

CaPA Qualifications

Unit Code: CAPA229

Unit Title: Ensemble Dance Performance – Internal

Level: 2

TQT/GLH: 100/60

Credit Value: 10

CONTEXT

There is currently a vibrant interest in all forms of dance style in the UK. It is enjoyed in many forms from recreation to physical fitness and as a performance art. The umbrella of 'Dance' is vast, containing many styles and genres, within a wide range of settings from formal theatre, to ritual, to community and social dance.

The ability to perform and understand one specific style of dance as part of a group, not only introduces the learner to a popular form which engages communities but also supports their artistic, physical, intellectual and social skills development.

AIMS/PURPOSE

This unit aims to introduce and develop learners' skills in a selected dance style and improve their ability to reproduce and perform technical movements with a group and develop and perform a style specific sequence.

The purpose of this unit is to enable the development of dance technique and performance and an understanding of a dance style.

SKILLS DEVELOPMENT

Learning in this area will support the development of the following specialist and transferable skills:

Specialist Knowledge and Skills

- Dance technical skills relevant to style
- Skills to effectively perform sequences of movement appropriate to the style
- Observation skills
- Understanding of stylistic and genre specific anomalies
- Awareness of structure and forms of dance style
- Working efficiently with other dancers
- Engaging an audience
- Working safely and effectively within the context
- Creative skills to develop movement material within the style
- Self Evaluation
- Using feedback to inform ongoing development

UNIT CONTENT

Using the learning outcomes as the main point of reference, a scheme of work for this unit will include opportunities for learners to develop the following:

Technical Dance Skills

Appropriate knowledge of basic technique of the style in order to perform short sequences.

Understanding of the performative nature of the dance style.

Ability to perform the technical steps and sequence as required including, for example:

- Warm up and cool down in preparation for technical class
- Logical progression of exercises moving from simple to more complex
- Movement sequences with variation of content
- Fundamental Dance technique skills

Physical and interpretive attributes of the style including:

- Appropriate posture and control
- Strength and stamina appropriate to the chosen style
- Co-ordination
- Spatial awareness
- Learning and reproducing movement reflecting the integrity of the style
- Body awareness and control
- Musicality and rhythmical understanding
- Appropriate Alignment
- Awareness of the space and the other dancers within it
- Awareness of the required quality and expression of the movement

Safe Dance Practice

- Understanding of the clothing and footwear requirements of the style and its implications for the safety of the performer
- Understanding of principles of physical warm up and cool down with reference to the specific dance style

Performance Skills

In addition to the technical dance skills above, in performance the learner will also show an ability to interpret the dance style in performance and will be able reproduce the taught sequence accurately and demonstrate:

- Performance quality and interpretation
- Confidence
- Expression
- Musicality

Communication Skills

- The use of verbal and non-verbal communication skills in the development and rehearsal of devised sequence
- The ability to give and respond to direction
- The capacity to peer review the work of others constructively
- The ability to present

Study Skills

- Time management
- Presentation and communication
- Synthesising information
- ICT Skills
- Contextual awareness
- Creative Thinking

Organisation Skills

Working within a given timeframe

LEARNING OUTCOMES

Through completion of this unit, the learner will be able to:

1. Perform a group dance the chosen dance style
2. Reflect on their performance skills

ASSESSMENT CRITERIA

The learner can:

- 1.1 Work collaboratively to rehearse a dance piece
- 1.2 Perform in the chosen dance genre demonstrating:
 - a. Knowledge and understanding of the technique and vocabulary of the chosen genre
 - b. Co-ordination
 - c. Musicality
 - d. Physical awareness and control
 - e. Spatial awareness
- 2.1 Reflect on the performance and their own contribution and identify strengths and areas for development
- 2.2 Describe what they most enjoyed and found most challenging about the style

GRADING CRITERIA

Unclassified

A learner not on course to achieve this unit might evidence a significant number of the following:

- Little or no ability to rehearse or perform as part of a group or demonstrate technique and vocabulary in the chosen style. Technical demonstration will be unclear, with little or no relationship to the chosen style. The learner will be unable to clearly reproduce the movements given (1.1, 1.2)
- Unable to reflect on the performance and own contribution and identify the strengths and areas for improvement within their short sequence. Unable to identify what they most enjoyed and what they found most challenging about the style (2.1, 2.2)

Pass

To achieve a pass, all learners must:

- Demonstrate the ability to work with others, showing elementary collaborative skills to rehearse and perform showing technique and vocabulary in the chosen style. Show clear technical demonstration reproducing the movements and the two taught sequences and reflecting the chosen style (1.1, 1.2)
- Reflect on own performance and identify the strengths and areas for improvement within their performance. Identify what they most enjoyed and what they found most challenging about the style (2.1, 2.2)

Merit

To achieve a merit, learners should:

- Demonstrate well-developed abilities in working with others to rehearse and perform, showing secure technique in the chosen style accurately with good musicality, co-ordination spatial awareness. They will reproduce the movements given and the two learned sequences clearly reflecting the chosen style (1.1, 1.2)
- Produce a clear and coherent reflection on their performance which identifies the strengths and areas for improvement within their short sequence. Able to identify clearly and coherently what they most enjoyed and what they found most challenging about the style (2.1, 2.2)

Distinction

To achieve a distinction, learners should:

- Demonstrate the ability to work co-operatively and efficiently with others showing leadership qualities to rehearse and perform a dance showing consistent technique in the chosen style accurately with accomplished musicality, co-ordination and spatial awareness and with very few errors. They will reproduce the movements given and the two learned sequences clearly reflecting the style of the chosen style and with highly appropriate stylistic quality (1.1, 1.2)
- Produce a perceptive and constructive reflection on their performance which identifies the strengths and areas for improvement with insight into their own ability and how they might improve. Able to identify clearly and insightfully identify what they most enjoyed and what they found most challenging about the style (2.1, 2.2)

SUMMATIVE ASSESSMENT METHODS

The learner will demonstrate their ability to reproduce the technical style accurately. This should include two previously learned movement sequences which have been choreographed by the tutor which are contrasting in quality and dynamic. This session will be tutor led and undertaken as group.

The learner will reflect on their dance sequence identifying strengths and areas for improvement and what they most enjoyed and found most challenging about working in the dance style.

Learners must produce sufficient evidence of their own contribution to the group rehearsal and performance.

SUGGESTED DELIVERY IDEAS

The delivery will be primarily tutor led in a chosen dance style chosen for example: Ballet, Jazz, Street and Hip Hop styles, Bharatanatyam/Indian Styles, Contemporary. Please note that these are only suggestions and alternative dance styles may be selected.

Much of the learning will take place in a studio or space appropriate for dance class; the learners will work as a group and follow the tutor's delivery. Tutors should recognise that the ability range and learner capacity to engage will vary and they will need to differentiate accordingly.

Learners will work to understand the technical requirements of the dance style through delivered sessions. These will introduce the learner to the requirements of the style and its development. Within these sessions there are opportunities for the learners to work independently or in groups developing themes around the style and manipulate taught movement material.

Development and rehearsal of the devised sequence of style specific material can be undertaken independently and/or in class time. The sequences can be created as a group (with each learner devising his or her own section and teaching it to their colleagues and then linking it into one longer piece for assessment).

Learners may develop the material they choose from the technical class by changing levels, timing, or moving the material through space or other compositional devices. The learners may choose to use music which is selected for them by the tutor, or their own music which is appropriate to the style.

Learners may undertake independent research through the internet and library resources on the background and context of the dance genre as supported by the tutor. They may work in study groups to undertake different areas of research and communicate these to their peers.

SUGGESTED ACTIVITY IDEAS

Learners need to understand the technical components of the chosen style in order for them to be able to successfully complete the other parts of the unit. Therefore, delivery will frequently take the form of a delivered dance class, teaching the relevant technique suitable to the physical capability of the learner.

Learners may also work both independently and in groups with chosen technical movements/ exercise content, from the style to develop their own ideas and manipulate and link the material.

Learners should be able to watch each other's work to evaluate their own and others work in order to progress with their own learning.

Tasks using changes of speed, tempo, direction and levels may be used to stimulate the learners understanding of the development of movement material from the stylised technique.

Learners may undertake research as a group or individually into the background and context of the style, looking into one dance company or individual performer or choreographer in that style and identifying its particular uniqueness.

Learners may observe films of the dance style in performance, rehearsal or class within the class followed by a tutor led discussion on the style.

Learners may spend time watching performance or participation by professional or community groups in the chosen dance style which will help them to observe, discuss and then reproduce the movement style in class and performance.

Learners may create a reflective journal, either independently or in their groups over the period of the course which could contain for example:

- Creative ideas
- Feedback
- Photos and internet information on the style
- Reflection on the technique classes, the learned sequences and the development of the created dance sequence