

Cambridge **TECHNICALS LEVEL 3**

# **PERFORMING ARTS**

Cambridge  
**TECHNICALS**  
**2016**

**Unit 16**

**Dance appreciation**

J/507/6483

Guided learning hours: 60

Version 1 September 2015



## LEVEL 3

### UNIT 16: Dance appreciation

J/507/6483

Guided learning hours: 60

**Essential resources required for this unit:** Dance studio with sprung floor and sound system

**This unit is internally assessed and externally moderated by OCR.**

#### UNIT AIM

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Not just for the dancer, this unit is for anyone who enjoys or needs to know more about dance and be able to appreciate how it works. To appreciate dance fully you need to have experienced the process. This unit will give you the opportunity to immerse yourself in professional dance works, equipping you with the technical knowledge and insights in order to break dance pieces down into their component parts.

It is a unit that is not only for those who are aspiring to become professional dancers, where you will benefit from the rigour and discipline of the work, but also opens the door for a wider range of careers in dance and physical theatre. It will provide you with knowledge of the way dance is made and have a greater understanding of the languages and vocabularies of professional dance.

You will unpick choreography and repertoire, reconstructing dances both as they were and as new forms and interpretations using the component parts. It will also give the budding choreographer the skills and techniques to develop greater competence and the beginnings of a unique personal style.

For aspiring choreographers, dance teachers, journalists or critics this unit will provoke thought about the process and structure of choreography, opinion and the appreciation of works and professional choreographers.

## TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

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 in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Know the components and structures of professional dance pieces	1.1 Identifying the components and structure of dance works: what dancers do, e.g. action content, movement, gestures, emotion and attitudes 1.2 Understanding structure: beginning, middle, end, phrasing, motif, exits and entrances, form, climax, pacing and use of chance to order movement 1.3 How dancers move, e.g. dynamic content, speed, flow, energy, space, stillness 1.4 Where they move, e.g. spatial content, level, direction, use of floor, size and shape of movement 1.5 Relationships, e.g. who they are dancing with, solo, duet, group, contact, company, formations, unison, canon, contrasting or complimenting. Lifting, supporting and balancing 1.6 What dancers wear, e.g. masks, leotards, costume, makeup and colour choices, specific demands of uniform or costume for genre, style or culture 1.7 Styles, languages and vocabularies of two dance works of contrasting style, e.g. classical ballet, jazz, lyrical, Graham technique and how these can be common characteristics/components used in other styles
2. Be able to interpret professional dance pieces	2.1 Content, narrative and non-narrative/abstract/use of chance to order movement choices. Issues and themes, e.g. emotional, political, mythical 2.2 Communication of theme, use of motif and motif development Choreographer's intention and interpretation of theme through component parts. Use of lighting, music, props to convey meaning 2.3 Engagement with audience, staging, e.g. site-specific, environmental, promenade, stage-pictures and tableaux
3. Be able to reproduce extracts from professional dance pieces	3.1 Development of movement memory, use of repetition, phrasing and accuracy of counting. Understanding rhythms and musicality 3.2 Development of physical skills appropriate to reproduction of dance pieces, extension of physical skills, knowledge of movement content 3.3 Understanding of the emotional content of the pieces, interpretation of meaning, appreciation of gesture

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
4. Be able to create dance pieces using own style and that of professionals	<p>4.1 The craft of the choreographer: creating fluency, meaning, and coherence of interpretation. Examples of repertory: definitions and use of repertory and repertoire in professional performance</p> <p>4.2 Encourage creativity and development of personal style; production of composition ideas, taking 'risks' that challenge the dancer and choreographer</p> <p>4.3 Maintain the integrity of professional choreographers and repertoire to encourage an appreciation of a range of styles, genre, cultural and historical dance works</p>

## GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Know the components and structures of professional dance pieces	P1: Identify components and structures of professional dance pieces	M1: Explain how components and structures are integrated in professional dance pieces	
2. Be able to interpret professional dance pieces	P2: Identify the theme of professional dance pieces	M2: Evaluate the choreographer's choice of components and structures	
3. Be able to reproduce extracts from professional dance pieces	P3: Perform an extract from a professional dance piece		
4. Be able to create dance pieces using own style and that of professionals	P4: Create and perform a dance piece using the style of a professional choreographer	M3: Create and perform a dance piece using elements of professional choreography and their own style	D1: Create and perform an accomplished dance piece using their own style

## ASSESSMENT GUIDANCE

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

Learners should keep critical portfolios that could include lecture and seminar notes, logs of practical sessions and detailed annotation of the chosen dance pieces to include references to the source material and/or DVDs. Biographical studies of choreographers could also be included, along with accounts of their previous work. Presentations and accompanying notes could also be included. DVD recordings, evidencing the demonstration of the deconstruction of dance work and written examples of critical evaluations by the learner, would provide evidence of progression of knowledge and understanding of compositional techniques. Learners could write their own critical evaluations of seen work for inclusion in their portfolio.

To achieve **P1**, learners should competently identify structure and components using technical vocabulary.

**M1** should be awarded when learners can evidence their understanding of how structure and components are integrated into a cohesive dance work. Learners should evidence comprehensive comparisons of choreographers' methodology and results and evidence they have an understanding of the strengths and weaknesses of these comparisons to make a work cohesive.

**P2** should be awarded when learners provide evidence that they can competently describe the content of a dance piece and the way the choreographer has chosen and used dance components. The learner will evidence that they can describe the key features of the choreographers work and how they have used form and structure to draw a cohesive piece of choreography. There should be use of technical language with references to appropriate dance vocabulary and terminology showing that they have grasped the essential features of the style and/or genre and the particular methodology of the choreographer.

**M2** can be awarded when learners are moving towards a more analytical discussion of the methodology and intention of the choreographer and the resulting dance piece itself. Their use of technical language is comprehensive.

### Assessment and Grading Criteria P3, P4, M3, D1

Evidence should include appropriately annotated documentation of the choreographic processes involved in reproducing extracts and in creating new work from repertory, this could include photographs, DVDs and logs. Portfolios could also include teacher observations, witness statements and self and peer assessments.

To achieve **P3**, learners should competently reproduce (in workshop conditions) extracts from dance works, showing that they have grasped the essential features of the choreography. They should reproduce at least 2 extracts of approximately 3-5 minutes' duration.

To achieve **P4**, learners should produce a short dance piece of approximately 5 minutes that combines identified elements from repertoire in the learners developing style. There should be logs and/or notes that accompany the choreographic decisions made and the process of making the pieces. The criteria is assessed on the process, findings and completion of the dance piece, not the performance.

**M3** learners should produce a dance piece using elements of professional choreography and their own style.

**D1** should be awarded when the learner replicates dance pieces in their own personal style that is accomplished and contains all the elements learnt in previous LOs. **D1** requires learners to produce an accomplished performance of the repertoire components clearly demonstrating the learner's own choreographic technique and developing style. Notes should be recorded to ascertain the differences in the styles and the effect that it has on the new product. Reference should be made to the development of the learner's style.

## MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units, although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work experience or work placements that develop skills and knowledge relevant to the qualification.	Learners could attend open professional class at studios. They could seek work experience in local dance schools.  Part-time work in theatres or dance schools can also allow the learners to experience different types of performance and skills. Contacts with local dance schools, theatres and performance companies will be vital for learners to gain access to opportunities.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Developing relationships with professional dancers, choreographers and teachers who could deliver lectures or workshops.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	



To find out more

**[ocr.org.uk/performingarts](http://ocr.org.uk/performingarts)**

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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