

Cambridge TECHNICALS LEVEL 3

# PERFORMING ARTS

Cambridge  
TECHNICALS  
2016

Unit 14

Dance performance

A/507/6481

Guided learning hours: 120

Version 1 September 2015

## LEVEL 3

### UNIT 14: Dance performance

A/507/6481

**Guided learning hours:** 120

**Essential resources required for this unit:** Dance studio with sprung floor, performance space, and sound system. Learners should wear the correct footwear and clothing appropriate to the genre

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

#### UNIT AIM

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If you want to be a professional dancer, audition for vocational colleges and jobs in the future or just love to perform, then this is the unit for you. This unit will give you opportunities to experience the demands and exhilaration of showcasing live dance performance and produce your own audition solo piece.

It requires commitment and hard work to achieve performance standard in the professional world and this unit aims to replicate that experience. It will give you real insight into the realities of life as a dancer and the need to execute a range of skills in various styles including performing to a choreographer's intention and direction.

This is not a choreographic unit and is designed for a dancer to learn how to react to the performance challenges of prescriptive paid work.

## 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 key features of dance genres	1.1 Range of styles - contemporary, ballet, jazz, tap, urban, Indian, African, folk, international, 1.2 Qualities – technique, rhythm, dynamics, space, expression, musicality 1.3 Consideration of context and interpretation through performance
2. Be able to maintain and progress dance technique	2.1 Scheduling: time management, following a rehearsal schedule, 2.2 Discipline: attendance and punctuality, focus and concentration, self-control, work ethic 2.3 Preparation: clothing, personal warm-up, physical fitness 2.4 Working with others: team work, cooperative attitude and approach 2.5 Commitment to improvement in physical and performance techniques, expression and interpretation
3. Be able to perform dances demonstrating application of physical and interpretative skills	3.1 Physical skills – correct technique, balance, coordination, use of space, dynamics, level, direction, flow 3.2 Interpretative skills – expression/emotion, focus, musicality, communication, emphasis, timing, 3.3 Familiarisation: the piece, the music, the choreographer’s intentions, awareness of meaning in movements/gesture 3.4 Performance skills and application
4. Be able to evaluate own dance performance	4.1 Evaluation skills: monitoring progress, critical awareness of strengths and weaknesses, self and peer assessment, observation and feedback, reflection and review on contribution and participation, target setting 4.2 Documenting the process, e.g. logs, diaries, journals, peripatetic tutor reports, peer observations and own observations 4.3 Use of technical language and correct technique/anatomical knowledge

## 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 key features of dance genres	P1: Identify key features of dance genres		
2. Be able to maintain and progress dance technique	P2: Maintain dance technique and demonstrate some progression	M1: Maintain dance technique and demonstrate improvement of technical skills with expression	
3. Be able to perform dances demonstrating application of physical and interpretative skills	P3: Perform dance demonstrating some application of physical and interpretative skills	M2: Perform dance integrating good technical and performance skills	D1: Deliver an engaging performance showcase that demonstrates a high level of understanding in expression, interpretation and sense of style
4. Be able to evaluate own dance performance	P4: Review own technical performance, setting targets	M3: Construct a future development plan	

## ASSESSMENT GUIDANCE

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### Assessment and Grading Criteria P1

The tutor must select professionally recorded repertoire and facilitate choreography and workshops which are suited to the capabilities of the learners. The tutor should select a number of contrasting pieces for performance in at least four styles for learners to be able to select their choice of study. Learners should demonstrate they can rehearse material in a suitable format to realise these performance pieces or produce their own choreography. It should be noted that this unit is not a choreographic unit and will only consider the learners' performance skills, not the content of the choreographic material they deliver. They should record their progress in a suitable log format, e.g. journal, diary, notebook, audio/visual recordings, etc. and include an annotated copy of the rehearsal schedule. All of this should be retained in a portfolio/journal and made available for moderation. Tutors should provide a witness statement indicating if the learner obtained **P1** by actively participating in and contributing to class/workshops.

### Assessment and Grading Criteria P2, M1

Learners must participate in regular class practice in the same way as a professional company. Maintenance and progression of technique are implicit to this unit in order to perform at the best of the learner's ability and must be evidenced for the learner to gain **P1**. Recording of regular observations and reflection back to past interim assessment will evidence the learner's progression and maintenance of technique for **M1**.

### Assessment and Grading Criteria P3, M2,

Performance should take place either in workshop sessions or more formal settings and this should be recorded on DVD, chaptered, formatted and labelled appropriately. The DVD should be supported by a witness statement by the tutor indicating the criteria achieved by the learner. Secure identification of each learner on screen must be made possible, either through an introduction to camera or attached photographs. To achieve **P3, M2 learners** should perform with a competent level of technical and stylistic skill which makes evident the learner has grasped the style being performed in each genre.

### Assessment and Grading criteria D1

If the learning from **P3** and **M2** is extended and the learner is moving towards an accomplished performance, then **D1** should be awarded for expressive improvement and use of performance techniques, if the learner conveys appropriate style relating to the genre. Learners are expected to produce at least 3 dances in the showcase, one of which must be a solo that can be used for future auditions. Another must be a group piece. The solo must meet the criteria set by an HE provider that requires an audition solo to be accepted onto a course. **D1** cannot be awarded unless the learner has fully embraced the style and is displaying outstanding skill so that their performance is fluid, confident, and technically proficient and displays audience engagement.

### Assessment and Grading Criteria P4

To achieve this criterion, learners must evidence they have constantly reviewed and re-evaluated their own performance and responded to feedback. This evidence should be in the portfolio or dance journal that evidences their learning journey in each genre. This should include observations and reports from tutors and peripatetic staff, self and peer assessments and comments as well as details of audits, targets and plans set out by the learner. Audio or written logs, diaries and journals could also be part of the evidence as well as DVD, video and photographic recordings of classes, workshops and presentations. Suitably chaptered DVD recordings could be used to detail the incremental stages of particular skill building. All of this should be made available for moderation.

**Assessment and Grading Criteria M3**

To achieve **M3**, the learners will effectively need to utilise and understand their progressive journey through the previous learning outcomes in order to set new targets and objectives for future improvement. This task should be the climax of the unit as a whole and is not an evaluation of the performances undertaken but a development plan of what and how they need to improve and extend their learning; the next steps. It should include what needs to be improved, why and how they will aim to achieve this.

## 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 visit and view dance professional dance performances. They could attend open professional class at studios or seek work experience in local dance schools.  Part-time working in theatres can also allow the learners to experience different types of performance and skills. Contacts with local 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).	
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.	Learners would benefit from undertaking dance master classes with industry professionals.
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.	Performance(s), as part of formal assessment, could be witnessed by external experts and feedback provided by those experts.

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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