

Unit 38: Dance Performance

Unit code:	Y/502/4906
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

In this unit learners will explore and perform dances, getting a taste of the real world of the working dancer, one where talent, technical ability, aesthetic sense, fitness and stamina combine.

● Unit introduction

Dance performance is an important element of dance study; the communication of the choreographer's intention to an audience. This aspect of a dancer's work is becoming increasingly challenging as today's performers need to be able to work in a wide variety of contexts and environments. Performers must be versatile, adaptable and highly skilled if they are to be employable in this demanding area of dance.

Performance material can be generated from various sources. Learners will perform original work, created by themselves, or material which they have been taught by their tutor or other dance professionals. An exciting and challenging aspect of this unit is the opportunity to perform extracts or adaptations from the professional repertoire which could be taught from notation, observed on film, live in performance or delivered by a visiting dancer.

Successful performers are highly skilled and disciplined dancers and learners must approach class and rehearsal with professionalism and commitment. Throughout this unit learners must attend regular technique classes and rehearsals where they will develop a range of physical and expressive skills, maintain and develop strength, stretch and stamina. Learners should be encouraged to take class outside of the centre, where possible, to experience a wide variety of dance perspectives.

The unit will provide learners with a taste of the real world of the working dancer, one where individual strength of character, talent, technical ability, aesthetic sense, levels of fitness and stamina must be combined with a willingness to work cooperatively with other dancers, choreographers and directors.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to participate effectively in practical dance workshops and rehearsals
- 2 Be able to perform dances demonstrating application of physical and interpretative skills
- 3 Be able to perform dances demonstrating the application of appropriate stylistic qualities
- 4 Understand how to improve dance for performance through evaluation and review.

Unit content

1 Be able to participate effectively in practical dance workshops and rehearsals

Participation: regular attendance; appropriate presentation eg clothing, footwear, jewellery; focus and concentration; development of movement memory; willingness to respond to direction

Workshops: tutor led and choreographed; learner led and choreographed; adaptation of professional repertoire through use of visiting company/artist or reconstruction from video

Rehearsals: warm-up; introduction or review of dance material; structuring or refining material into performance pieces; rehearsing with attention to detail

2 Be able to perform dances demonstrating application of physical and interpretative skills

Physical skills: posture; alignment; coordination; balance; flexibility; strength; control; rhythm; spatial awareness; awareness of and relationship to other dancers in performance

Interpretative skills: timing; emphasis; musicality; phrasing; projection; focus; facial and bodily expression

3 Be able to perform dances demonstrating the application of appropriate stylistic qualities

Dances: at least two different styles eg ballet, contemporary, jazz, hip-hop, rock n' roll, folk, tap, African, South Asian, Latin, street

Stylistic qualities: technical and physical features of the dance style eg posture, use of torso, use of individual body parts, rhythm, use of space; expressive features of the dance style eg focus, dynamic range, facial expression; relationship of movement to accompaniment eg call and response, music visualisation, direct correlation, disassociation

4 Understand how to improve dance for performance through evaluation and review

Review: self-assessment; tutor observation; peer observation

Evaluation: identify strengths and weaknesses; setting appropriate targets

Improvement: respond positively to feedback and constructive criticism; focus work in rehearsals to achieve identified targets; re-evaluation

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 demonstrate commitment to the development of performance skills through active participation in workshops and rehearsals [IE, SM]	M1 demonstrate a disciplined approach to the development of performance skills through focused participation in workshops and rehearsals	D1 demonstrate self-management in the development of performance skills through thorough preparation and a determined participation in workshops and rehearsals
P2 respond positively to direction and corrections [RL]	M2 respond positively to direction and corrections and successfully improve aspects of performance technique	D2 respond positively to direction and corrections to improve performance and achieve high levels of technical proficiency
P3 demonstrate the application of physical and interpretative skills in performance, communicating the dance idea [EP, CT]	M3 demonstrate application of a range of physical and interpretative skills in performance, successfully communicating the dance idea and remaining focused and engaged in the dance	D3 demonstrate application of physical and interpretative skills in performance, confidently and clearly communicating the dance idea and remaining focused and engaged throughout
P4 demonstrate an awareness of stylistic qualities in dance performance [SM, EP]	M4 show a clear sense of appropriate stylistic qualities in dance performance	D4 show an excellent sense of stylistic qualities in dance performance, with confidence, interpretation and artistic flair
P5 review own technical performance setting targets with guidance. [EP, RL, SM]	M5 review own technical performance setting appropriate and achievable targets with guidance.	D5 thoroughly review own technical performance setting focused and challenging targets.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Successful delivery of this unit will provide learners with the opportunity to explore and improve their performance through a range of working contexts and dance styles. This will help to prepare them for further study and/or employment in the performance industry.

Since dance and performance skills are cumulative, it is suggested that this unit will not be completed until towards the end of the programme. Evidence of dance performance will naturally be generated through the completion of learning outcomes and assessment criteria for the many other units in the programme that have choreographic or performance components, and this evidence should be cross referenced to the Dance Performance unit criteria.

This unit will be delivered through practical dance workshops that culminate in performances of dance works. The specific focus of the workshops should vary, enabling learners to develop and perform their own creative work, the work of their peers or tutors and work reconstructed from professional repertoire. These workshops will need to cover a range of dance styles and work selected for performance must be in at least two of them, as appropriate to the learners. No dance style should be considered as off-limits, so long as it is safe and appropriate for the centre.

It is important that learners recognise, appreciate and present the relevant stylistic features of their chosen style, in their performance work. Observation of such features on video/DVD, through reading, research or participation in professional workshops will help to support learning in this area of the unit, particularly if supported by tutor-led class discussions.

Participation in regular technique classes is an integral part of the unit. Technique class should be designed to enable learners to develop a broad range of physical and interpretative skills, as listed in the unit content.

Learners are expected to strive towards improving their performance through reviewing their technical progress at regular intervals and through the setting of relevant and achievable targets.

Learners will need to keep a performer's log, which can take the form of a written diary or logbook, or may be captured as a video diary or audio recording. The log should provide clear supporting evidence for the development of choreographic ideas, notes on terminology and technique, and to review personal progress (self-assessment, tutor and peer observations and reports can also be used for reviewing and evaluating work).

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit. Overview of the projects and assignments.
Assignment 1: Audition Time – P1, M1, D1, P3, M3, D3, P4, M4, D4, P5, M5, D5 Introduction to class, technique development, setting the standard, self-evaluation and target setting. Stylistic workshops. Prepare a piece of known choreography for a workshop performance.
Performances, assessments, evaluations, target setting: <i>learners take part in three performances lasting between two and three minutes each including two of the following: solo, duo/trio, group/ensemble, in at least two different styles.</i>
Assignment 2: Showcase – P1, M1, D1, P2, M2, D2, P3, M3, D3, P4, M4, D4, P5, M5, D5 Build on skills, second style, class and development of skills. Prepare an audition piece based on a theme of your own choosing. Small group and ensemble workshops led by learners. Group workshops to refine ideas. Working and developing own strengths. Target setting.
Rehearsals and detailed preparation for group performances.
Performances, assessments, evaluations.
Assignment 3: Backing Dancer – P1, M1, D1, P2, M2, D2, P3, M3, D3, P4, M4, D4, P5, M5, D5 Repertoire assignment, visit by dance professional, learn choreography, preparation of individual brief. Going beyond the expected. Accompaniment workshop. Development of original material.
Assignment 4: Celebration – P1, M1, D1, P2, M2, D2, P3, M3, D3, P4, M4, D4, P5, M5, D5 Learning of repertoire, rehearsals, working in costume, with others. Tutor-led workshops on the repertoire. Detailed preparation of performance pieces. Performance planning.
Performances, assessments and evaluations.

Assessment

Evidence for this unit will be, for the most part, generated through practical workshops, technique classes and performances. This evidence can be demonstrated through tutor observation reports, attendance registers, self-assessment and target-setting worksheets, peer observation reports, aural and video/DVD witness statements, written evaluations or by viva voce. Written communication is not an integral part of the evidence for this unit and, where it is difficult for learners, it is important that alternative methods of assessment are offered, so that learners can still achieve their full potential as performers.

For learning outcome 1, learners will attend class, properly prepared, focused on the work in hand. They must show a willingness to respond to direction and criticism, whether from the tutor or an invited professional.

For learning outcome 2, learners must develop the physical skills that are the requisite of working dancers: many of these are inherent, for example rhythm and coordination, but most can be improved and developed with time and commitment, such as balance, flexibility, strength and control. They must also work on interpretative skills, developing the personal expressive skills so necessary for performance.

For learning outcome 3, learners must master at least two dance styles and their qualities; for learning outcome 4 they must show understanding of how to effect improvement in their own performance as a dancer, through self-analysis and review. This will involve rehearsals, monitoring of strengths and areas for development and an appreciation for objective criticism and appraisal by others.

Dancers who achieve P1 will be committed to the regular round of learning new work, performing and reviewing. For P2, they must respond well to direction and corrections given by their tutor or director. P3 and 4 are about applying physical, interpretative and stylistic qualities in their dance, both in the workshop and in performances. For P5, learners will already be showing improvements in their work brought on through effective appraisal and review and the setting of targets.

Learners who achieve M1 have become focused in the studio; they attend class regularly and may work on their own account to improve their technique. To achieve M2, learners will respond positively when they are corrected or criticised. For M3 and M4, a range of relevant physical, interpretative and stylistic qualities will be in evidence. For M5, dancers will show a clear line of improvements brought about through focused self-evaluation and target setting.

Learners who achieve D1 will be working hard at their dance. They will be entirely focused in class, rehearsals and workshops. They will be excellent self-managers.

For D2, learners will respond intelligently to direction and be achieving high levels of technical proficiency. This will be partially because they take criticism, correction and direction as part of the creative process. For D3 and D4, physical skills and technique will have reached a high standard and the stylistic qualities called for in performance will have been mastered.

Learners who reach D5 will have performed successfully through self-evaluation that has resulted in smart target setting; they will have explored their limitations and capabilities through taking risks, pushing the boundaries, being unafraid of failure.

It is suggested that learners will take part in a minimum of three performances lasting between two and three minutes each including two of the following: solo, duo/trio, group/ensemble.

Much of the work will be generated through that prepared for the learning outcomes of other units taken on the course, such as *Applying Classical Ballet Technique*, *Contemporary Dance* and *Jazz Dance*.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1, P3, M3, D3, P4, M4, D4, P5, M5, D5	Audition Time	You are preparing for an audition. You need to learn a dance, rehearse it and perform it to the audition panel.	Portfolio of evidence consisting of: <ul style="list-style-type: none"> tutor/panel observations dancer's log performances recorded on DVD/video.
P1, M1, D1, P2, M2, D2, P3, M3, D3, P4, M4, D4, P5, M5, D5	Showcase	Your company is putting on a showcase of dance in your centre; working with a small group, learn and perform two set dances.	Portfolio of evidence consisting of: <ul style="list-style-type: none"> tutor observations dancer's log peer observations performances recorded on DVD/video evaluations.
P1, M1, D1, P2, M2, D2, P3, M3, D3, P4, M4, D4, P5, M5, D5	Backing Dancer	You have been hired as a dancer for a live music concert. You must create and perform two short dances to two of the group's tracks.	Portfolio of evidence consisting of: <ul style="list-style-type: none"> tutor observations dancer's log DVD of rehearsals, workshops and performance.
P1, M1, D1, P2, M2, D2, P3, M3, D3, P4, M4, D4, P5, M5, D5	Celebration	Your group is celebrating the end of their course. Prepare a showcase of the dances you have enjoyed this year.	Portfolio of evidence consisting of: <ul style="list-style-type: none"> tutor observations, meetings and minutes dancer's log performances recorded on DVD/video evaluations.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Performing and Production Arts sector suite. This unit has particular links with the following unit titles in the BTEC Performing and Production Arts suite:

Level 1	Level 2	Level 3
Exploring Dance Skills	Performing Dance	Rehearsing for Performers
	The Development of Dance	Performing to an Audience
	Jazz Dance	Dance Performance
	Developing Urban Dance Styles	Choreographing Dance
	Contemporary Dance	Applying Classical Ballet Technique
		Movement in Performance
		Developing Contemporary Dance
		Jazz Dance
		Urban Dance

Essential resources

Centres will need a suitable clean, heated studio space, with barres and preferably fitted with wall mirrors, sprung floor, sound system and space for changing. Access to DVD/video recording/playback facilities for recording learners' work and watching dancers at work is essential. Suitable stage facilities or performing spaces will be required for dance performances.

Employer engagement and vocational contexts

Centres may wish to develop links with local providers of higher education and training so that learners may have access to outside expertise. Many dance training providers run community classes that learners can access, such as the University of Surrey community dance programme. Such providers are often hubs for visiting dance companies that learners can then see in performance.

Indicative reading for learners

Textbooks

Jewers S, Carnaghan C and Webster P – *BTEC National Performing Arts Student Book* (Pearson Education, 2010) ISBN 9781846906787

Jewers S, Carnaghan C and Webster P – *BTEC National Teacher Resource Pack* (Pearson Education, 2010) ISBN 9781846906794

Ashley L – *Essential Guide to Dance, 3rd Edition* (Hodder Arnold, 2008) ISBN 9780340968383

Dufort A – *Ballet Steps: Practice to Performance* (Hodder & Stoughton, 1990) ISBN 9780340595107

Giordino G – *Jazz Dance Class* (Princeton Book Company, 1992) ISBN 9780871271822

Howse J and Hanncock S – *Dance Technique and Injury Prevention, 3rd Edition* (A&C Black, 2000) ISBN 9780713651904

Selmons S – *Lets Lindy: Illustrated Guide to Dancing the Lindy Hop* (Dance Books, 1995) ISBN 9781852730390

Young D – *Rock and Roll Dancing: A Step By Step Guide* (Capri Ballroom and School of Dancing, 1983) ISBN 9780950847009

Journals

Dance Now

Dance Theatre Journal

Dancing Times

Websites

www.dancebooks.co.uk

Dance Books

www.surrey.ac.uk

University of Surrey

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	demonstrating commitment to the development of performance skills improving performance through identifying own strengths and weaknesses setting own targets
Creative thinkers	applying and developing physical and interpretative skills in performance
Reflective learners	responding positively to direction and corrections improving performance through identifying strengths and weaknesses setting smart, challenging targets
Team workers	working on group dances
Self-managers	demonstrating commitment to the development of performance skills demonstrating awareness of stylistic qualities applying physical and interpretative skills in dance performance setting challenging targets
Effective participators	responding positively to direction and correction.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	exploring new styles, techniques and skills for dances exploring stylistic qualities of dance going to new classes with new teachers
Creative thinkers	applying new skills and qualities to dance
Reflective learners	developing new work in response to skill and technique acquisition
Team workers	working as part of a dance company
Self-managers	seeking out new dance challenges and taking risks taking class with different teachers to broaden experience
Effective participators	working with, and learning from, the contributions of other dancers.

● Functional Skills – Level 2

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	sharing movement ideas observing their peers undergoing a viva evaluating own performance
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing evaluations.