

Qualification Pack



Dance Teacher

QP Code: MES/Q1505

Version: 1.0

NSQF Level: 6

Media & Entertainment Skills Council || Commercial premises No Ja522, 5th Floor, DLF Tower A, Jasola,
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Qualification Pack

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MES/Q1505: Dance Teacher

Brief Job Description

A DanceTeacher instructs learners , teaches and conducts performances. They instruct learners on different types of dance compositions suitable for dance performance. Teach art of body movement of body and limbs to keep step with rhythm to music). Trains and rehearses learners according to required theme and gives personal demonstration to learners in movement of limbs and facial expression to interpret moods, grace, pose, poise etc.

Personal Attributes

A dance teacher should be honest, offer feedback, support, and motivation. A great instructor will be respectful at all times . They to be understanding and flexible.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

- [1. MES/N1204: Develop dance curriculums and prepare lesson plans](#)
- [2. MES/N1205: Teach various dance styles and methodologies from beginner to advanced level](#)
- [3. MES/N1206: Choreograph routines and select music for recitals and concerts](#)
- [4. MES/N1207: Engage, encourage, and motivate learners to reach their goals](#)
- [5. MES/N1523: Evaluate learners' performance and make recommendations for improvement](#)
- [6. MES/N0104: Maintain Workplace Health & Safety](#)

Qualification Pack (QP) Parameters

Sector	Media & Entertainment
Sub-Sector	Generic
Occupation	Music Production
Country	India
NSQF Level	6
Credits	NA



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Aligned to NCO/ISCO/ISIC Code	NCO 2015- 2653.9900 Dance Director
Minimum Educational Qualification & Experience	Graduate (in Performing art / Dance) with 1 Year of experience OR Graduate with 3 Years of experience OR Certificate-NSQF (Choreographer at NSQF Level -5) with 4 Years of experience OR 12th Class with 7 Years of experience
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	23 Years
Last Reviewed On	NA
Next Review Date	29/06/2025
NSQC Approval Date	30/06/2022
Version	1.0
Reference code on NQR	2022/ME/MESC/06035
NQR Version	1.0

Remarks:

Next Review Date 29/06/2025

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MES/N1204: Develop dance curriculums and prepare lesson plans

Description

This unit is about developing a curriculum and lesson plan for teaching dance forms of different styles

Scope

The scope covers the following :

- Explain cultural, historical, and artistic diversity in dance forms
- Explain fundamentals of dance skills and techniques
- Create a positive learning/teaching environment

Elements and Performance Criteria

Explain cultural, historical, and artistic diversity in dance forms

To be competent, the user/individual on the job must be able to:

- PC1.** examine of the origins and development of different dance or genre
- PC2.** review the research of dance historians and study important trends, milestones, and figures in dance history.
- PC3.** explain the vocabulary, principles, and elements of different dance styles

Explain fundamentals of dance skills and techniques

To be competent, the user/individual on the job must be able to:

- PC4.** emphasize the importance of warm-up and barre and floor exercises
- PC5.** demonstrate fundamental dance skills and techniques of various dance styles
- PC6.** demonstrate short movements and movement sequences of various dance styles and create phrases (patterns of dance sequences)

Create a positive learning/teaching environment

To be competent, the user/individual on the job must be able to:

- PC7.** create supportive, encouraging and non-threatening learning environment
- PC8.** provide equal opportunities to learn and develop learners' dance skills
- PC9.** provide clear instructions, explanations and demonstrations in verbal, non-verbal, audiovisual and written forms.
- PC10.** encourage safe dance principles; non-judgmental attitudes; positive body image; punctuality, planning, and preparation.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** target learners and their tastes and preferences
- KU2.** plan lesson objectives, schedule and timelines

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- KU3.** dance as an integral component of every known culture, providing a medium of expression and an extension of work and lifestyle patterns.
- KU4.** importance of physical stamina to endure long periods of standing, dancing, singing or other physically taxing activities.
- KU5.** how to mentally associate certain steps with strong beats or lyrics of the song
- KU6.** different forms of dance classical, western dance etc. (classical dance types Bharatanatyam, Kathak, Kuchchipudi, Odishi etc.)
- KU7.** how to count using numbers and letters to signify different accents and movements (such as steps and lyrics in various kinds of dance like jhak teen tak, tai tha thai, one two three etc.)
- KU8.** how to recognise the importance of the application of safe dance practice.
- KU9.** the style associated with a particular song, particular performer, performance group, choreographer or period.
- KU10.** basic costume and makeup skills and able to do touch up and maintain continuity
- KU11.** set, props, lighting and mood of location
- KU12.** theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.
- KU13.** principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- KU14.** safe dance principles like non-judgmental attitudes, positive body image, punctuality, planning and preparation
- KU15.** the need for self-discipline, commitment and consistency in performance
- KU16.** how to recognise the importance of the application of safe dance practice
- KU17.** arrangements and equipment for a studio set, stage, or location, indoors or outdoors, with regard to set, premises, cameras, lighting, set furniture and props, costumes, and makeup.
- KU18.** how to update of portfolio in line with change in technology vs increase in experience.
- KU19.** importance of maintaining high standards of health and safety at a workplace
- KU20.** safe working practices for own job role
- KU21.** evacuation procedures and other arrangements for handling risks
- KU22.** names and contact numbers of people responsible for health and safety in a workplace

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** take note of directions given by choreographer
- GS2.** do historical , musical and movement research for a new dance work
- GS3.** manage time and space available for stage performance whether in group dance or in solo dance
- GS4.** match the steps with co-workers while performing without re-take while performing in live show
- GS5.** visualize and design a floor pattern for dance composition and having a beginning and ending point
- GS6.** appraise the quality of own work to ensure it is in line with the expected quality



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- GS7.** manage schedules within the agreed budget and minimize overruns
- GS8.** identify any problems with successful execution of the task and resolve them in consultation with the production team
- GS9.** adapt to the different disciplines of TV, film and theatre
- GS10.** read instructions, policies, procedures and norms relating to health and safety
- GS11.** plan and organize people and resources to deal with risks/ hazards that lie within the scope of ones individual authority
- GS12.** apply problem solving approaches in different situations

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Explain cultural, historical, and artistic diversity in dance forms</i>	9	70	-	-
PC1. examine of the origins and development of different dance or genre	3	-	-	-
PC2. review the research of dance historians and study important trends, milestones, and figures in dance history.	3	-	-	-
PC3. explain the vocabulary, principles, and elements of different dance styles	3	-	-	-
<i>Explain fundamentals of dance skills and techniques</i>	9	-	-	-
PC4. emphasize the importance of warm-up and barre and floor exercises	3	-	-	-
PC5. demonstrate fundamental dance skills and techniques of various dance styles	3	-	-	-
PC6. demonstrate short movements and movement sequences of various dance styles and create phrases (patterns of dance sequences)	3	-	-	-
<i>Create a positive learning/teaching environment</i>	12	-	-	-
PC7. create supportive, encouraging and non-threatening learning environment	3	-	-	-
PC8. provide equal opportunities to learn and develop learners' dance skills	3	-	-	-
PC9. provide clear instructions, explanations and demonstrations in verbal, non-verbal, audiovisual and written forms.	3	-	-	-
PC10. encourage safe dance principles; non-judgmental attitudes; positive body image; punctuality, planning, and preparation.	3	-	-	-
NOS Total	30	70	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	MES/N1204
NOS Name	Develop dance curriculums and prepare lesson plans
Sector	Media & Entertainment
Sub-Sector	Film, Television, Advertising, Live Performance
Occupation	Dance
NSQF Level	6
Credits	TBD
Version	1.0
Last Reviewed Date	NA
Next Review Date	29/06/2025
NSQC Clearance Date	30/06/2022

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MES/N1205: Teach various dance styles and methodologies from beginner to advanced level

Description

This unit is about how knowledge of required to achieve the art of teaching dance, tips for teaching choreography, and dance teaching methods.

Scope

The scope covers the following :

- Plan and prepare dance movements
- Conduct dance teaching practices

Elements and Performance Criteria

Plan and prepare dance movements

To be competent, the user/individual on the job must be able to:

- PC1.** identify learner's skills strength ,stamina and aspirations
- PC2.** select a style and decide technique or routine
- PC3.** create effective and imaginative movement choreography
- PC4.** decide on the music and rhythm to perform

Conduct dance teaching practices

To be competent, the user/individual on the job must be able to:

- PC5.** teach learners the elements of composition using the relevant style or genre
- PC6.** use different creative stimuli and models of self expression.
- PC7.** use a developmental approach (creative scaffolding) to build creative skills along with technique development
- PC8.** recognize individual learning styles and offer choices to practice their own style
- PC9.** use technical training as a tool for expressive development and creative growth.
- PC10.** give opportunities and support learner's interest in dance experiences beyond their educational setting

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** target learners and their tastes and preferences
- KU2.** plan lesson objectives, schedule and timelines
- KU3.** dance as an integral component of every known culture, providing a medium of expression and an extension of work and lifestyle patterns.
- KU4.** importance of physical stamina to endure long periods of standing, dancing, singing or other physically taxing activities.

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- KU5.** how to mentally associate certain steps with strong beats or lyrics of the song
- KU6.** different forms of dance classical, western dance etc. (classical dance types Bharatanatyam, Kathak, Kuchchipudi, Odishi etc.)
- KU7.** how to count using numbers and letters to signify different accents and movements (such as steps and lyrics in various kinds of dance like jhak teen tak, tai tha thai, one two three etc.)
- KU8.** how to recognise the importance of the application of safe dance practice.
- KU9.** the style associated with a particular song, particular performer, performance group, choreographer or period.
- KU10.** basic costume and makeup skills and able to do touch up and maintain continuity
- KU11.** set, props, lighting and mood of location
- KU12.** theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.
- KU13.** principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- KU14.** safe dance principles like non-judgmental attitudes, positive body image, punctuality, planning and preparation
- KU15.** the need for self-discipline, commitment and consistency in performance
- KU16.** how to recognise the importance of the application of safe dance practice
- KU17.** arrangements and equipment for a studio set, stage, or location, indoors or outdoors, with regard to set, premises, cameras, lighting, set furniture and props, costumes, and makeup.
- KU18.** how to update of portfolio in line with change in technology vs increase in experience.
- KU19.** importance of maintaining high standards of health and safety at a workplace
- KU20.** safe working practices for own job role
- KU21.** evacuation procedures and other arrangements for handling risks
- KU22.** names and contact numbers of people responsible for health and safety in a workplace

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** take note of directions given by choreographer
- GS2.** do historical , musical and movement research for a new dance work
- GS3.** manage time and space available for stage performance whether in group dance or in solo dance
- GS4.** match the steps with co-workers while performing without re-take while performing in live show
- GS5.** visualize and design a floor pattern for dance composition and having a beginning and ending point
- GS6.** appraise the quality of own work to ensure it is in line with the expected quality
- GS7.** manage schedules within the agreed budget and minimize overruns
- GS8.** identify any problems with successful execution of the task and resolve them in consultation with the production team



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- GS9.** adapt to the different disciplines of TV, film and theatre
- GS10.** read instructions, policies, procedures and norms relating to health and safety
- GS11.** plan and organize people and resources to deal with risks/ hazards that lie within the scope of ones individual authority
- GS12.** apply problem solving approaches in different situations

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan and prepare dance movements</i>	12	70	-	-
PC1. identify learner's skills strength ,stamina and aspirations	3	-	-	-
PC2. select a style and decide technique or routine	3	-	-	-
PC3. create effective and imaginative movement choreography	3	-	-	-
PC4. decide on the music and rhythm to perform	3	-	-	-
<i>Conduct dance teaching practices</i>	18	-	-	-
PC5. teach learners the elements of composition using the relevant style or genre	3	-	-	-
PC6. use different creative stimuli and models of self expression.	3	-	-	-
PC7. use a developmental approach (creative scaffolding) to build creative skills along with technique development	3	-	-	-
PC8. recognize individual learning styles and offer choices to practice their own style	3	-	-	-
PC9. use technical training as a tool for expressive development and creative growth.	3	-	-	-
PC10. give opportunities and support learner's interest in dance experiences beyond their educational setting	3	-	-	-
NOS Total	30	70	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	MES/N1205
NOS Name	Teach various dance styles and methodologies from beginner to advanced level
Sector	Media & Entertainment
Sub-Sector	Film, Television, Advertising, Live Performance
Occupation	Dance
NSQF Level	6
Credits	TBD
Version	1.0
Last Reviewed Date	NA
Next Review Date	29/06/2025
NSQC Clearance Date	30/06/2022

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MES/N1206: Choreograph routines and select music for recitals and concerts

Description

This unit is about following choreography steps and their application while dancing in a group and solo pieces.

Scope

The scope covers the following :

- gathering together the movement material
- developing movements into dance phrases
- creating the final structure of the work.

Elements and Performance Criteria

Gathering the movement material

To be competent, the user/individual on the job must be able to:

- PC1.** identify dance as an art form and relate dance to historical and cultural contexts
- PC2.** accumulate foundation movements depending on the selected traditional style
- PC3.** create variations within a traditional pattern of movements

Develop movements into dance phrases

To be competent, the user/individual on the job must be able to:

- PC4.** recognize logical connections and flow between the movements
- PC5.** link movements by a recognizable pattern of accents or rhythms
- PC6.** identify the body's capabilities and limitations
- PC7.** structure the compositional processes of various dance forms.(e.g,avoid awkward transitions)
- PC8.** identify the elements of dance composition and perform the steps of dance in group as well as in solo dance form

Creating the final structure of the choreography

To be competent, the user/individual on the job must be able to:

- PC9.** manage the duration of the movement
- PC10.** use/exhibit different energy levels to reveal different emotional states
- PC11.** demonstrate the ability to relate to other dancers and objects
- PC12.** judge how fast or slow the movements must be to match tempo and beat of the song/music/audio
- PC13.** initiate movements and establish who is leading and following while dancing in a group and able to change partner
- PC14.** present polished dance works using technical skills and artistic expression

Knowledge and Understanding (KU)



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The individual on the job needs to know and understand:

- KU1.** target learners and their tastes and preferences
- KU2.** plan lesson objectives, schedule and timelines
- KU3.** dance as an integral component of every known culture, providing a medium of expression and an extension of work and lifestyle patterns.
- KU4.** identify dance from artistic, aesthetic and cultural perspectives through movement, written and oral form
- KU5.** importance of physical stamina to endure long periods of standing, dancing, singing or other physically taxing activities.
- KU6.** how to mentally associate certain steps with strong beats or lyrics of the song
- KU7.** different forms of dance classical, western dance etc. (classical dance types Bharatanatyam, Kathak, Kuchchipudi, Odishi etc.)
- KU8.** how to count using numbers and letters to signify different accents and movements (such as steps and lyrics in various kinds of dance like jhak teen tak, tai tha thai, one two three etc.)
- KU9.** how to recognise the importance of the application of safe dance practice.
- KU10.** the style associated with a particular song, particular performer, performance group, choreographer or period.
- KU11.** basic costume and makeup skills and able to do touch up and maintain continuity
- KU12.** set, props, lighting and mood of location
- KU13.** theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.
- KU14.** principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- KU15.** safe dance principles like non-judgmental attitudes, positive body image, punctuality, planning and preparation
- KU16.** the need for self-discipline, commitment and consistency in performance
- KU17.** how to recognise the importance of the application of safe dance practice
- KU18.** arrangements and equipment for a studio set, stage, or location, indoors or outdoors, with regard to set, premises, cameras, lighting, set furniture and props, costumes, and makeup.
- KU19.** how to update of portfolio in line with change in technology vs increase in experience.
- KU20.** importance of maintaining high standards of health and safety at a workplace
- KU21.** Safe working practices for own job role
- KU22.** Evacuation procedures and other arrangements for handling risks
- KU23.** Names and contact numbers of people responsible for health and safety in a workplace

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** take note of directions given by choreographer
- GS2.** do historical , musical and movement research for a new dance work



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- GS3.** manage time and space available for stage performance whether in group dance or in solo dance
- GS4.** match the steps with co-workers while performing without re-take while performing in live show
- GS5.** visualize and design a floor pattern for dance composition and having a beginning and ending point
- GS6.** appraise the quality of own work to ensure it is in line with the expected quality
- GS7.** manage schedules within the agreed budget and minimize overruns
- GS8.** identify any problems with successful execution of the task and resolve them in consultation with the production team
- GS9.** adapt to the different disciplines of TV, film and theatre
- GS10.** read instructions, policies, procedures and norms relating to health and safety
- GS11.** plan and organize people and resources to deal with risks/ hazards that lie within the scope of ones individual authority
- GS12.** apply problem solving approaches in different situations

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Gathering the movement material</i>	8	60	-	-
PC1. identify dance as an art form and relate dance to historical and cultural contexts	2	-	-	-
PC2. accumulate foundation movements depending on the selected traditional style	3	-	-	-
PC3. create variations within a traditional pattern of movements	3	-	-	-
<i>Develop movements into dance phrases</i>	15	-	-	-
PC4. recognize logical connections and flow between the movements	3	-	-	-
PC5. link movements by a recognizable pattern of accents or rhythms	3	-	-	-
PC6. identify the body's capabilities and limitations	3	-	-	-
PC7. structure the compositional processes of various dance forms.(e.g,avoid awkward transitions)	3	-	-	-
PC8. identify the elements of dance composition and perform the steps of dance in group as well as in solo dance form	3	-	-	-
<i>Creating the final structure of the choreography</i>	17	-	-	-
PC9. manage the duration of the movement	3	-	-	-
PC10. use/exhibit different energy levels to reveal different emotional states	2	-	-	-
PC11. demonstrate the ability to relate to other dancers and objects	3	-	-	-
PC12. judge how fast or slow the movements must be to match tempo and beat of the song/music/audio	3	-	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. initiate movements and establish who is leading and following while dancing in a group and able to change partner	3	-	-	-
PC14. present polished dance works using technical skills and artistic expression	3	-	-	-
NOS Total	40	60	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	MES/N1206
NOS Name	Choreograph routines and select music for recitals and concerts
Sector	Media & Entertainment
Sub-Sector	Film, Television, Advertising, Live Performance
Occupation	Dance
NSQF Level	6
Credits	TBD
Version	1.0
Last Reviewed Date	NA
Next Review Date	29/06/2025
NSQC Clearance Date	30/06/2022

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MES/N1207: Engage, encourage, and motivate learners to reach their goals

Description

This unit is about encouraging learners to complete their training and to develop interests both within and outside dance.

Scope

The scope covers the following :

- Be a positive role model
- Encourage self-expression and creativity
- Provide vocational support for training and careers

Elements and Performance Criteria

Be a positive role model

To be competent, the user/individual on the job must be able to:

- PC1.** set clear goals and expectations
- PC2.** use language/ words that show respect for learners and colleagues.
- PC3.** teach safe dance principles; non-judgmental attitudes; positive body image; punctuality, planning and preparation
- PC4.** create a safe, friendly and positive atmosphere.

Encourage self-expression and creativity

To be competent, the user/individual on the job must be able to:

- PC5.** help learners develop independence, problem-solving and decision-making skills.
- PC6.** encourage exposure to other teachers or artists (workshops, summer schools and special events) to stimulate creativity through new ways of thinking about dance.
- PC7.** encourage self-assessment of learners' own expressive and creative development.
- PC8.** include regular times for students to use imagination, expressive skills and creativity.
- PC9.** encourage use, review and criticism of dance-related material

Provide vocational support for training and careers

To be competent, the user/individual on the job must be able to:

- PC10.** encourage attending performances and read dance-related material.
- PC11.** support learners to audition for events or performances or take part in activities/workshops
- PC12.** provide learners with work, career and transition planning tools

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** target learners and their tastes and preferences

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- KU2.** plan lesson objectives, schedule and timelines
- KU3.** dance as an integral component of every known culture, providing a medium of expression and an extension of work and lifestyle patterns.
- KU4.** identify dance from artistic, aesthetic and cultural perspectives through movement, written and oral form
- KU5.** importance of physical stamina to endure long periods of standing, dancing, singing or other physically taxing activities.
- KU6.** how to mentally associate certain steps with strong beats or lyrics of the song
- KU7.** different forms of dance classical, western dance etc. (classical dance types Bharatanatyam, Kathak, Kuchchipudi, Odishi etc.)
- KU8.** how to count using numbers and letters to signify different accents and movements (such as steps and lyrics in various kinds of dance like jhak teen tak, tai tha thai, one two three etc.)
- KU9.** how to recognise the importance of the application of safe dance practice.
- KU10.** the style associated with a particular song, particular performer, performance group, choreographer or period.
- KU11.** basic costume and makeup skills and able to do touch up and maintain continuity
- KU12.** set, props, lighting and mood of location
- KU13.** theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.
- KU14.** principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- KU15.** safe dance principles like non-judgmental attitudes, positive body image, punctuality, planning and preparation
- KU16.** the need for self-discipline, commitment and consistency in performance
- KU17.** how to recognise the importance of the application of safe dance practice
- KU18.** arrangements and equipment for a studio set, stage, or location, indoors or outdoors, with regard to set, premises, cameras, lighting, set furniture and props, costumes, and makeup.
- KU19.** how to update of portfolio in line with change in technology vs increase in experience.
- KU20.** importance of maintaining high standards of health and safety at a workplace
- KU21.** safe working practices for own job role
- KU22.** evacuation procedures and other arrangements for handling risks
- KU23.** names and contact numbers of people responsible for health and safety in a workplace

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** take note of directions given by choreographer
- GS2.** do historical , musical and movement research for a new dance work
- GS3.** manage time and space available for stage performance whether in group dance or in solo dance
- GS4.** match the steps with co-workers while performing without re-take while performing in live show



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- GS5.** visualize and design a floor pattern for dance composition and having a beginning and ending point
- GS6.** appraise the quality of own work to ensure it is in line with the expected quality
- GS7.** manage schedules within the agreed budget and minimize overruns
- GS8.** identify any problems with successful execution of the task and resolve them in consultation with the production team
- GS9.** adapt to the different disciplines of TV, film and theatre
- GS10.** read instructions, policies, procedures and norms relating to health and safety
- GS11.** plan and organize people and resources to deal with risks/ hazards that lie within the scope of ones individual authority
- GS12.** apply problem solving approaches in different situations

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Be a positive role model</i>	11	70	-	-
PC1. set clear goals and expectations	3	-	-	-
PC2. use language/ words that show respect for learners and colleagues.	3	-	-	-
PC3. teach safe dance principles; non-judgmental attitudes; positive body image; punctuality, planning and preparation	3	-	-	-
PC4. create a safe, friendly and positive atmosphere.	2	-	-	-
<i>Encourage self-expression and creativity</i>	12	-	-	-
PC5. help learners develop independence, problem-solving and decision-making skills.	3	-	-	-
PC6. encourage exposure to other teachers or artists (workshops, summer schools and special events) to stimulate creativity through new ways of thinking about dance.	2	-	-	-
PC7. encourage self-assessment of learners' own expressive and creative development.	2	-	-	-
PC8. include regular times for students to use imagination, expressive skills and creativity.	3	-	-	-
PC9. encourage use, review and criticism of dance-related material	2	-	-	-
<i>Provide vocational support for training and careers</i>	7	-	-	-
PC10. encourage attending performances and read dance-related material.	2	-	-	-
PC11. support learners to audition for events or performances or take part in activities/workshops	3	-	-	-
PC12. provide learners with work, career and transition planning tools	2	-	-	-
NOS Total	30	70	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	MES/N1207
NOS Name	Engage, encourage, and motivate learners to reach their goals
Sector	Media & Entertainment
Sub-Sector	Film, Television, Advertising, Live Performance
Occupation	Dance
NSQF Level	6
Credits	TBD
Version	1.0
Last Reviewed Date	NA
Next Review Date	29/06/2025
NSQF Clearance Date	30/06/2022



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MES/N1523: Evaluate learners' performance and make recommendations for improvement

Description

This OS unit covers the skills to develop models and assessment tools that music teachers can use and adapt in their classrooms

Scope

The scope covers the following :

- Plan and carry out an assessment
- Develop rubrics for assessment
- Analyze assessments and provide suggestions to learners

Elements and Performance Criteria

Plan and carry out an assessment

To be competent, the user/individual on the job must be able to:

- PC1.** identify the type of assessment to be carried out (diagnostic, summative, formative etc.)
- PC2.** align assessment methods, items, and tasks to match learning objectives
- PC3.** list and use measurement tools most appropriate as per the assessment type.(such as checklist or rating scales etc.)

Develop rubrics for assessment

To be competent, the user/individual on the job must be able to:

- PC4.** identify the learning objective to be tested.
- PC5.** define the task or activity and break the task into component parts.
- PC6.** clearly define the standard for each level of proficiency
- PC7.** provide criteria for interpreting the final score

Analyze assessments and provide suggestions to learners

To be competent, the user/individual on the job must be able to:

- PC8.** make use of technology to collect and analyse evidence of assessment
- PC9.** encourage learners to self assess their expressive and creative development.
- PC10.** give learners regular verbal or written feedback that includes praise and identifies areas for improvement

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** how to prepare for lessons
- KU2.** expected timelines and budget constraints to aid realistic goal achievement
- KU3.** about musical instruments or musical styles to teach



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- KU4.** importance of personal and cultural musical history and experience
- KU5.** Create an Inclusive Classroom and engage students of all learning styles, backgrounds, and ability levels
- KU6.** basic and advance concepts of music theory and harmonic principles
- KU7.** selecting pieces with different styles, for example, a fanfare or overture to open the concert and perhaps a medley of tunes to close.
- KU8.** the characteristics of a broad range of music genres and styles.
- KU9.** the possibilities and limitations of music ensemble formats (bands, orchestra, choir, etc.)
- KU10.** the operational and technical limitations of the medium and format for which music is composed.
- KU11.** the application of music technology to create music adapts, demos and original compositions.
- KU12.** technical knowledge required to perform both alone and with other musicians
- KU13.** how to use digital communication technologies (email, cloud computing, etc.) to present work and solicit feedback.
- KU14.** develop models and assessment tools that can be used and adapted in the classrooms for teaching and assessments
- KU15.** use of auditions or sight-reading of music as a form of diagnostic assessment
- KU16.** define the levels of proficiency of the learners by developing rubrics of performance criteria

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read music and hear notes
- GS2.** comprehend music theory concepts
- GS3.** prepare concept notes and style guides to aid music composition from information gathered through research.
- GS4.** provide clear written guidelines to learners while assigning music composition tasks.
- GS5.** involve learners in deciding on a concert theme and in choosing some of the music, if appropriate
- GS6.** conceptualize music using wider music options
- GS7.** read and comprehend music briefs, scripts, storyboards etc.
- GS8.** research and gather relevant information related to genre, language, cultural and regional significance to aid music instructions
- GS9.** stay abreast with the trends and developments in the global music industry through regular reading.
- GS10.** discuss, clarify and teach learners to play music by ear and improvise
- GS11.** present/solicit feedback on learners' performance and identify the modifications required.
- GS12.** explain the creative concept to the learner to prepare music adapts and demos.
- GS13.** plan the teaching schedule to meet the agreed music deliverables.
- GS14.** vary the difficulty of the music selected for learners to master not more than two or three challenging pieces at a time



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- GS15.** organize the learning objectives and timelines according to the lesson plan.
- GS16.** conduct review sessions to ensure timely progress of learners' skills on vocal singing and various music instruments
- GS17.** analyse the impact of creative choices on the overall music concept.
- GS18.** assess the budgetary implications of realising creative choices while composing music.
- GS19.** address and resolve any fundamental challenges in finalising the creative concept and music compositions through consultation with the relevant stakeholders.
- GS20.** choose music and get learners started on practicing using established criteria and make improvements where required.
- GS21.** provide constructive feedback to learners while reviewing music adapts and compositions.
- GS22.** make appropriate choices of compositional techniques to meet the creative concept requirements.
- GS23.** teach innovative and unconventional approaches to compose music that appeal to the current and emerging preferences of the target audience.
- GS24.** review the work of self and learners at every stage to ensure that they fully meet the performance criteria laid out in the lesson plan

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan and carry out an assessment</i>	15	50	-	-
PC1. identify the type of assessment to be carried out (diagnostic, summative, formative etc.)	5	-	-	-
PC2. align assessment methods, items, and tasks to match learning objectives	5	-	-	-
PC3. list and use measurement tools most appropriate as per the assessment type.(such as checklist or rating scales etc.)	5	-	-	-
<i>Develop rubrics for assessment</i>	20	-	-	-
PC4. identify the learning objective to be tested.	5	-	-	-
PC5. define the task or activity and break the task into component parts.	5	-	-	-
PC6. clearly define the standard for each level of proficiency	5	-	-	-
PC7. provide criteria for interpreting the final score	5	-	-	-
<i>Analyze assessments and provide suggestions to learners</i>	15	-	-	-
PC8. make use of technology to collect and analyse evidence of assessment	5	-	-	-
PC9. encourage learners to self assess their expressive and creative development.	5	-	-	-
PC10. give learners regular verbal or written feedback that includes praise and identifies areas for improvement	5	-	-	-
NOS Total	50	50	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	MES/N1523
NOS Name	Evaluate learners' performance and make recommendations for improvement
Sector	Media & Entertainment
Sub-Sector	Film, Television, Music, Radio, Animation, Gaming, Advertising
Occupation	Music Production
NSQF Level	6
Credits	TBD
Version	1.0
Last Reviewed Date	NA
Next Review Date	30/06/2027
NSQC Clearance Date	30/06/2022



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MES/N0104: Maintain Workplace Health & Safety

Description

This OS unit is about contributing towards maintaining a healthy, safe and secure working environment

Elements and Performance Criteria

Understanding the health, safety and security risks prevalent in the workplace

To be competent, the user/individual on the job must be able to:

- PC1.** understand and comply with the organizations current health, safety and security policies and procedures
- PC2.** understand the safe working practices pertaining to own occupation
- PC3.** understand the government norms and policies relating to health and safety including emergency procedures for illness, accidents, fires or others which may involve evacuation of the premises
- PC4.** participate in organization health and safety knowledge sessions and drills

Knowing the people responsible for health and safety and the resources available

To be competent, the user/individual on the job must be able to:

- PC5.** identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency
- PC6.** identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms

Identifying and reporting risks

To be competent, the user/individual on the job must be able to:

- PC7.** identify aspects of your workplace that could cause potential risk to own and others health and safety
- PC8.** ensure own personal health and safety, and that of others in the workplace through precautionary measures
- PC9.** identify and recommend opportunities for improving health, safety, and security to the designated person
- PC10.** report any hazards outside the individuals authority to the relevant person in line with organizational procedures and warn other people who may be affected

Complying with procedures in the event of an emergency

To be competent, the user/individual on the job must be able to:

- PC11.** follow organizations emergency procedures for accidents, fires or any other natural calamity in case of a hazard
- PC12.** identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individuals authority

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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- KU1.** Organizations norms and policies relating to health and safety
- KU2.** Government norms and policies regarding health and safety and related emergency procedures
- KU3.** Limits of authority while dealing with risks/ hazards
- KU4.** The importance of maintaining high standards of health and safety at a workplace
- KU5.** The different types of health and safety hazards in a workplace
- KU6.** Safe working practices for own job role
- KU7.** Evacuation procedures and other arrangements for handling risks
- KU8.** Names and contact numbers of people responsible for health and safety in a workplace
- KU9.** How to summon medical assistance and the emergency services, where necessary
- KU10.** Vendors or manufacturers instructions for maintaining health and safety while using equipment, systems and/or machines

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** how to write and provide feedback regarding health and safety to the concerned people
- GS2.** how to write and highlight potential risks or report a hazard to the concerned people
- GS3.** read instructions, policies, procedures and norms relating to health and safety
- GS4.** highlight potential risks and report hazards to the designated people
- GS5.** listen and communicate information with all anyone concerned or affected
- GS6.** make decisions on a suitable course of action or plan
- GS7.** plan and organize people and resources to deal with risks/ hazards that lie within the scope of ones individual authority
- GS8.** apply problem solving approaches in different situations
- GS9.** understand hazards that fall within the scope of individual authority and report all hazards that may supersede ones authority
- GS10.** apply balanced judgments in different situations
- GS11.** How to write and provide feedback regarding health and safety to the concerned people
- GS12.** How to write and highlight potential risks or report a hazard to the concerned people
- GS13.** Read instructions, policies, procedures and norms relating to health and safety
- GS14.** Highlight potential risks and report hazards to the designated people
- GS15.** Listen and communicate information with all anyone concerned or affected
- GS16.** Make decisions on a suitable course of action or plan
- GS17.** Plan and organize people and resources to deal with risks/ hazards that lie within the scope of ones individual authority
- GS18.** Apply problem solving approaches in different situations
- GS19.** build and maintain positive and effective relationships with colleges and customers
- GS20.** analyze data and activities
- GS21.** Understand hazards that fall within the scope of individual authority and report all hazards that may supersede ones authority



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GS22. Apply balanced judgments in different situations

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Understanding the health, safety and security risks prevalent in the workplace</i>	15	15	-	-
PC1. understand and comply with the organizations current health, safety and security policies and procedures	5	5	-	-
PC2. understand the safe working practices pertaining to own occupation	5	5	-	-
PC3. understand the government norms and policies relating to health and safety including emergency procedures for illness, accidents, fires or others which may involve evacuation of the premises	3	2	-	-
PC4. participate in organization health and safety knowledge sessions and drills	2	3	-	-
<i>Knowing the people responsible for health and safety and the resources available</i>	10	10	-	-
PC5. identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency	5	5	-	-
PC6. identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms	5	5	-	-
<i>Identifying and reporting risks</i>	18	17	-	-
PC7. identify aspects of your workplace that could cause potential risk to own and others health and safety	5	5	-	-
PC8. ensure own personal health and safety, and that of others in the workplace through precautionary measures	5	5	-	-
PC9. identify and recommend opportunities for improving health, safety, and security to the designated person	3	2	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. report any hazards outside the individuals authority to the relevant person in line with organizational procedures and warn other people who may be affected	5	5	-	-
<i>Complying with procedures in the event of an emergency</i>	7	8	-	-
PC11. follow organizations emergency procedures for accidents, fires or any other natural calamity in case of a hazard	5	5	-	-
PC12. identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individuals authority	2	3	-	-
NOS Total	50	50	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	MES/N0104
NOS Name	Maintain Workplace Health & Safety
Sector	Media & Entertainment
Sub-Sector	Film, Television, Animation, Gaming, Radio, Advertising
Occupation	Ad sales/Account Management/Scheduling/Traffic
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	30/12/2021
Next Review Date	27/01/2027
NSQC Clearance Date	27/01/2022

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion.
6. To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.



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Minimum Aggregate Passing % at QP Level : 70

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MES/N1204.Develop dance curriculums and prepare lesson plans	30	70	0	0	100	20
MES/N1205.Teach various dance styles and methodologies from beginner to advanced level	30	70	0	0	100	20
MES/N1206.Choreograph routines and select music for recitals and concerts	40	60	0	0	100	20
MES/N1207.Engage, encourage, and motivate learners to reach their goals	30	70	0	0	100	15
MES/N1523.Evaluate learners' performance and make recommendations for improvement	50	50	0	0	100	15
MES/N0104.Maintain Workplace Health & Safety	50	50	-	-	100	10
Total	230	370	-	-	600	100



Qualification Pack

Acronyms

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training

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Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

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Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.