



Accredited

# OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN PERFORMING ARTS

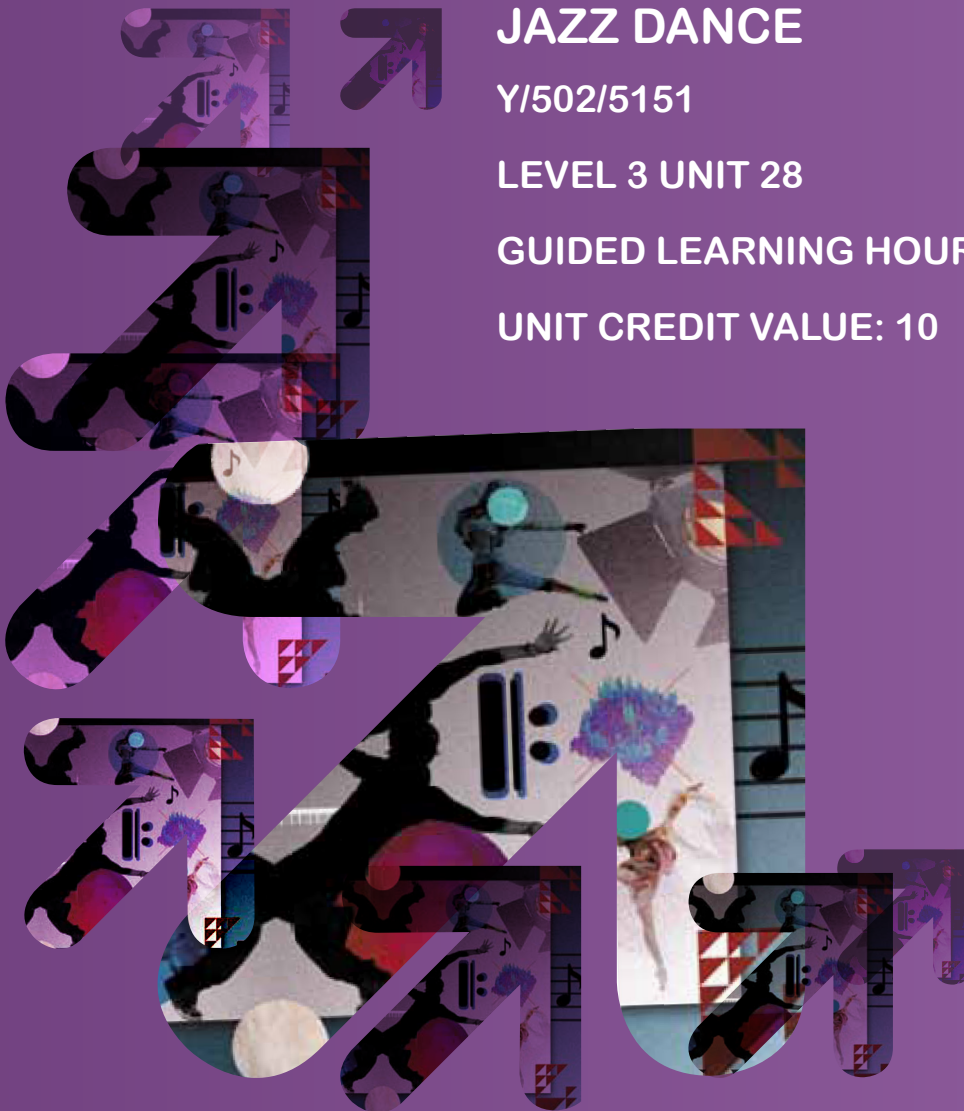
## JAZZ DANCE

Y/502/5151

LEVEL 3 UNIT 28

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



# JAZZ DANCE

Y/502/5151

LEVEL 3 UNIT 28

## AIM OF UNIT

Jazz dance is one of the most popular dance styles, and can be seen in many commercial situations including television, movies, music videos and musical theatre. Jazz dancing showcases a dancer's skills as it demands a high level of technical skill, rhythm, dynamic movement and stylistic interpretation. This unit aims to equip learners with the skills and techniques for them to develop a style in their approaches to jazz dance in class and for performance.

## ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass	Merit	Distinction
The learner will:	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 demonstrate the relationship between jazz dance and music	P1 demonstrate rhythm, time structures and a sense of musicality in performance	M1 describe the relationship between the rhythm and time structures and jazz dance	
	P2 display an awareness of appropriate jazz dance stylistic qualities in performance in relation to dynamics, placement and position		
2 Be able to demonstrate key features of jazz dance styles	P3 reproduce the key features of a specified jazz dance style with some level of skill	M2 perform key features with a high level of accuracy with developed dynamics, placement and positions	
	P4 utilise rehearsal process, working with a sense of self-discipline		
3 Be able to perform combinations within the jazz style	P5 execute a jazz dance performance with evidence of expression, interpretation and sense of style	M3 perform jazz dance pieces with fluency and technical accuracy	D1 review own performance suggesting improvements for future development

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative. It should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work although these do not need to be the same ones specified in the unit content.

### **Be able to demonstrate the relationship between jazz dance and music**

Learners should be made familiar with

- different styles of jazz dance, e.g. primitive, gospel, traditional jazz, swing, soul, pop, street jazz, musicals, blues and rock and lyrical
- rhythmical structures used in jazz dance and music, e.g. rhythm, pulse, accent, off beat and syncopation
- common time structure used in jazz dance and music, e.g. 2/2, 2/4, 4/4, 3/4, 5/4, 7/4, 3/8, 6/8, 12/8, compound time.

### **Be able to demonstrate the key features of jazz dance styles**

Learners should be made familiar with

- the key features of jazz dance – syncopated movements, polyrhythmic movements, contraction, extension, use of parallel and turn out, moving individual body parts in isolation, i.e. the head, shoulders, rib cage, hips, the ability to shift/move the centre of gravity quickly, jazz walks, flicks, an emphasis on angular and linear movements
- the conventions of rehearsal – schedules, deadlines, self conduct, appropriate dress code and health and safety.

### **Be able to perform combinations within the jazz style**

Learners should sustain:

- technical skills – accuracy, balance, strength, co-ordination, core stability, posture, flexibility
- performance skills - expression, focus, musicality, communication, emphasis, timing.

## DELIVERY GUIDANCE

### **Be able to demonstrate the relationship between Jazz dance and music and be able to demonstrate the key features of jazz dance styles**

Learners should regularly participate in class activities that cover the main techniques of jazz dance. Where possible, technique 'experts' or practitioners could be brought in to workshops to deliver class and expose learners to current trends and development within the techniques. Also, learners should watch repertoire in a range of the techniques and practically explore the movement which can be adapted to the suit the skill level of the learners. Teachers should structure classes to include warm up and cool down exercises, centre work, travelling and combinations. Activities must include exercises to develop rhythmic awareness, tempo, missed beats, syncopation, off beats, displaced accents etc.

Learners should be encouraged to keep a regular and periodic review of progress and notation of this in appropriate documentation such as logs and diaries. More formal methods could be used, e.g. writing frames or SWOT analyses. Learners should be encouraged to use technical language when describing their development.

### **Be able to perform combinations within the Jazz style**

Developing class work into small performance pieces will allow learners to refine and shape material, analysing the quality of their work in the process. It is good practice to observe and feed back to peers. Work could be recorded to aid reflection and evaluation of self and others.

## SUGGESTED ASSESSMENT SCENARIOS AND GUIDANCE ON ASSESSMENT

### Assessment and Grading Criteria P1, M1, P2, P3, M2

The assessment criterion should be evidenced during participation in practical class sessions. The assessment should be ongoing and teachers or an appropriately-skilled observer should keep observation records at no less than two points during the course of the unit. It is helpful if observation reports are produced in a standard format and these are used consistently by all staff. The development of a 'house style' for these observations is recommended since the advantage of a common format is that all involved become used to creating and using the same document. Centres are advised to develop formats which record times, places, description of activity/event and details of level of attainment. The observation report is the centre's opportunity to provide significant and additional evidence and can make explicit reference to the grade descriptors in the assessment evidence grid.

To support the reports, recorded evidence (DVD) should also be made available for moderation purposes. All DVDs should be correctly formatted and clearly labelled. The DVD should be supported by a witness statement by the teacher indicating the criteria achieved by the learner. This will also be evidenced in log books kept by the learners of their development.

To achieve **P1, P2** and **P3** learners should perform with a competent level of technical and stylistic skill which makes evident the learner has grasped the style being performed.

**M1** requires the learners to articulate their understanding of the relationship in a written format. This should be no more than 500 words and could be set as a class activity/test or homework task. Their response should be a competent description of the connection between rhythm and movement and the possible variations. This should be retained by the centre for moderation.

**M2** should be awarded when the learner is moving towards a more accomplished performance of the key features of jazz dance.

### Assessment and Grading Criteria P4, P5, M3, D1

Learners should develop a short workshop performance that showcases work that has been derived from their class work. The choice of performance work could be devised material or repertoire selected by the teacher or a combination of both. Learners should demonstrate they can refine and shape material in a suitable format to produce performance material whilst maintaining the relevant level of performance skills. Performance could take place in workshop sessions or in more formal performance settings and should be recorded on DVD and formatted and labelled appropriately. The DVD should be supported by a witness statement by the teacher indicating the criteria achieved by the learner.

Further reflection and evaluation can be recorded in the log books regarding both their own work and the work of others where appropriate.

To achieve **P4** and **P5** learners should demonstrate commitment and focus during rehearsals which results in a competent level of technical and stylistic skill in performance.

**M3** should be awarded when the learner's performance displays real proficiency and connection with the audience.

**D1** requires learners to evidence they are able to assess their own performance in terms of own strengths and weaknesses and areas to address for future improvement. This could be in a written or recorded format and should show insight and depth of understanding.

## RESOURCES

- www.dancebooks.co.uk      the major provider of a range of books, DVDs and music on all kinds of dance and their catalogue has a very good section on jazz dance
- www.danceinforma.com      website with access to resources for jazz dance
- www.tes.co.uk                a good section for resources for teachers
- Youtube                        provides good examples of music videos with commercial jazz dance
- DVDs, e.g. West Side Story, Chicago, Cabaret, etc. can be used to highlight different jazz dance styles
- Sky Arts t.v. channel often shows dance documentaries and profiles
- T.V shows, e.g. 'Got to Dance' often feature jazz dance

Dance studio with sprung floor

Sound system

Recording equipment (camera and playback)

Learners should wear the correct footwear – jazz dance shoes, jazz boots or flexible trainers

## LINKS TO NOS (JAZZ DANCE)

Suite	Ref	National Occupational Standard
Dance Leadership	CCSDL3	P1 identify and communicate to others your primary dance style, its features, cultural context and how you deliver it
Dance Leadership	CCSDL22	P2 develop your portfolio detailing your professional skills and development



## 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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