

Qualification Pack



Dancer

QP Code: MES/Q1201

Version: 3.0

NSQF Level: 3

Media & Entertainment Skills Council || Commercial premises No Ja522, 5th Floor, DLF Tower A, Jasola,
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110025



Qualification Pack

Contents

MES/Q1201: Dancer	3
<i>Brief Job Description</i>	3
Applicable National Occupational Standards (NOS)	3
<i>Compulsory NOS</i>	3
<i>Qualification Pack (QP) Parameters</i>	3
MES/N0104: Maintain Workplace Health & Safety	5
MES/N0107: Develop and maintain portfolio	11
MES/N1201: Recognize dance as an artform	16
MES/N1202: Follow choreography elements	21
MES/N1203: Perform dance	26
DGT/VSQ/N0101: Employability Skills (30 Hours)	33
Assessment Guidelines and Weightage	38
<i>Assessment Guidelines</i>	38
<i>Assessment Weightage</i>	39
Acronyms	40
Glossary	41

MES/Q1201: Dancer

Brief Job Description

A Dancer is an artistic performer who uses moves rhythmically according to music, using prescribed or improvised steps and gestures to tell stories and convey emotions. Professional dancers will perform in group as well as solo and play an essential role in many music videos, live performance, capturing the audiences imagination and enhancing their audio-visual experience.

Personal Attributes

An individual in this job needs to be health conscious, aware of basic rhythmic patterns to create dance form. He/she must be physically fit and must be able to follow the steps suggested.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [MES/N0104: Maintain workplace health and safety](#)
2. [MES/N0107: Develop and maintain portfolio](#)
3. [MES/N1201: Recognize dance as an artform](#)
4. [MES/N1202: Follow choreography elements](#)
5. [MES/N1203: Perform dance](#)
6. [DGT/VSQ/N0101: Employability Skills \(30 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Media & Entertainment
Sub-Sector	Film, Television, Advertising, Live Performance
Occupation	Dance
Country	India
NSQF Level	3
Credits	15

Qualification Pack

Aligned to NCO/ISCO/ISIC Code	NCO-2015/2653.03
Minimum Educational Qualification & Experience	8th Class with 2 Years of experience Relevant Experience OR 10th Class with 3 Years of experience Relevant Experience OR 12th Class with 1 Year of experience Relevant Experience
Minimum Level of Education for Training in School	8th Class
Pre-Requisite License or Training	NA
Minimum Job Entry Age	14 Years
Last Reviewed On	NA
Next Review Date	24/02/2027
NSQC Approval Date	24/02/2022
Version	3.0
Reference code on NQR	2022/ME/MESC/06895
NQR Version	3.0

Remarks:

Next Review Date 28/01/2027

Qualification Pack

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:

Qualification Pack

- 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



GS22. Apply balanced judgments in different situations

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	-	-

Qualification Pack

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	-	-

Qualification Pack

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	24/02/2027
NSQC Clearance Date	24/02/2022

Qualification Pack

MES/N0107: Develop and maintain portfolio

Description

This unit is about exploring the opportunity to work in media & entertainment industry as artistic professional.

Elements and Performance Criteria

Create portfolio

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

- PC1.** prepare portfolio, recording, show reel, etc.,
- PC2.** choose best headshots and performance shots to showcase
- PC3.** create unique portfolio which speaks to a range of audiences
- PC4.** apply social media network like youtube / linkedin for promotional purposes

Approach industry to avail opportunities

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

- PC5.** promote themselves through networking
- PC6.** approach associations for becoming a member
- PC7.** approach clients (producers /casting directors / dance director etc.) in a professional manner
- PC8.** be on time and in suggested dress for audition / presentation
- PC9.** be ready to cold-read as per project requirement(s) in line with the expertise
- PC10.** be ready for presentation /screen test, voice test etc., wherever required during audition/interviewing
- PC11.** negotiate for remuneration of contract / work order aligned with the assignments
- PC12.** recognize common components of an assignment contract including term and duration of project
- PC13.** collaborate with others to determine technical details of production

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** brand value of the business /production houses
- KU2.** relevant designing / distribution policy of India
- KU3.** relevant guidelines defined by Government like broadcasting guideline of Ministry of Information and Broadcasting
- KU4.** legal framework pertaining to design, film, television etc.
- KU5.** how to familiarize with the content of the assignments (design /script etc.)
- KU6.** industry personnel and terminology, interview, audition and screen test processes and the role of agents, contracts, payments, insurance.
- KU7.** how to negotiate a professional contract for his services, including an understanding of payments, taxation, convergence rate and other legal matters

Qualification Pack

- KU8.** about the risk involved in getting work orders in case of freelancing
- KU9.** how to update of portfolio in line with change in technology vs increase in experience.
- KU10.** relevant industry association / forum whom individual will approach while in professional trouble
- KU11.** role of marketing and distribution in ensuring the chances of commercial success, including the role of individuals involvement
- KU12.** principles and methods for showing, promoting, and selling products or services, including, marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.
- KU13.** arrangements and equipment for a design / shoot, whether lab or studio set or location, indoors or outdoors, with regard to set, premises, cameras, lighting, set furniture and props, costumes and makeup.
- KU14.** business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources
- KU15.** media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain via written, oral, and visual media.
- KU16.** principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.
- KU17.** responsibility of each person on the production floor as they affect the individual performance.
- KU18.** process of dubbing and voice-over work etc. wherever applicable
- KU19.** performance in a local language when required

Generic Skills (GS)

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

- GS1.** read and study the assignments and remember lines and actions of the task performed / character portrayed
- GS2.** be patient while designing / costuming, makeup and other preparatory work suited the profile for the test
- GS3.** take suggestions from the client to effectively perform the task / portray the character.
- GS4.** respect and consult with other associates on the production floor to ensure each is helping to create their best performances according to the clients vision
- GS5.** developing constructive and cooperative working relationships with others, and maintaining them
- GS6.** understand the creative vision of the clients (Director/ Script writer and Producer) as appropriate
- GS7.** improvise speech and activity when necessary during performance
- GS8.** ability to communicate information and ideas in speaking so others will understand
- GS9.** ability to communicate information and ideas in speaking so others will understand
- GS10.** ability to listen to and understand information and ideas presented through spoken words and sentences



Qualification Pack

- GS11.** decide on whether to opt for work order or not
- GS12.** plan, prepare and practice performance in accordance to the role being assigned for
- GS13.** work on the areas of improvement identified/highlighted in line with the contract / assignments
- GS14.** assess if the role meets his/her capabilities and skill-sets
- GS15.** critically appraise quality of own performance to identify issues
- GS16.** check that your own work meets customer/project requirements

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Create portfolio</i>	8	24	-	-
PC1. prepare portfolio, recording, show reel, etc.,	2	6	-	-
PC2. choose best headshots and performance shots to showcase	2	6	-	-
PC3. create unique portfolio which speaks to a range of audiences	2	6	-	-
PC4. apply social media network like youtube / linkedin for promotional purposes	2	6	-	-
<i>Approach industry to avail opportunities</i>	18	50	-	-
PC5. promote themselves through networking	2	6	-	-
PC6. approach associations for becoming a member	2	6	-	-
PC7. approach clients (producers /casting directors / dance director etc.) in a professional manner	2	6	-	-
PC8. be on time and in suggested dress for audition / presentation	2	6	-	-
PC9. be ready to cold-read as per project requirement(s) in line with the expertise	2	6	-	-
PC10. be ready for presentation /screen test, voice test etc., wherever required during audition/interviewing	2	6	-	-
PC11. negotiate for remuneration of contract / work order aligned with the assignments	2	4	-	-
PC12. recognize common components of an assignment contract including term and duration of project	2	6	-	-
PC13. collaborate with others to determine technical details of production	2	4	-	-
NOS Total	26	74	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MES/N0107
NOS Name	Develop and maintain portfolio
Sector	Media & Entertainment
Sub-Sector	Film, Television, Radio, Advertising
Occupation	Acting
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	30/12/2021
Next Review Date	24/02/2027
NSQ Clearance Date	24/02/2022

Qualification Pack

MES/N1201: Recognize dance as an artform

Description

This unit is about different elements of dance, steps and valuing dance as an artform through the study of the performance, composition and appreciation of dance.

Elements and Performance Criteria

Follow elements of dance composition

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

- PC1.** link rhythm (beats) and dance in constant time and space
- PC2.** dance in time and perform in different rhythmic expressions
- PC3.** identify the bodys capabilities and limitations
- PC4.** perform dance with confidence, commitment, focus, consistency, and with due consideration of safe dance practices.
- PC5.** identify the elements of dance composition and perform the steps of dance in group as well as in solo dance form
- PC6.** sync steps with other dancers
- PC7.** dance in free style
- PC8.** perform as per the indicated theme (traditional pattern, hip-hop, contemporary)
- PC9.** structure the compositional processes of various dance forms.
- PC10.** train, exercise, and attend dance classes to maintain high levels of technical proficiency, physical ability, and physical fitness.

Recognize the diversity of dance as an artform

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

- PC11.** express dance as an artform wherein the body is the instrument for non-verbal communication and expression.
- PC12.** identify dance from artistic, aesthetic and cultural perspectives through movement, written and oral form
- PC13.** study and practice dance moves required in roles.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** dance as an integral component of every known culture, providing a medium of expression and an extension of work and lifestyle patterns.
- KU2.** how dance provides a way of knowing about oneself, other people and the world.
- KU3.** elements of dance relating to dance compositions.
- KU4.** different forms of dance classical, western dance etc. (classical dance types Bharatanatyam, Kathak, Kuchchipudi, Odishi etc.)
- KU5.** steps and lyrics in various kinds of dance like jhak teen tak, tai tha thai, one two three etc.

Qualification Pack

KU6. how to recognise the importance of the application of safe dance practice.

KU7. the need for self-discipline, commitment and consistency in performance.

Generic Skills (GS)

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

- GS1.** write rhythm beats / steps in sequence
- GS2.** take note of directions given by choreographer
- GS3.** read steps indicated by choreographer, musicians
- GS4.** study cultural background to perform in artistic form
- GS5.** discuss regional / cultural evidences of an artform
- GS6.** make discriminating judgments about dance
- 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.** appraise the quality of the raw footage shot to ensure it is in line with the initial concept and program requirements
- GS10.** manage time and space available for stage performance whether in group dance or in solo dance
- GS11.** use a variety of thinking skills to analyze and evaluate different dance forms.
- GS12.** do historical , musical and movement research for a new dance work before beginning to work with the dancers.
- GS13.** have a keen eye for detail and maintain an aesthetic sense towards the final output
- GS14.** check that your own work meets program requirements

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Follow elements of dance composition</i>	26	54	-	-
PC1. link rhythm (beats) and dance in constant time and space	2	3	-	-
PC2. dance in time and perform in different rhythmic expressions	2	3	-	-
PC3. identify the bodys capabilities and limitations	3	7	-	-
PC4. perform dance with confidence, commitment, focus, consistency, and with due consideration of safe dance practices.	3	7	-	-
PC5. identify the elements of dance composition and perform the steps of dance in group as well as in solo dance form	2	3	-	-
PC6. sync steps with other dancers	2	3	-	-
PC7. dance in free style	3	7	-	-
PC8. perform as per the indicated theme (traditional pattern, hip-hop, contemporary)	3	7	-	-
PC9. structure the compositional processes of various dance forms.	3	7	-	-
PC10. train, exercise, and attend dance classes to maintain high levels of technical proficiency, physical ability, and physical fitness.	3	7	-	-
<i>Recognize the diversity of dance as an artform</i>	7	13	-	-
PC11. express dance as an artform wherein the body is the instrument for non-verbal communication and expression.	3	7	-	-
PC12. identify dance from artistic, aesthetic and cultural perspectives through movement, written and oral form	2	3	-	-
PC13. study and practice dance moves required in roles.	2	3	-	-



Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
NOS Total	33	67	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MES/N1201
NOS Name	Recognize dance as an artform
Sector	Media & Entertainment
Sub-Sector	Film, Television, Advertising, Live Performance
Occupation	Dance
NSQF Level	3
Credits	TBD
Version	1.0
Last Reviewed Date	24/02/2022
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

Qualification Pack

MES/N1202: Follow choreography elements

Description

This unit is about following choreography steps and its application while dancing in group and solo piece.

Elements and Performance Criteria

Follow aspects of choreography

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.** present polished dance works using technical skills and artistic expression
- PC3.** apply reflective practices in order to identify processes for further development
- PC4.** analyse and document dance-making processes
- PC5.** assess the effectiveness of a range of dance works of others
- PC6.** use terminologies relevant to dance performance and choreography
- PC7.** identify and appropriately react to potential hazards in a dance environment, and appropriately apply safe dance principles and practices
- PC8.** identify and apply the structure of dance works
- 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.** demonstrate an understanding about movements
- PC13.** analyse available space; low floor moves, medium standing moves and high leaping and lifting moves
- PC14.** form/make patterns of circles, squares, triangles, etc. with groups of people, or by moving at space(through the air or across the floor)
- PC15.** judge how fast or slow the movements must be to match tempo and beat of the song/music/audio
- PC16.** articulate when movements are meant to be slow, fast, in a wave or hit
- PC17.** initiate movements and establish who is leading and following while dancing in a group and able to change partner
- PC18.** show variations of how large or small are the movements in the space
- PC19.** take sight cues from other dancers to start the next phase or use shared awareness of sensed time to end a dance
- PC20.** exhibit variations in energy which are easy to identify

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the history of Gharanas from which dance was originated and its importance in specific cultural aspects.

Qualification Pack

- KU2.** elements of dance conserved by the organisations
- KU3.** the outer realm of expression and communication.
- KU4.** choices about energy including variations in movement flow and use of force, tension, and weight.
- KU5.** that the elements of dance are part of the foundational concepts that dancers must practice.
- KU6.** any human movement/action can be included in the act of dancing dance steps, facial movements, lifts, carries etc.
- KU7.** energy level to be displayed

Generic Skills (GS)

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

- GS1.** write count for each steps of dance
- GS2.** visualize and design a floor pattern for dance composition and having a beginning and ending point
- GS3.** enter into another character and engage with an audience
- GS4.** apply dramatic techniques and memorise lines
- GS5.** communicate with other dancers through a guided movement
- GS6.** use a variety of thinking skills to analyze and evaluate different dance forms.
- 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.** have a keen eye for detail and maintain an aesthetic sense towards the final output
- GS10.** appraise the quality of the raw footage shot to ensure it is in line with the initial concept and project requirements
- GS11.** check that own work meets project requirements

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Follow aspects of choreography</i>	40	60	-	-
PC1. identify dance as an art form and relate dance to historical and cultural contexts	2	3	-	-
PC2. present polished dance works using technical skills and artistic expression	2	3	-	-
PC3. apply reflective practices in order to identify processes for further development	2	3	-	-
PC4. analyse and document dance-making processes	2	3	-	-
PC5. assess the effectiveness of a range of dance works of others	2	3	-	-
PC6. use terminologies relevant to dance performance and choreography	2	3	-	-
PC7. identify and appropriately react to potential hazards in a dance environment, and appropriately apply safe dance principles and practices	2	3	-	-
PC8. identify and apply the structure of dance works	2	3	-	-
PC9. manage the duration of the movement	2	3	-	-
PC10. use/exhibit different energy levels to reveal different emotional states	2	3	-	-
PC11. demonstrate the ability to relate to other dancers and objects	2	3	-	-
PC12. demonstrate an understanding about movements	2	3	-	-
PC13. analyse available space; low floor moves, medium standing moves and high leaping and lifting moves	2	3	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC14. form/make patterns of circles, squares, triangles, etc. with groups of people, or by moving at space(through the air or across the floor)	2	3	-	-
PC15. judge how fast or slow the movements must be to match tempo and beat of the song/music/audio	2	3	-	-
PC16. articulate when movements are meant to be slow, fast, in a wave or hit	2	3	-	-
PC17. initiate movements and establish who is leading and following while dancing in a group and able to change partner	2	3	-	-
PC18. show variations of how large or small are the movements in the space	2	3	-	-
PC19. take sight cues from other dancers to start the next phase or use shared awareness of sensed time to end a dance	2	3	-	-
PC20. exhibit variations in energy which are easy to identify	2	3	-	-
NOS Total	40	60	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MES/N1202
NOS Name	Follow choreography elements
Sector	Media & Entertainment
Sub-Sector	Film, Television, Advertising, Live Performance
Occupation	Dance
NSQF Level	3
Credits	TBD
Version	1.0
Last Reviewed Date	24/02/2022
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

Qualification Pack

MES/N1203: Perform dance

Description

This unit is about how knowledge of body, understanding of music and lyrics, and skills of choreography are followed in performing dance.

Elements and Performance Criteria

Align dance as per lyrics, music and Song

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

- PC1.** perform dance in different dance forms
- PC2.** change appearance as per dance requirement
- PC3.** demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination.
- PC4.** harmonize body movements to rhythm of musical accompaniment.
- PC5.** perform classical, modern, or acrobatic dances in productions, expressing stories, rhythm, and sound with their bodies.
- PC6.** collaborate with choreographers to refine or modify dance steps.
- PC7.** coordinate dancing with that of partners or dance ensembles
- PC8.** attend costume fittings, photography sessions, and makeup calls associated with dance performances.
- PC9.** develop self-understanding of physical capabilities and limitations, and choose dance styles accordingly.
- PC10.** deal with flexibility of body, mental, emotional status and how to deal with stress, long rehearsals.
- PC11.** differentiate between rhythm, tempo, melody and timing.
- PC12.** realize different time signatures (or meters), and how that will affect the dance.
- PC13.** demonstrate the characters in the song, concept, dance style.

Perform dance as per choreography steps

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

- PC14.** follow movements of the choreographer
- PC15.** express attitude, body language, style, performance capability, timing, etc.
- PC16.** display the mood and tempo of the song throughout and in multiple takes
- PC17.** follow the movement, phrases, transitions and sequences designed by the choreographer.
- PC18.** follow the emotions, the choreographer is trying to express.
- PC19.** analyze the concept of scene, shots, takes and continuity.
- PC20.** dance according to the beat and maintain it consistently throughout the dance or takes.
- PC21.** follow the style composed by the choreographers for a particular song
- PC22.** follow the positions and placements to create formations.
- PC23.** perform in coordination with the patterns, change the patterns speed, reverse the pattern, communicating and notating movements of other dancers with patterns.

Qualification Pack

- PC24.** align the context-the situation, the scene, the conditions, and background within which he/she is performing.
- PC25.** perform by maintaining uniformity and in sync with co-dancers
- PC26.** dance under different climatic conditions, locations or as per the requirements of the choreographed sequence, as long as it doesn't physically harm the dancer
- PC27.** accept spot improvisation and adapt it accordingly.
- PC28.** adopt the theme of the performance and choose the costume accordingly.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** target audience and their tastes and preferences
- KU2.** program schedule and timelines
- KU3.** how to respect the art, the studio space, their teachers, their fellow dancers and the creative process
- KU4.** importance of physical stamina to endure long periods of standing, dancing, singing or other physically taxing activities.
- KU5.** The Dancer needs to know and understand:
- KU6.** performing arts and cinematic storytelling
- KU7.** the basic principles of film-making, stage or television performance production
- KU8.** different dance forms and techniques
- KU9.** the style associated with a particular song, particular performer, performance group, choreographer or period.
- KU10.** how to mentally associate certain steps with strong beats or lyrics of the song.
- KU11.** how to count using numbers and letters to signify different accents and movements
- KU12.** basic costume and makeup skills and able to do touch up and maintain continuity
- KU13.** set, props, lighting and mood of location
- KU14.** applicable health and safety guidelines
- KU15.** theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.
- KU16.** principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- KU17.** media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

Generic Skills (GS)

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

- GS1.** write steps suggested by choreographers and dance moves/steps.
- GS2.** read the lyrics or song concept
- GS3.** research the profile and preferences of the target audience

Qualification Pack

- GS4.** research creative and innovative ways to represent the contest through dance
- GS5.** study new and emerging types of dance
- GS6.** be able to communicate with co performers and lead performers.
- GS7.** support and cheer the lead dancers, lead actors, lead performers.
- GS8.** plan to organize stage show as and when required
- GS9.** match the steps with co-workers while performing without re-take while performing in live show
- GS10.** be ready to listen to critics
- GS11.** appraise the quality of own work to ensure it is in line with the expected quality
- GS12.** decide to perform in group or solo
- GS13.** have a keen eye for detail and maintain an aesthetic sense towards colour, shapes and forms of the final output
- GS14.** adapt to the different disciplines of TV, film and theatre

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Align dance as per lyrics, music and Song</i>	13	33	-	-
PC1. perform dance in different dance forms	1	3	-	-
PC2. change appearance as per dance requirement	1	3	-	-
PC3. demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination.	1	3	-	-
PC4. harmonize body movements to rhythm of musical accompaniment.	1	3	-	-
PC5. perform classical, modern, or acrobatic dances in productions, expressing stories, rhythm, and sound with their bodies.	1	3	-	-
PC6. collaborate with choreographers to refine or modify dance steps.	1	3	-	-
PC7. coordinate dancing with that of partners or dance ensembles	1	3	-	-
PC8. attend costume fittings, photography sessions, and makeup calls associated with dance performances.	1	2	-	-
PC9. develop self-understanding of physical capabilities and limitations, and choose dance styles accordingly.	1	2	-	-
PC10. deal with flexibility of body, mental, emotional status and how to deal with stress, long rehearsals.	1	2	-	-
PC11. differentiate between rhythm, tempo, melody and timing.	1	2	-	-
PC12. realize different time signatures (or meters), and how that will affect the dance.	1	2	-	-
PC13. demonstrate the characters in the song, concept, dance style.	1	2	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Perform dance as per choreography steps</i>	15	39	-	-
PC14. follow movements of the choreographer	1	2	-	-
PC15. express attitude, body language, style, performance capability, timing, etc.	1	2	-	-
PC16. display the mood and tempo of the song throughout and in multiple takes	1	2	-	-
PC17. follow the movement, phrases, transitions and sequences designed by the choreographer.	1	2	-	-
PC18. follow the emotions, the choreographer is trying to express.	1	2	-	-
PC19. analyze the concept of scene, shots, takes and continuity.	1	2	-	-
PC20. dance according to the beat and maintain it consistently throughout the dance or takes.	1	3	-	-
PC21. follow the style composed by the choreographers for a particular song	1	3	-	-
PC22. follow the positions and placements to create formations.	1	3	-	-
PC23. perform in coordination with the patterns, change the patterns speed, reverse the pattern, communicating and notating movements of other dancers with patterns.	1	3	-	-
PC24. align the context-the situation, the scene, the conditions, and background within which he/she is performing.	1	3	-	-
PC25. perform by maintaining uniformity and in sync with co-dancers	1	3	-	-
PC26. dance under different climatic conditions, locations or as per the requirements of the choreographed sequence, as long as it doesn't physically harm the dancer	1	3	-	-
PC27. accept spot improvisation and adapt it accordingly.	1	3	-	-



Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC28. adopt the theme of the performance and choose the costume accordingly.	1	3	-	-
NOS Total	28	72	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MES/N1203
NOS Name	Perform dance
Sector	Media & Entertainment
Sub-Sector	Film, Television, Advertising, Live Performance
Occupation	Dance
NSQF Level	3
Credits	TBD
Version	1.0
Last Reviewed Date	24/02/2022
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

Qualification Pack

DGT/VSQ/N0101: Employability Skills (30 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

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

PC1. understand the significance of employability skills in meeting the job requirements

Constitutional values - Citizenship

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

PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices

Becoming a Professional in the 21st Century

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

PC3. explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.

Basic English Skills

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

PC4. speak with others using some basic English phrases or sentences

Communication Skills

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

PC5. follow good manners while communicating with others

PC6. work with others in a team

Qualification Pack

Diversity & Inclusion

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

PC7. communicate and behave appropriately with all genders and PwD

PC8. report any issues related to sexual harassment

Financial and Legal Literacy

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

PC9. use various financial products and services safely and securely

PC10. calculate income, expenses, savings etc.

PC11. approach the concerned authorities for any exploitation as per legal rights and laws

Essential Digital Skills

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

PC12. operate digital devices and use its features and applications securely and safely

PC13. use internet and social media platforms securely and safely

Entrepreneurship

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

PC14. identify and assess opportunities for potential business

PC15. identify sources for arranging money and associated financial and legal challenges

Customer Service

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

PC16. identify different types of customers

PC17. identify customer needs and address them appropriately

PC18. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

PC19. create a basic biodata

PC20. search for suitable jobs and apply

PC21. identify and register apprenticeship opportunities as per requirement

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

KU4. Twenty first (21st) century skills and their importance

KU5. how to use basic spoken English language

KU6. Do and dont of effective communication

KU7. inclusivity and its importance

KU8. different types of disabilities and appropriate communication and behaviour towards PwD

KU9. different types of financial products and services

Qualification Pack

- KU10.** how to compute income and expenses
- KU11.** importance of maintaining safety and security in financial transactions
- KU12.** different legal rights and laws
- KU13.** how to operate digital devices and applications safely and securely
- KU14.** ways to identify business opportunities
- KU15.** types of customers and their needs
- KU16.** how to apply for a job and prepare for an interview
- KU17.** apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

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

- GS1.** communicate effectively using appropriate language
- GS2.** behave politely and appropriately with all
- GS3.** perform basic calculations
- GS4.** solve problems effectively
- GS5.** be careful and attentive at work
- GS6.** use time effectively
- GS7.** maintain hygiene and sanitisation to avoid infection

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
<i>Constitutional values - Citizenship</i>	1	1	-	-
PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	1	3	-	-
PC3. explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
PC4. speak with others using some basic English phrases or sentences	-	-	-	-
<i>Communication Skills</i>	1	1	-	-
PC5. follow good manners while communicating with others	-	-	-	-
PC6. work with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	1	-	-
PC7. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC8. report any issues related to sexual harassment	-	-	-	-
<i>Financial and Legal Literacy</i>	3	4	-	-
PC9. use various financial products and services safely and securely	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. calculate income, expenses, savings etc.	-	-	-	-
PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
<i>Essential Digital Skills</i>	4	6	-	-
PC12. operate digital devices and use its features and applications securely and safely	-	-	-	-
PC13. use internet and social media platforms securely and safely	-	-	-	-
<i>Entrepreneurship</i>	3	5	-	-
PC14. identify and assess opportunities for potential business	-	-	-	-
PC15. identify sources for arranging money and associated financial and legal challenges	-	-	-	-
<i>Customer Service</i>	2	2	-	-
PC16. identify different types of customers	-	-	-	-
PC17. identify customer needs and address them appropriately	-	-	-	-
PC18. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	1	3	-	-
PC19. create a basic biodata	-	-	-	-
PC20. search for suitable jobs and apply	-	-	-	-
PC21. identify and register apprenticeship opportunities as per requirement	-	-	-	-
NOS Total	20	30	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0101
NOS Name	Employability Skills (30 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	2
Credits	1
Version	1.0
Last Reviewed Date	NA
Next Review Date	30/09/2024
NSQC Clearance Date	30/09/2021

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Element/ 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 Element/ 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 these criteria.
6. To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Qualification Pack

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/N0104.Maintain workplace health and safety	46	54	-	-	100	10
MES/N0107.Develop and maintain portfolio	26	74	-	-	100	20
MES/N1201.Recognize dance as an artform	33	67	-	-	100	15
MES/N1202.Follow choreography elements	40	60	-	-	100	20
MES/N1203.Perform dance	28	72	-	-	100	25
DGT/VSQ/N0101.Employability Skills (30 Hours)	20	30	-	-	50	10
Total	193	357	-	-	550	100



Acronyms

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

Qualification Pack

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.
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.

Qualification Pack

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.
VISUAL STYLE	Visual style comprises the look or appearance of the production including the lighting, colours, shadows, sets, costumes, locations and the way they will be captured on screen.
CREATIVE BRIEF	Creative brief is a document that captures the key questions that serve as a guide for the production including the vision, objective of the project, target audience, timelines, budgets, milestones, stakeholders etc.
SHOOT SCHEDULE	Shoot schedule is a listing of the sequences/shots that need to be captured on each shoot day
MULTI CAMERA	Multi-camera is a method of shooting where multiple cameras are used to simultaneously capture different views/images
BUDGET	Budget is an estimate of the total cost of production that may include a break-up of cost components
TIMELINES	Timelines is a listing of dates by which the production milestones/stages need to be completed
CONTINUITY	Continuity represents the seamless transition from one shot to another
SCRIPT	Script is a structured narrative of a story

Qualification Pack

SCREENPLAY	Screenplay is the script coupled with key characteristics of the scene and directions for acting
POST-PRODUCTION	Post-production is the final finishing phase of the production, where the raw footage is edited, special effects are added, music and sound are integrated, colour correction is done etc.
COLOUR GRADING	Colour grading is the process of enhancing and correcting the colours of the final production
DIGITAL INTERMEDIATE	Digital intermediate is the process where a film is digitised and the colour and image characteristics are modified
RECCE	Recce is a detailed visual and technical assessment of the attributes and suitability of a particular location for the shoot, usually through a personal visit
GRIPS	Grips is the department that specialises in mounting the camera on to tripods, dollies, cranes and other platforms for shoots
JIB	Jib is a device used for the movement of camera and operates like a see-saw, with the camera at one end and the camera controls at the other
LENSES	Lenses are used to capture images and are attached on to the body of the camera
FILTERS	Filters are used to alter the properties of light entering the camera lens. They are also used to create a number of special effects
DOLLY	Dolly is a platform with wheels on which the camera can be mounted and moved around during the shoots
MAGAZINES	Magazines are compartments within a camera that are used to hold the film tape
CLAPPER BOARDS	Clapper board is a slate that has information pertaining to each shot, used as a guide to mark shots and aid matching image with sounds
FOCUS LENGTH	Focus length is the angle of view from the lens
FRAMING	Framing is how the artists, objects, sets, locations etc. are positioned within the camera view for a single shot
MASTER SHOT	Also known as a cover shot, this shot is a long sequence that establishes an overview and aids assembly of smaller, closer shots with details