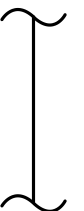
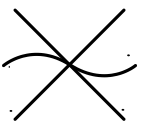
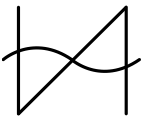
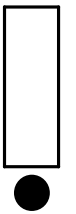
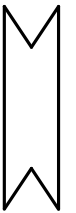
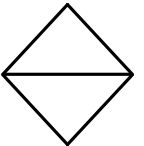
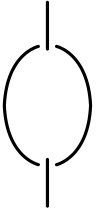
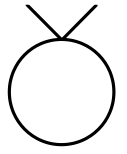


Language of Dance[®] Awards

Specification

Level 1 Award in Language of Dance[®]
Movement Exploration

Level 2 Award in Language of Dance[®] Motif Notation



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Introduction

Created by Dr Ann Hutchinson Guest, movement research expert and world authority on dance notation, Language of Dance® (LOD) is a unique system for exploring, creating and recording dance by using symbols that represent universal movement concepts. Each movement concept can be explored, interpreted and performed within any set of abilities and in any dance style.

In 2009, a short specialist BTEC (Business and Technology Education Council) qualification in Language of Dance® was set up at Brockenhurst College (Hampshire, UK). Having seen the positive impact the BTEC made, the LODC wanted to offer the same opportunity to young people of all abilities across the UK. In order to achieve this vision, in 2015 the course was moved over to the national awarding body NCFE as a customised award, and became the Level 1 Award in Language of Dance® Movement Exploration. The Award is based on learners working at their own level of ability to explore eight movement concepts, learn the corresponding LOD symbols and choreograph short dance sequences. It offers a clear structure, which allows for a type of measurable progression that is not based on physical abilities nor on written work; and can be applied to any dance style or genre.

Learners who wish to take their LOD learning further can progress to the Level 2 Award in Language of Dance® Motif Notation, where they further explore the Level 1 concepts, learn more symbols, how to read simple notation scores and interpret them in movement following the indicated timing.

Why use symbols?



Ann Hutchinson Guest, the developer of Rudolf Laban's system of Kinetography (for which she coined the name "Labanotation"), began to explore using notation symbols in a freer way while teaching children in New York City in the 1950s. The experience inspired her to identify the list of prime movement actions universal to all movement forms. After extensive research, she codified what she felt to be the ABC of movement, which she named the Movement Alphabet®. Here, the main components of movement are represented by basic Motif Notation symbols together with the corresponding movement/dance terminology.

The use of symbols offers both a structured approach and a starting point for creativity. It benefits learners of all ages and abilities by providing the opportunity to develop their creativity through a personal exploration of movement; and it benefits dance practitioners by offering an accessible, clear and sequential framework for teaching and assessing dance. Also, a record of movement concepts covered can be passed on from year to year to build up a profile of the learner's dance experience and knowledge - just as with other topics.










The Movement Alphabet®

The prime actions and concepts of which movement is comprised are as follows:




Presence or Absence of Movement

<i>Initial Statements</i>	{	1.		Any Action	Movement of some kind, a change
		2.		Stillness	Suspension of motion, sustainment of an arrested activity

An action may be concerned with or may focus on

<i>Anatomical Possibilities</i>	{	3.		Flexion	Contracting, folding, closing in, making smaller, narrowing
		4.		Extension	Lengthening, reaching out, enlarging, opening out, elongating, unfolding
		5.		Rotation	Any revolution, rotation of the body-as-a-whole, or of parts of the body
<i>Spatial Aspects</i>	{	6.		Traveling	Any path (straight, circular, meandering or curving) moving from one place to another
		7.		Direction	Movement into different directions such as up, down, to the right, left, forward, backward
<i>Supporting</i>	{	8.		Support	An action ending in a new support, transference of weight
		9.		A Spring	Any aerial step; leaving the ground and returning to it
<i>Center of Gravity</i>	{	10.		Balance	Equilibrium, centre of weight vertically over a moving or static support
		11.		Falling	Not in balance: centre of weight moves beyond point of support; loss of balance results.

Motion, Destination

<i>Movement Intention</i>	{	12.		Motion Toward	Approaching a person, object, direction, or state; a gesture toward oneself
		13.		Motion Away	Leaving, withdrawing from a person, object, direction, or state; a gesture away from oneself
		14.		Destination	Statement of an ending situation, position or state to be reached

RESULTS



Any still shape



Any form of relating

Specification – Brief overview

Level 1 Award in Language of Dance Movement Exploration

Unit 1: Using Symbols to Inspire Movement Ideas

Assessment

Teacher observation

Video evidence - Interim and final assessment

20 contact hours (recommended)

Level 2 Award in Language of Dance Motif Notation

Unit 1: Explore Movement Elements and Timing

Unit 2: Read, Choreograph and Perform from a Score

Assessment

Teacher observation

Video Interim assessment

Log book

Final practical examination

30 contact hours (recommended)

Both awards have been developed by the Language of Dance Centre and are accredited by NCFE, which is recognised as an Awarding Organisation by the qualification regulators for England, Wales and Northern Ireland. The regulators are the Office of Qualifications and Examinations Regulation (Ofqual) in England, the Welsh Government, and the Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland.

The Awards are externally monitored through regular External Quality Assurance visits, to guarantee that they are of a high standard and meet the rigorous requirements of a national awarding organisation. They are customised awards, and they are owned by the Language of Dance Centre due to the specialist content. This means that they cannot be externally assessed, and therefore do not sit on any recognised national framework. Keeping the Awards customised has allowed for the Level 1 Award to have no written assessment requirements, which makes it accessible to all. In addition, the LODC has full control over the initial and continued training of teachers to deliver these specialised Awards, so that we can ensure the material is taught to the standards and level of detail we would expect.

All awards can be benchmarked against but are not equivalent to varying grades for GCSE. For example, the current Level 2 Award would sit similarly to a grade A-C. The LODC is in the process of developing an additional interim level between the two awards, which will be available in 2023.

Level 1 Award in Language of Dance Movement Exploration

20 contact hours (recommended)

Unit 1: Using Symbols to Inspire Movement Ideas

Title: Using Symbols to Inspire Movement Ideas Level 1	
Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to perform warm-up exercises demonstrated by the tutor	1.1 Perform warm-up exercises demonstrated by the tutor
2. Be able to explore movement elements in response to verbal instruction	2.1 Explore movement elements in response to verbal instruction
3. Know eight symbols and interpret them in movement	3.1 Identify 8 symbols and interpret them in movement
4. Be able to create a short phrase of movement using the symbols	4.1 Create a short phrase of movement using the symbols

Internal Assessment Guidance – Unit 01: Using Symbols to Inspire Movement Ideas

Type of evidence	Assessment criteria	Additional information
Assessor observation records	1.1 2.1 3.1 4.1, 4.2, 4.3	There should be an Assessor observation record including the date the Assessor observed the candidate, a record of the assessment criteria observed and brief comments on the candidate's performance.
Filmed evidence	4.1, 4.2, 4.3	The final assessment is to be recorded in a classroom situation. Each candidate should hold up a name card for identification and perform their movement phrase individually. The symbols used also need to be recorded for the filmed evidence before each performance.

Aim and purpose

This unit aims to provide the learner with a basic knowledge of motif notation and demonstrate the role of symbols in movement exploration.

Unit introduction

Learners new to studying motif notation may or may not have had previous dance/movement experience. The unit introduces them to the elements of movement, initially, through demonstration and verbal instruction during the warm-up. Learners will then explore each movement element individually before progressing to the next one. These elements consist of travelling, stillness, shape, flexion, extension, rotation, balance and springing. After each exploration learners will be shown the relevant symbol. Eventually they will respond to the symbols through movement thus demonstrating their understanding of the various elements. Finally the assessor will place the symbols in a certain order, and learners will perform the sequence of movement represented by the symbols.

Learning outcomes

On completion of this unit a learner should:

1. Perform warm-up exercises demonstrated by the teacher
2. Explore movement elements in response to verbal instruction
3. Identify eight symbols and interpret them in movement
4. Create a short phrase of movement based on the sequence of symbols laid out by the assessor.

Unit Content

1. Be able to perform warm-up exercises demonstrated by the tutor/assessor.

The exercises can be in any dance style/genre including whole and isolated parts of the body.

2. Be able to explore movement elements in response to verbal instruction.

Exploration of movement elements: Travelling, Stillness, Shape, Flexion, Extension, Rotation, Balance and Springing

3. Know eight symbols and interpret them in movement.

Identify the symbols: Travelling, Stillness, Shape, Flexion, Extension, Rotation, Balance and Springing

4. Be able to create a short phrase of movement based on a sequence of symbols.

Link elements to create a phrase of movement.

Level 2 Award in Language of Dance Motif Notation

30 contact hours (recommended)

Unit 1: Explore Movement Elements and Timing

Title: Explore Movement Elements and Timing Level 2	
Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to warm-up and explore movement elements in response to verbal instruction	1.1 Perform warm-up exercises demonstrated by the tutor 1.2 Explore movement elements in response to verbal instruction
2 Know a range of symbols and interpret them in movement	2.1 Identify a range of symbols and interpret them in movement
3 Know the timing of movement by reading symbols placed on a staff	3.1 Read a 4 bar study and explain the timing 3.2 Answer questions relating to the symbol and record in a log book

Internal Assessment Guidance – Unit 01:

Type of evidence	Assessment criteria	Additional information
Assessor observation records	1.1, 1.2 2.1 3.1, 3.2	Assessor observation record should include the date the Assessor observed the candidate, a record of the assessment criteria observed and brief comments on the candidate's performance.
Formal testing Log books	2.1 3.1, 3.2	Oral questions on the symbols and how they can be interpreted using different body parts, levels and directions. Learners answer similar questions in their logbooks throughout the course.

Unit 1: Explore Movement Elements and Timing

Aim and purpose

This unit aims to provide the learner with a basic knowledge of motif notation through movement exploration, an introduction to symbols, the staff and timing.

Unit introduction

Learners new to studying motif notation may or may not have had previous dance/movement experience. Progressing from Level 1 the unit introduces them to a wider range of the elements of movement, initially, through demonstration and verbal instruction during the warm-up. Learners will then explore each movement element individually before progressing to the next one. These elements consist of Any Action, Stillness, Shape, Travelling (various forms) Directions for Paths, Flexion, Extension, Rotation (various forms), Balance, Falling, Directions for Gestures, and forms of Springing as well as Floor plans and Parts of the Room. After each exploration learners will be shown the relevant symbol. Eventually they will show their understanding of timing by reading a short score and interpreting the movement. Finally, learners will complete a logbook as further evidence of their understanding.

Learning outcomes

On completion of this unit a learner should:

- 1 Be able to warm-up and explore movement elements in response to verbal instruction
- 2 Know a range of symbols and interpret them in movement
- 3 Know the timing of movement by reading symbols placed on a staff.

Unit Content

1. Be able to perform a warm-up **and** explore movement elements in response to verbal instruction.

Warm-up exercises in any dance style/genre including whole and isolated parts of the body

Exploration of movement elements: Any Action, Stillness, Shape, Travelling (various forms)

Directions for Paths, Flexion, Extension, Rotation (various forms), Balance, Falling, Directions or Gestures, and Springing as well as Floor plans and Parts of the Room.

2. Know a range of symbols and interpret them in movement

Any Action, Stillness, Shape, Travelling (various forms), Directions for Paths, Flexion, Extension, Rotation (various forms), Balance, Falling, Directions for Gestures, and Springing as well as Floor plans and Parts of the Room.

3. Know the timing of movement by reading symbols placed on a staff

Read a short score and identify timing. Answer questions relating to the symbols and record in a logbook.

Unit 2: Read, Choreograph and Perform from a Score

Title: Read, Choreograph and Perform from a Score Level 2	
Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to warm-up and explore movement elements in response to verbal instruction	1.1 Perform warm-up exercises demonstrated by the tutor 1.2 Explore movement elements in response to verbal instruction
2 Be able to identify symbols by reading a score	2.1 Identify symbols by reading a score
3 Know the timing of movement by reading symbols placed on a staff and interpret them using the correct timing	3.1 Read an 8 bar study and explain the timing 3.2 Interpret symbols using the correct timing from reading a score
4 Be able to rehearse a study until it can be performed without a score and perform it using the correct timing	4.1 Rehearse the assessment study until it can be performed without a score 4.2 Perform an 8 bar study using the correct timing

Internal Assessment Guidance – Unit 02: Read, Choreograph and Perform from a Score

Type of evidence	Assessment criteria	Additional information
Assessor observation records	1.1, 1.2 2.1	Assessor observation record should include the date the Assessor observed the candidate, a record of the assessment criteria observed and brief comments on the candidate's performance.
Formal individual assessment	2.1, 3.1, 3.2 4.1, 4.2	The Assessor observes the learners study and compares the movement shown with the symbols and timing on the assessment score.
Video evidence	2.1 3.1, 3.2 4.1, 4.2	The assessment is recorded for internal verification purposes.

Unit 2: Read, Choreograph and Perform a Score

Aim and purpose

This unit aims to provide the learner with a basic knowledge of motif notation through movement exploration, reading, interpreting and performing from a score.

Unit introduction

Progressing from Level 1 the unit introduces learners to a wider range of the elements of movement, initially, through demonstration and verbal instruction during the warm-up. Learners will then explore each movement element individually before progressing to the next one. These elements consist of Any Action, Stillness, Shape, Travelling (various forms) Directions for Paths, Flexion, Extension, Rotation (various forms), Balance, Falling, Directions for Gestures, and Springing as well as Floor plans and Parts of the Room. After being introduced to the staff and timing learners will show their understanding by reading a short score and interpreting the movement. Finally they will be given an 8 bar study to interpret, rehearse and perform for the end of unit assessment.

Learning outcomes

On completion of this unit a learner should:

- 1 Be able to warm-up and explore movement elements in response to verbal instruction
- 2 Be able to identify symbols by reading a score
- 3 Know the timing of movement by reading symbols placed on a staff and interpret them using the correct timing
- 4 Be able to rehearse a study until it can be performed without a score and using the correct timing.

Unit Content

1. Be able to perform a warm-up and explore movement elements in response to verbal instructions.

Warm-up exercises in any dance style/genre including whole and isolated parts of the body

Exploration of movement elements: Any Action, Stillness, Shape, Travelling (various forms), Directions for Paths, Flexion, Extension, Rotation (various forms), Balance, Falling, Directions or Gestures, and Springing as well as Floor plans and Parts of the Room.

2. Be able to identify symbols by reading a score.

Read a short score and identify the symbols.

3. Know the timing of movement by reading symbols placed on a staff interpret them using the correct timing.

Read a short score and identify timing. Answer questions relating to timing by identifying the length of the symbols and their placement on the staff.

4. Be able to rehearse a study until it can be performed without a score and perform it using the correct timing.

Read and interpret an 8 bar study, rehearse it with the set music and perform for the final Assessment.

Planning and assessment

A planned programme outline should be devised to show how the assessor intends to deliver the qualification and as a benchmark to track progress. A timetable should be created to indicate when teaching will take place.

The Language of Dance Centre will provide a scheme of work template to all assessors. It should be noted that all Language of Dance courses follow a similar format i.e. warm up, exploration, introduction of symbols and creative activity using/ based on the symbols.

The Assessor should decide on the assessment methods to be used throughout the delivery of the qualification and document this. These should help the candidates demonstrate their skills, knowledge and understanding to help them provide the necessary evidence. A broad range of assessment methods can also make the qualification process more engaging and enjoyable for the candidate.

Candidate induction

The Assessor should explain to the candidate before the programme commences the content and requirements of the programme so that the candidate is fully aware of their responsibilities. Together they should agree timescales for completion. They can use a candidate action plan and unit feedback document to record the units the candidates will complete and how they will be assessed.

Each candidate should be given an individual assignment sheet to sign during the induction session. This should be collected in and used to record progress and feedback on the candidates progress by the end of the course.

Ongoing feedback

It is essential that the Assessor reviews the candidate's progress and provides them with regular feedback, both verbal and written, which must be documented in the Tutor Observation Sheet (one per candidate). The Assessor should also review any reasonable adjustments and special considerations during the course of the programme. All relevant documentation is made available to qualified

assessors by the Language of Dance Centre.

Assessment

As well as the Assessor observation of candidates in class, some sessions will need to be videoed and kept on record for Internal Review purposes. It is recommended that you video the second lesson as a record of candidates at the start of the course, an interim video and a final practical assessment. For Level 1 the whole class should be recorded and at the end each candidate videoed individually as they perform movements for each symbol. Candidates should hold up a name card for identification before performing their movements.

For Level 2, a more formal assessment will be made. Candidates will have the final 2 weeks to work on their studies. An invigilator will send candidates into the room individually and after stating their names or holding up a card will perform the study, be assessed and the assessment recorded.

Contact details

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