in time with the music • demonstrate correct placement and control when performing intricate arm combinations • demonstrate effective weight placement and transference when moving in a range of different tempos and movement qualities • create a groove between two movement points that coincides accurately with the music • move with fluid co-ordination, demonstrating an appropriate understanding of line • demonstrate a musical rhythm using dance steps • apply textures and dynamics to match the rhythm or sound
<p>Outcome 2</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • how combining industry trends with a dance genre or style's technique can commercialise a piece of dance • how and when to use technique within a piece of commercialised choreography 	<p>Outcome 2</p> <p>Learners can:</p> <ul style="list-style-type: none"> • dance with artistry and integrity, maintaining technique while using commercial principles to make their dance more accessible to a wider audience • combine different trends in the commercial dance industry with the appropriate dance techniques

Knowledge	Skills
<p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> • diverse expressive movement qualities • synthesis of artistry and technique • spatial awareness • projection and communication with the audience 	<p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> • interpret and express a range of movement qualities while performing commercial dance • integrate textures and dynamics with expressive artistic qualities in the performance of commercial dance • perform with appropriate spatial awareness • project and communicate with the audience to convey mood, emotion or character

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 enchainment or 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

Literacies

This unit provides opportunities to develop the following literacy.

Communication

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

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 Higher National Certificate (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.

The dance genre chosen for this unit must not be one that learners are taking as a mandatory optional unit.

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

- Classical Ballet
- Contemporary Dance
- Jazz Dance
- Commercial Dance
- Choreographic Practice
- Dance Teaching Skills

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

Learners choose one dance genre from the following:

- classical ballet
- contemporary
- jazz
- commercial

Classical ballet

This unit is designed to develop learners' classical ballet technique, musicality and artistry. It provides opportunities for learners to increase their knowledge of classical ballet vocabulary, alongside their technical understanding and ability to describe the mechanics and purpose of individual movements.

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

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

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

You should use subject-appropriate language when delivering the unit. The following list of vocabulary is not exhaustive, but indicates the level learners should be working at.

<p>Barre</p>	<ul style="list-style-type: none"> • demi-plié and grand plié in first, second, fourth and fifth position • battement tendu, glissé and jeté, devant, derrière and to second • rond de jambe à terre and en l'air, en dehors and en dedans • battement fondu devant, derrière and to second at 45 degrees • battement frappé and petit battement • grand battement and grand battement en cloche • développé devant, derrière and à la seconde • first and second arabesque • attitude derrière • demi-grand rond de jambe and grand rond de jambe en dehors and en dedans • fouetté of adage • relevé devant, derrière and passé • pas de bourrée piqué • posé en avant, en arrière and de côté
<p>Port de bras</p>	<ul style="list-style-type: none"> • including use of effacé, écarté and croisé, devant and derrière • incorporating temps lié, chassé and posé
<p>Centre practice</p>	<ul style="list-style-type: none"> • battement tendu en croix • grand battement en croix • rond de jambe à terre • pas de bourrée devant, derrière, dessous and dessus

Pirouettes	<ul style="list-style-type: none"> • double pirouette en dehors from fourth position • pirouette en dehors from fifth position • pirouette en dedans from fourth position en fondu • pirouette en dedans from fifth position • posé pirouette en dedans
Adage	<ul style="list-style-type: none"> • développé devant, derrière and à la seconde • first, second and third arabesque • attitude derrière • fouetté of adage from à la seconde to arabesque • demi-grand rond de jambe en dehors
Petit allegro	<ul style="list-style-type: none"> • sauté in first, second and fourth positions • changement • soubresaut • échappé sauté to second and fourth • balancé en avant and en arrière and de côté • pas de bourrée devant, derrière, dessus and dessous • petit assemblé devant and derrière • sissonne ordinaire devant and derrière
Allegro	<ul style="list-style-type: none"> • assemblé dessous and dessus • jeté ordinaire derrière • sissonne fermée de côté dessous and dessus • pas de chat
Batterie	<ul style="list-style-type: none"> • échappé sauté battu fermée • changement battu • entrechat quatre
Grand allegro	<ul style="list-style-type: none"> • grand jeté en avant
Révérence	

Contemporary dance

This unit is designed to develop learners' contemporary dance techniques. They develop technical skills in a range of movement phrases including travelling, floor work and jumping techniques.

The contemporary dance techniques you choose to base this unit on may depend on tutor skills and experience, current trends, or demand from learners.

Learners develop strength, stamina and control through participating in regular, studio-based classes. Regular classes offer a good opportunity for learners to develop their skills and understanding of current contemporary dance techniques, as well as understand their own strengths. Learners increase their understanding of musical phrasing and how to develop dynamic content as they participate in tutor-set choreography.

Through reflective tasks, learners have the opportunity to analyse their strengths and areas for development, increasing autonomy in their practice.

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

You should use subject-appropriate language when delivering the unit. The following list of vocabulary is not exhaustive, but indicates the level learners should be working at.

Centre practice	<ul style="list-style-type: none"> • roll downs • plié in parallel, first, second, fourth and fifth • tendu • rond de jambe • chassé • retiré • contraction • tilts • spiral • high release • flat back
Release	<ul style="list-style-type: none"> • arm swings • leg swings • back swings • weight transference • fall and recovery • drop, weight and momentum • somatic exercises
Travelling floor	<ul style="list-style-type: none"> • swings • rolls • falls • slides • shunts • swipes
Travelling jumps	<ul style="list-style-type: none"> • preparation bounces • hops • gallops • jeté • bison • barrel

Jazz dance

This unit is designed to develop learners' jazz dance technique, musicality and artistry. It provides opportunities for learners to increase their knowledge of a range of classic and current styles required for jazz dance performance.

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 through exploring musical phrasing, interpretation and expression.

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

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

You should use subject-appropriate language when delivering the unit. The following list of vocabulary is not exhaustive, but indicates the level learners should be working at.

Plié	<ul style="list-style-type: none">• demi-plié and full plié in parallel and turned-out positions
Foot work	<ul style="list-style-type: none">• battement tendu, front, side and back• battement glissé, front, side and back• battement at 90 degrees, front, side and back
Isolations	<ul style="list-style-type: none">• head• shoulders• chest• arms• hips• legs

Kicks	<ul style="list-style-type: none"> • front, side and back • développé, front and side • fan kick • layout • preparation layout to floor • hitch kick
Adage	<ul style="list-style-type: none"> • développé, front, side and back • arabesque • attitude
Floor work	<ul style="list-style-type: none"> • smooth transitions to and from the floor • rolls • slides • knee spin
Turns	<ul style="list-style-type: none"> • double pirouette en dehors • pirouette en dedans • pencil turn • chassé turn • posé turn in retiré and cou-de-pied • chainés
Elevated steps	<ul style="list-style-type: none"> • coupé turn • picked up turn • barrel turn • jeté en avant and in second • stag leap • box jump • axel turn • coupé jeté en tournant

Commercial dance

This unit is designed to develop learners' commercial dance technique, musicality and artistry. It provides opportunity for learners to increase their knowledge of commercial dance, alongside their technical understanding and ability to combine other dance techniques with past and current industry trends to commercialise their dance.

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 through exploring musical phrasing, interpretation and expression.

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

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

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.

Classical ballet

Demonstrate fundamental skills and techniques in classical ballet (outcome 1)

Learners must demonstrate a complete ballet class, following a traditional structure:

- barre
- centre practice
- port de bras
- adage
- petit allegro
- allegro
- grand allegro

Learners should take part in ballet classes to develop a comprehensive vocabulary before learning set exercises and enchainments to present at assessment.

Throughout the assessed class, learners should demonstrate that they can maintain correct posture, alignment and turnout. They should also be able to demonstrate

secure weight placement and transference. Learners should move with fluidity and co-ordination, demonstrating an appropriate understanding of line.

You should introduce learners to a range of strengthening and training exercises such as Progressing Ballet Technique, Franklin Method or Floor Barre.

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

Learners should take part in exercises designed to enhance their understanding of musical structure. You should introduce them to varied time signatures and dance rhythms such as waltz, march, gallop and mazurka.

Learners should explore the impact of different dance rhythms on a movement or phrase.

Learners would benefit from working with an accompanist in class or for a workshop.

Learners should regularly take part in technical classes throughout the course to optimise progression and ensure safe practice.

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.

Demonstrate knowledge of classical ballet vocabulary (outcome 2)

Learners should engage in a range of exercises to expand their knowledge and understanding of classical ballet vocabulary.

Learners must also describe the mechanics of a minimum of two classical ballet movements.

They should have a comprehensive understanding of the vocabulary of the step they are performing, and be able to break down and describe the components of fundamental movements.

Researching reference texts — such as the Royal Academy of Dance's *The Foundations of Classical Ballet Technique* and *The Progressions of Classical Ballet*

Technique, or Classical Ballet Technique by Gretchen Ward Warren — could help develop learners' understanding.

Learners should engage in individual or group activities to create, describe and define simple, contrasting enchainments.

Demonstrate classical ballet skills and techniques in a performance (outcome 3)

Learners must perform a tutor-set choreography lasting a minimum of 1 minute. This may be an extended enchainment or classical ballet dance performed as a solo or in a group.

Learners must demonstrate performance skills, artistry and communication with an audience. They should explore:

- expressive movement qualities
- synthesis of artistry and technique
- the use of space in performance
- projection
- communication with the audience

The performance does not need to have a large public audience. Learners could perform to each other.

You should introduce learners to a range of recorded and, where possible, live classical ballet performances.

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.

Contemporary dance

Demonstrate fundamental skills and techniques in contemporary dance (outcome 1)

Learners demonstrate a full contemporary class consisting of:

- technical centre practice
- floor work
- jumps
- travelling phrases

Throughout the class, learners should demonstrate that they can maintain correct posture and alignment while executing technical centre phrases, floor work phrases and travelling jumps safely and effectively.

You should introduce learners to a range of strengthening and training exercises.

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.

Demonstrate key characteristics in contrasting contemporary dance techniques (outcome 2)

Learners should demonstrate a minimum of two movement phrases from contrasting contemporary dance techniques that illustrate their understanding of the key characteristics of the given style.

They should understand the purpose of safe and effective weight placement and transference in static and travelling phrases.

Learners can engage in repetitive practice to develop strength, control and balance.

You can combine assessment of outcomes 1 and 2.

Demonstrate contemporary dance skills and techniques in performance (outcome 3)

Learners must perform a tutor-set choreography lasting a minimum of 1 minute and 30 seconds. This may be performed as a solo or in a group.

Learners should demonstrate performance skills, artistry and communication with an audience. They should explore:

- expressive movement qualities
- synthesis of artistry and technique
- the use of space in performance
- projection
- communication with the audience

The performance does not need to have a large public audience. Learners could perform to each other.

You should introduce learners to a range of recorded and, where possible, live contemporary performances.

You should encourage learners to research the work of significant choreographers and companies, and their influence on contemporary dance. They could include:

- Akram Khan Company
- Alvin Ailey American Dance Theater
- BalletBoyz
- Company Wayne McGregor
- Gauthier Dance
- Henri Oguike Dance Company
- Kidd Pivot
- Motionhouse
- Nederlands Dans Theater
- Rambert
- Richard Alston Dance Company
- Scottish Dance Theatre

- Pina Bausch
- Matthew Bourne
- Christopher Bruce
- Mark Bruce
- Merce Cunningham
- Isadora Duncan
- Katherine Dunham
- Martha Graham
- Rudolf von Laban
- José Limón
- Twyla Tharp
- Jasmin Vardimon
- Charles Weidman

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.

Jazz dance

Demonstrate fundamental skills and techniques in jazz dance (outcome 1)

Learners must demonstrate a full jazz dance class that includes:

- a technical warm up
- an isolation technique exercise
- a stretch exercise
- an adage and floor work phrase
- a kick phrase
- a pirouette and turn phrase
- a jump and leap phrase

Learners should take part in unset jazz dance classes to develop comprehensive vocabulary before learning set exercises and phrases to present at assessment.

Throughout the assessed class, learners should demonstrate that they can maintain correct posture, alignment and control. Learners should also demonstrate secure weight placement and transference. They should move with co-ordination in centre exercises and travelling phrases.

You should introduce learners to a range of strengthening and stretching training exercises to ensure safe practice and increase range.

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

Learners should take part in exercises designed to enhance their understanding of musical structure. You should introduce them to varied time signatures, with particular attention to syncopation. Learners should develop their understanding of key jazz dance rhythms such as swing, Latin and funk rhythms.

Learners should regularly take part in technical classes throughout the course to optimise progression and ensure safe practice.

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.

Demonstrate varied jazz dance styles (outcome 2)

Learners perform a minimum of two short, contrasting choreographed phrases.

The following list is not exhaustive, but they could study styles such as:

- the Jazz Age (1920s)
- the Swing Era (1930s and 1940s)
- the Golden Age (1930s to 1950s Hollywood)
- rock and roll (1950s to 1960s)
- disco (1970s)
- hip hop
- lyrical jazz
- current commercial dance trends
- Broadway and West End musical theatre productions (1900 to the present day)

You should encourage learners to research the influence of significant choreographers on the development of jazz dance styles. They could include:

- Jack Cole
- Jerome Robbins
- Katherine Dunham
- Bob Fosse
- Matt Mattox
- Susan Stroman
- Michael Bennett
- Debbie Allen
- Arlene Phillips
- Mandy Moore
- Kate Prince
- Wade Robson
- Sonya Tayeh

Learners should demonstrate an understanding of classic and current jazz dance performance styles. They should show appropriate contrast in quality, style, intention and expression.

Learners could take part in workshops focusing on different styles relevant to jazz dance performance.

You should encourage learners to watch recorded and, where possible, live jazz dance performances to deepen their understanding of the breadth of styles required in jazz dance performance.

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.

Demonstrate jazz dance skills and techniques in performance (outcome 3)

Learners must perform a tutor-set choreography lasting a minimum of 1 minute and 30 seconds. This may be performed as a solo or in a group.

Learners must demonstrate performance skills, artistry and communication with an audience. They should explore:

- synthesis of artistry and technique
- dynamics
- use of space in performance
- projection
- communication with the audience
- performance qualities

The performance does not need to have a large public audience. Learners could perform to each other.

You should introduce learners to a range of recorded and, where possible, live jazz dance performances.

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.

Commercial dance

Demonstrate fundamental skills and techniques in commercial dance (outcome 1)

Learners should demonstrate a full commercial dance class, which could consist of:

- cardio warm up
- isolation technique exercise
- stretch exercises
- arm combinations
- footwork combinations
- co-ordination exercises
- rhythmic exercises
- choreographed combinations

Classes should consist of exercises that focus on isolating head, shoulders, chest, hips, arms and legs. Learners should demonstrate all these isolations at different tempos, in time with the music, and moving forwards, sideways and backwards.

Throughout the class, learners should demonstrate:

- the ability to learn a range of combinations and exercises with precision, clarity and artistic intention
- secure weight placement and transference
- fluidity and co-ordination
- an appropriate understanding of line

Learners should take part in unset commercial dance classes to develop a comprehensive vocabulary before learning set exercises and phrases to present at assessment.

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. They should also demonstrate appropriate musical phrasing and dynamics.

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 a song.

Learners could explore the impact of different dance rhythms on a movement or phrase.

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.

Demonstrate ability in a variety of commercial dance genres or styles (outcome 2)

Learners must perform a minimum of two short, contrasting choreographed phrases.

The choreographed phrases should consist of contrasting genres or styles of dance, and then combined with past and current movement trends to commercialise the choreography. This is commonly seen in the industry, leading to hybrid styles that do not stay within the technical parameters of the original genre or styles. Learners could combine different qualities and performance skills with the principles from outcome 1 to commercialise the dance.

This list is not exhaustive, but you could include the following styles (and potential hybrids):

- jazz (jazz funk, commercial heels)
- contemporary (lyrical)
- hip hop (commercial hip hop)

The following list is not exhaustive, but learners could study:

- jazz
- contemporary
- lyrical
- Latin
- tap
- street dance
- heels
- jazz funk

You should also encourage learners to research the influence of significant choreographers on the development of commercial dance genres or styles. They could include:

- Brian Friedman
- Dean Lee
- Christian Storm
- Kim Gavin
- Ashley Wallen
- Lukas McFarlane
- Luam Keflezgy

- Fatima Robinson
- Aisha Francis
- Kenrick Sandy
- JaQuel Knight
- Sean Bankhead
- Marty Kudelka
- Diana Matos
- Galen Hooks
- Sisco Gomez
- Lisa Spencer
- Carrie-Anne Ingrouille
- Elizabeth Honan
- Charm La'Donna

Learners should demonstrate an understanding of past and current commercial dance performance genres or styles.

They should demonstrate appropriate contrast in quality, style, intention and expression.

Learners could take part in workshops focusing on different styles relevant to commercial dance performance.

You should encourage learners to watch recorded and, where possible, live performances of commercial dance to deepen their understanding of the breadth of genres and styles required in commercial dance performance.

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.

Demonstrate commercial dance skills and techniques in performance (outcome 3)

Learners must perform a tutor-set choreography lasting a minimum of 1 minute and 30 seconds.

Learners must demonstrate performance skills, artistry and communication with an audience. They should explore:

- synthesis of artistry and technique
- texture and dynamics
- use of space in performance
- projection
- communication with the audience
- performance qualities

The performance does not need to have a large public audience. Learners could perform to each other.

You should introduce learners to a range of recorded and, where possible, live commercial dance performances.

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, and oral or written evidence.

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

Classical ballet

Demonstrate fundamental skills and techniques in classical ballet (outcome 1)

For their assessment, learners must demonstrate sound and secure classical ballet technique through a complete ballet class without tutor demonstration or verbal instruction. Learners must also demonstrate a sound and secure understanding of rhythm, dynamics, accents and expressive musical phrasing.

Practical demonstration must include:

- barre
- centre practice
- port de bras
- adage
- petit allegro
- allegro
- grand allegro

You assess learners on an ongoing basis and in a prepared demonstration class.

Demonstrate knowledge of classical ballet vocabulary (outcome 2)

For their assessment, learners must perform a minimum of two contrasting movement phrases responding to tutor instruction of classical ballet vocabulary and without seeing a physical demonstration.

Movement phrases should be from different sections of class, with each lasting between 16 and 32 dancers' counts.

Learners must take part in an oral or written assessment where they describe the mechanics and purpose of two movements within classical ballet vocabulary.

You assess learners' knowledge and understanding of classical ballet vocabulary.

Demonstrate classical ballet skills and techniques in a performance (outcome 3)

For their assessment, learners must perform a tutor-set choreography lasting a minimum of 1 minute. This may be an extended enchainment or classical ballet dance performed as a solo or in a small group. You assess their skills in:

- expressive movement qualities
- synthesis of artistry and technique
- use of space in performance
- projection
- communication with the audience

Contemporary dance

Demonstrate fundamental skills and techniques in contemporary dance (outcome 1)

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

Practical demonstration must include:

- technical centre practice
- floor work
- jumps
- travelling jumps

You assess learners on an ongoing basis and in a prepared demonstration class.

Demonstrate key characteristics in contrasting contemporary dance techniques (outcome 2)

For their assessment, learners should demonstrate a minimum of two movement phrases in contrasting contemporary dance techniques, each lasting a minimum of 40 seconds.

You assess their ability to demonstrate:

- key characteristics of the chosen technique
- appropriate intention and dynamics
- use of space and spatial awareness

Demonstrate contemporary dance skills and techniques in performance (outcome 3)

Learners demonstrate performance skills in contemporary dance. They should participate in a live performance lasting a minimum of 1 minute and 30 seconds, and demonstrate an appropriate level of skill in:

- expressive movement qualities
- synthesis of artistry and technique
- the use of space in performance
- projection
- communication with the audience

Jazz dance

Demonstrate fundamental skills and techniques in jazz dance (outcome 1)

For their assessment, learners must demonstrate sound and secure jazz dance technique through a complete jazz dance class without tutor demonstration or verbal instruction. Learners must also demonstrate a sound and secure understanding of rhythm, dynamics, accents and expressive musical phrasing.

Practical demonstration must include:

- a technical warm up
- an isolation technique exercise
- a stretch exercise
- an adage and floor work phrase
- a kick phrase
- a pirouette and turn phrase
- a jump and leap phrase

You assess learners on an ongoing basis and in a prepared demonstration class.

Demonstrate varied jazz dance styles (outcome 2)

For their assessment, learners must perform a minimum of two short, contrasting choreographed phrases lasting a minimum of 40 seconds each. You assess their ability to demonstrate stylistic quality, intention, artistry and expression in a range of jazz dance performance styles.

Demonstrate jazz dance skills and techniques in performance (outcome 3)

For their assessment, learners must perform a tutor-set choreography lasting a minimum of 1 minute and 30 seconds. They can perform this as a solo or in a group. You assess their:

- synthesis of artistry and technique
- dynamics
- use of space in performance
- projection
- communication with the audience
- performance qualities

Commercial dance

Demonstrate fundamental skills and techniques in commercial dance (outcome 1)

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

Practical demonstration must include:

- cardio warm up
- isolation technique exercise
- stretch exercises
- arm combinations
- footwork combinations
- co-ordination exercises
- rhythmic exercises
- choreographed phrases

You assess learners on an ongoing basis on their ability to:

- maintain accurate rhythm and timing, and express artistry through musical interpretation and dynamics
- identify a musical rhythm within a song and accurately recreate that rhythm with movement
- use textures and dynamics to highlight the sound quality

Demonstrate ability in a variety of commercial dance genres or styles (outcome 2)

For their assessment, learners must perform a minimum of two short, contrasting choreographed phrases lasting a minimum of 40 seconds each.

You assess their ability to demonstrate stylistic quality, intention, artistry and expression in commercial dance that includes a range of different dance performance genres or styles combined with past and current commercial trends.

**Demonstrate commercial dance skills and techniques in performance
(outcome 3)**

For their assessment, learners must participate in a live performance of a choreographed commercial dance, lasting a minimum of 1 minute and 30 seconds.

You assess their skills in:

- synthesis of artistry and technique
- texture and dynamics
- use of space in performance
- projection
- communication with the audience
- performance qualities

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 Skills and Techniques (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 one of the following dance genres:

- classical ballet
- contemporary
- jazz
- commercial

The unit provides opportunities for you to increase your knowledge of technique and artistry, and develop your performance skills.

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, skills and techniques of your chosen genre
- learn the key characteristics of your chosen genre
- learn about rhythm, dynamics, musical response and phrasing
- apply performance skills and artistry in your performance
- engage in reflective practice to enhance your performance

You are assessed through some or all of the following:

- performance and in-class observation
- oral assessment
- written assessment
- question-and-answer sessions

Meta-skills

Throughout the 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.

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