



Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN **PERFORMING ARTS**

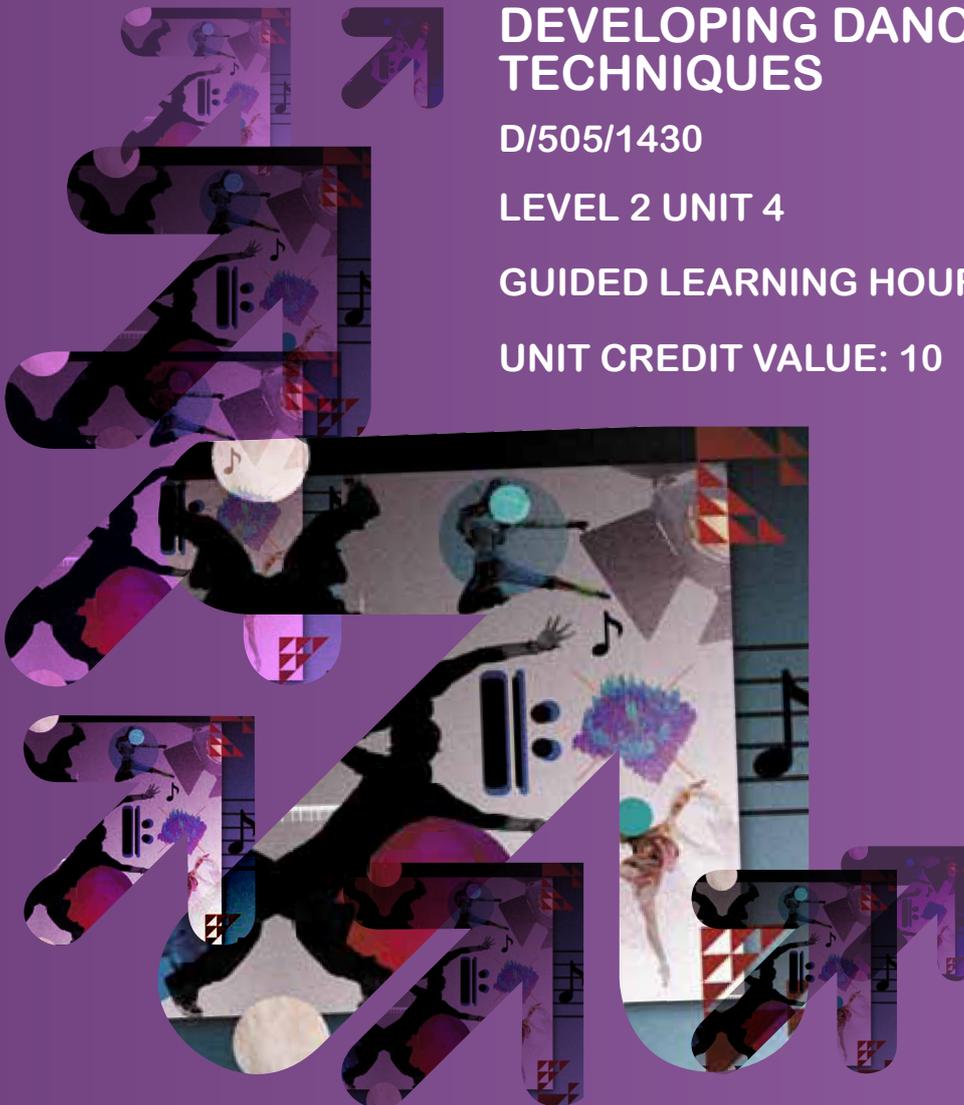
DEVELOPING DANCE SKILLS AND TECHNIQUES

D/505/1430

LEVEL 2 UNIT 4

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



DEVELOPING DANCE SKILLS AND TECHNIQUES

D/505/1430

LEVEL 2 UNIT 4

AIM OF UNIT

This unit will provide the learner with the context for developing skills and techniques in dance. In regular workshops and classes, learners will learn the importance of self-discipline and regular practice and gain greater physical control. They will begin to develop interpretative skills so that they can express a personal and unique artistic style. Throughout they will learn how to review and monitor their own progress so that they can move forward with clear development plans into the next stage of their journey.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass	Merit	Distinction
The learner will:	The assessment criteria are the pass requirements for this unit. The learner can:	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Be able to develop skills and techniques in dance	P1 demonstrate skills and techniques in classes with focus and discipline	M1 participate in classes demonstrating improvement in skills and techniques	
2 Be able to apply skills and techniques in dance	P2 demonstrate technical skills in dance		
	P3 demonstrate interpretative skills in dance	M2 integrate technical and interpretative skills accurately and consistently	D1 integrate technical and interpretative skills fluently with confidence and commitment
3 Understand individual technical progress	P4 review own progress, setting clear and scheduled targets		

TEACHING CONTENT

Be able to develop skills and techniques in dance

- Agree an action plan to develop skills
- Through participation in regular classes and practice sessions
- For development of alignment, flexibility, strength and stamina, co-ordination, core awareness and rhythm
- Using the five principal dance actions – jumping, turning, gesture, travelling and stillness
- Observing personal health and safety and the importance of warm up and cool down, posture and alignment.

Be able to apply skills and techniques in dance

- In solo, duo and ensemble contexts
- Fulfilling the demands of presentation and performance; preparation and rehearsal
- Interpretative skills: focus and concentration, connections with and intentions for the audience, musicality and timing, use of space, relationship with other dancers
- Communication and engagement with audiences
- Exploring repertoire for skill, techniques and style.

Understand individual technical progress

- Evaluation skills: monitoring progress, critical awareness of strengths and weaknesses, self and peer assessment
- Documenting the process, e.g. logs, diaries, journals, peripatetic teacher reports and observations
- Demonstrating the use of technical language.

DELIVERY GUIDANCE

Be able to develop skills and techniques in dance

Teachers at the outset of the programme should determine the skill levels of learners as part of an induction or baseline assessment process. Although at this level it is expected that there will be considerable time spent in workshop classes in group work, it is expected that learners will be encouraged to develop skills through self-directed practice and study and/or time spent with specialist teachers. Classes should ensure that good professional practice is observed in health and safety to include: warm up and cool down activities, and a range of exercises and workshop activities adopted from a variety of dance styles such as contemporary, ballet, jazz etc.

Be able to apply skills and techniques in dance

This outcome could be delivered through regular classes, workshops and demonstrations and also through a regular programme of workshop performances either to peers or a wider audience. Presentations of progress achieved should give learners a sense of occasion and engagement with an audience. Although there is no prescribed repertoire or style, learners should have some exposure to a wide range of dance. Repertoire of professional works should be used to develop students' awareness of how dance techniques and performance works might impact on their own development, progress, improvement and personal style.

Understand individual technical progress

Learners will need to develop evaluation skills encouraged through regular review of progress, supported by notes and reflective documentation such as logs and diaries and recordings. More formal methods could be used, e.g. writing frames or SWOT analyses. Review should make reference to the action plan that may subsequently be amended. Learners should be encouraged to use technical language when describing their development.

SUGGESTED ASSESSMENT SCENARIOS AND GUIDANCE ON ASSESSMENT

Assessment and Grading Criteria P1, P2, P3, P4, M1, M2, D1,

Evidence for this unit should be generated holistically and should be included in a single portfolio. This portfolio should include observations and reports from teachers and specialist staff, self and peer-assessments, supported by on-going audits, targets and plans set out by the learner in response to workshops and the learner's own work. Logs, diaries and journeys could also be included as well as DVD, video and photographic recordings of classes, workshops and presentations. Suitably chaptered and dated DVD recordings could be used to detail the incremental stages of particular skill-building.

P1 requires learners to regularly attend and actively participate in technique classes to develop appropriate dance skills and techniques with **M1** to be awarded when learners demonstrate significant improvements in the techniques in terms of accuracy and skill through regular attendance.

For **P2** and **P3** learners should cover a range of technical and interpretative skills, as appropriate to the technique studied. Where learners display a real grasp of the technique and are able combine the technical and interpretative demands, **M2** should be awarded and where learners combine both with assurance and flair **D1** should be awarded.

P4 should be ongoing and included in the learner's logs. Learners should evidence how they have monitored and assessed their own development using appropriate technical language and target-setting.

LINKS TO NOS

Suite	Reference	NOS
CCSDL (Dance leadership)	21	Recognise your professional development needs
CCSDL (Dance leadership)	22	Research, identify and resource your continued professional development
CCSDL (Dance leadership)	3	Identify and communicate to others your personal skill and contextual knowledge of your dance styles.
PROHSS (Proskills)	1	Make sure your own actions reduce risks to health and safety



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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