Live Performer - Folk Art (Dancer / Singer)

Options: Optonal 1 - Folk Dancer/ Singer

QP Code: MES/Q0514

Version: 1.0

NSQF Level: 3

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

Contents

Qualification Pack

MES/Q0514: Live Performer - Folk Art (Dancer / Singer)

Brief Job Description

A live-performer Folk Art (Dancer / Singer) performs traditional singing or dancing based in local folk lore to entertain audiences. They can work in a variety of industries and genres, often performing to different kinds of music. They typically perform solo or as part of a group usually held at small gatherings or social functions with little or no professional training, often to traditional music.

Personal Attributes

The Folk Performers need to adapt and apply their skills and talent to a variety of roles, genres, techniques and styles.Those working within performing arts need to possess self-discipline and stamina and networking skills. They should be able to market and showcase their talent. They need to have an analytical mind, to be able to scrutinise and interpret a role and script, while dancers need to be able to break down and analyse choreography, and musicians need to be able to dissect and interpret a piece of music

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. MES/N2853: Analyse the job requirement and Indian culture

2. MES/N2854: Awareness of Indian Culture and Folk Art

3. MES/N0107: Develop and maintain portfolio

4. MES/N0104: Maintain Workplace Health & Safety

Options*(Not mandatory):*

Option 1: Optonal 1 - Folk Dancer

This unit talks about Recognise folk Dance as an artform Perform Dance and follow choreography element

1. MES/N2855: Recognise Folk Dance as an Art form

2. MES/N2856: Perform Dance and Follow Choreography Element

Option 2: Singer

This unit is about Analyse regional singing Live Performance Skill as Singer

1. MES/N2857: Analyse regional singing

2. MES/N2858: Live Performance Skills as Singer

Qualification Pack (QP) Parameters

Sector	Media & Entertainment
Sub-Sector	Live Performance
Occupation	Art and Design
Country	India
NSQF Level	3
Credits	16
Aligned to NCO/ISCO/ISIC Code	NCO 2015- 2652.0300 (singer)/ NCO 2015-2653.0300(dancer)
Minimum Educational Qualification & Experience	10th Class with 6 Months of experience OR 8th Class with 2 Years of experience
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	30/06/2027
NSQC Approval Date	30/06/2022
Version	1.0
Reference code on NQR	2022/ME/MESC/06031
NQR Version	1.0

Remarks:

Nature of qualification is to teach AR/VR developing process, use of application in designing various module (animation, modelling, texturing and gaming) and purpose is to provide job and entrepreneurship/freelance opportunity as AR-VR Developer in M&E Industry. This qualification is for the training purpose for degree courses (university / colleges) as well as for Short Term Course

MES/N2853: Analyse the job requirement and Indian culture

Description

This OS unit covers ways to prepare for a live performance and requirements for organising and conducting a live performance and comprehension of Indian culture

Scope

The scope covers the following :

- Analyse requirements for live performance
- Influence of Culture on Folk Art

Elements and Performance Criteria

Analyse requirements for live performance

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

PC1. study the fundamentals of live performance

PC2. analyse materials and techniques to perform live

PC3. explain the process of planning and presenting live programs

PC4. identify ways to secure sponsorship for live performance

Influence of Culture on Folk Art

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

PC5. analyse influence of various traditions and practices of Indian culture on folk arts

PC6. discuss contributions of local and regional perfromers

PC7. discuss Indian mythology and its influence on folk art

PC8. discuss evolution of Indian culture over various periods in history

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. importance of being punctual for the events

KU2. concept or theme driving the narrative of the complete performance

KU3. the basic specifications of the perfromance brief (shooting locations, time availability, size of crew)

KU4. selecting the talent that fits well with event concept and objective

KU5. needs of artists and crew during stand by, rehearsals and takes

KU6. the importance of promptly issuing paperwork and passing on information regarding artistes and contributors release times

KU7. the importance of monitoring the whereabouts of performers, contributors and crew when they are not on set

KU8. factors likely to cause delay to performance activities

KU9. how to relay cues to artists and contributors

KU10. requirements in terms of logistic arrangements (venues, sound equipment, dressing rooms, stage decoration and management, backup equipment and set list, transportations,date-time and schedules etc)

KU11. estimate of potential expenses (such as Venue hire, Performers' fees, Equipment rental, Staff wages, Insurance, Catering, marketing/ promotion)

KU12. importance of sourcing the right equipment

KU13. importance of right tools and technology for the event

KU14. required permits from the district or city authorities in order to lawfully operate

KU15. importance of create a comfortable environment.

KU16. how to develop a marketing plan taking into account event concept, audience, and the musical talen

KU17. create promotional contents for the event

KU18. contingencies and risks involved in the case of cancellation

KU19. follow-up activities post-event or cancellation

KU20. safety guidelines for the live performance industry

Generic Skills (GS)

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

GS1. maintain records of artists call times, presence on sets, lunch and wrap times

GS2. interpret the parts of the performance brief provided (eg: details on background action, details on locations and transport needed etc)

GS3. understand the vision and instructions of event/concert managers

GS4. communicate effectively and sensitively with artists of differing temperaments

GS5. how to prepare a work schedule/ sequence of activities and inform relevant personnel regarding any delays or issues

GS6. communicate finalised action plans for all teams/crew members

GS7. identify issues that may arise during rehearsals /perfromance and explore options to resolve them proactively

GS8. manage decision on suitable course of action

GS9. interpret managerial decisions and communicate them to the artists and performers

GS10. communicate and assist properly about project requirements there by facilitating team development

GS11. help the team balance their creative desires with the requirements of the production

GS12. meet all the technical and creative project requirements

GS13. manage any health and safety issues during rehearsals / performance

GS14. report safety and health hazards to appropriate persons responsible

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Analyse requirements for live performance	**20**	**60**	**-**	**-**
PC1. study the fundamentals of live performance	5	-	-	-
PC2. analyse materials and techniques to perform live	5	-	-	-
PC3. explain the process of planning and presenting live programs	5	-	-	-
PC4. identify ways to secure sponsorship for live performance	5	-	-	-
Influence of Culture on Folk Art	**20**	**-**	**-**	**-**
PC5. analyse influence of various traditions and practices of Indian culture on folk arts	5	-	-	-
PC6. discuss contributions of local and regional perfromers	5	-	-	-
PC7. discuss Indian mythology and its influence on folk art	5	-	-	-
PC8. discuss evolution of Indian culture over various periods in history	5	-	-	-
NOS Total	**40**	**60**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MES/N2853
NOS Name	Analyse the job requirement and Indian culture
Sector	Media & Entertainment
Sub-Sector	Film, Television, Radio, Advertising, Media and Entertainment
Occupation	Production
NSQF Level	3
Credits	TBD
Version	1.0
Last Reviewed Date	NA
Next Review Date	30/06/2027
NSQC Clearance Date	30/06/2022

Qualification Pack

MES/N2854: Awareness of Indian Culture and Folk Art

Description

This OS unit covers knowledge to familiarize learners with various aspects of the culture and heritage of India and to develop among learners a feeling of love and a sense of belonging towards the nation

Scope

The scope covers the following :

- Concept and meaning of Culture and Folk art
- Interpret Characteristics of Indian Culture and Folk Art
- Analyse Influence of Local Cultural on Folk Art

Elements and Performance Criteria

Concept and meaning of Culture and Folk Art

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

PC1. explain fundamentals and categories of folk traditions of performance art

PC2. explain the difference between classical and Folk forms of performance art

PC3. discuss salient features of Indian culture which make it distinct

Interpret Characteristics of Indian Culture and Folk Art

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

PC4. discuss evolution of folk from of performance art through different periods

PC5. acquaint learners with the languages and literature of Folk art

PC6. describe the regional influences on folk art forms in India

PC7. explain and analyze the musical instruments used in folk forms of performance arts

Analyse Influence of Cultural on Folk Art

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

PC8. discuss developments in Indian philosophical thought and their influence on performance art forms

PC9. discusses religious reform movements in modern India and their impact on performance art

PC10. examine the exchange of cultural influences between India and other parts of the world

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the concept and meaning of Culture

KU2. brief history and concept of Performing Arts

KU3. a wide range of different performance skills

KU4. underlying unity among different religions' in India and unity in other diversities

KU5. salient Features of Indian Culture - Spirituality, Universality, Unity in Diversity, Scientific Outlook, Theory of Karma, Love for Nature, Reverence for Women, Value-Based Society

KU6. role of religion and philosophy in India over different periods of time

KU7. Drama: Classical and Folk, Rise of Modern Theatre, Various types of Drama, Important Dramas and their Authors.

KU8. Dances of India: Various Dance forms, well-known Dancers of Modern India.

KU9. Modern Indian Music and Folk Music.

KU10. Divisions of Indian classical music : Hindustani and Carnatic.

KU11. art in Ancient India: Creative painting in the Harappan civilization, Buddhist paintings and rock-cut caves, chitrashalas and shilpashastras.

KU12. art in the Modern Period: Influence of Rabindra Nath Tagore and Abinandranath Tagore, Nandalal Bose, M.F. Hussain and others.

KU13. Folk Painting- Mithila Painting, Kalamkari Painting, Warli Painting, Kalighat Painting.

KU14. performing ats and its impact on human personality.

KU15. major religious traditions that emerged and flourished in India over the ages

KU16. the composite nature of Indian culture.

KU17. cultural influences between India and other parts of the world

Generic Skills (GS)

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

GS1. maintain records of artists call times, presence on sets, lunch and wrap times

GS2. interpret the parts of the performance brief provided (eg: details on background action, details on locations and transport needed etc)

GS3. understand the vision and instructions of event/concert managers

GS4. communicate effectively and sensitively with artists of differing temperaments

GS5. how to prepare a work schedule/ sequence of activities and inform relevant personnel regarding any delays or issues

GS6. communicate finalised action plans for all teams/crew members

GS7. identify issues that may arise during rehearsals /perfromance and explore options to resolve them proactively

GS8. manage decision on suitable course of action

GS9. interpret managerial decisions and communicate them to the artists and performers

GS10. communicate and assist properly about project requirements there by facilitating team development

GS11. help the team balance their creative desires with the requirements of the production

GS12. meet all the technical and creative project requirements

GS13. manage any health and safety issues during rehearsals / performance

GS14. report safety and health hazards to appropriate persons responsible

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Concept and meaning of Culture and Folk Art	**18**	**40**	-	-
PC1. explain fundamentals and categories of folk traditions of performance art	6	-	-	-
PC2. explain the difference between classical and Folk forms of performance art	6	-	-	-
PC3. discuss salient features of Indian culture which make it distinct	6	-	-	-
Interpret Characteristics of Indian Culture and Folk Art	**24**	-	-	-
PC4. discuss evolution of folk from of performance art through different periods	6	-	-	-
PC5. acquaint learners with the languages and literature of Folk art	6	-	-	-
PC6. describe the regional influences on folk art forms in India	6	-	-	-
PC7. explain and analyze the musical instruments used in folk forms of performance arts	6	-	-	-
Analyse Influence of Cultural on Folk Art	**18**	-	-	-
PC8. discuss developments in Indian philosophical thought and their influence on performance art forms	6	-	-	-
PC9. discusses religious reform movements in modern India and their impact on performance art	6	-	-	-
PC10. examine the exchange of cultural influences between India and other parts of the world	6	-	-	-
NOS Total	**60**	**40**	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MES/N2854
NOS Name	Awareness of Indian Culture and Folk Art
Sector	Media & Entertainment
Sub-Sector	Film, Television, Radio, Advertising
Occupation	Production
NSQF Level	3
Credits	TBD
Version	1.0
Last Reviewed Date	NA
Next Review Date	30/06/2027
NSQC Clearance Date	30/06/2022

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. relavent designing / distribution policy of India

KU3. relavent 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

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

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 / assignements

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

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Create portfolio	**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	-	-
Approach industry to avail opportunities	**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**	**-**	**-**

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	30/06/2027
NSQC Clearance Date	30/06/2022

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 though 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:

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 activites

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
Understanding the health, safety and security risks prevalent in the workplace	**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	-	-
Knowing the people responsible for health and safety and the resources available	**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	-	-
Identifying and reporting risks	**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 though precautionary measures	5	5	-	-
PC9. identify and recommend opportunities for improving health, safety, and security to the designated person	3	2	-	-

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	-	-
Complying with procedures in the event of an emergency	**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**	**-**	**-**

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

MES/N2855: Recognise Folk Dance as an Art form

Description

This NOS unit covers the knowledge and basic understanding of different folk dance forms and influence of traditions and religions on the folk art in different regions

Scope

The scope covers the following :

- Explain concept and categories of Folk dance
- Interpret characteristics of folk dance
- Analyse different practices of folk dance forms

Elements and Performance Criteria

Explain Concept and Categories of Folk Dance

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

PC1. Identify the different folk dance forms of India

PC2. discuss region wise salient features of folk dance

Interpret Characteristics of Folk Dance

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

PC3. discuss origins and traditions of Indian folk dances

PC4. analyze rhythms, music, and movements used in the folk dance

PC5. differentiate between Indian classical and Indian folk dance

Analyze different practices of folk dance forms

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

PC6. examine social influences on the evolution of folk dance forms

PC7. discuss major reform movements in the field of folk dance forms over different periods

PC8. discuss influence of festivals, religion on folk dance form

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the concept and meaning of Culture

KU2. brief history and concept of Performing Arts

KU3. a wide range of different performance skills

KU4. underlying unity among different religions' in India and unity in other diversities

KU5. salient Features of Indian Culture - Spirituality, Universality, Unity in Diversity, Scientific Outlook, Theory of Karma, Love for Nature, Reverence for Women, Value-Based Society

KU6. role of religion and philosophy in India over different periods of time

KU7. Drama: Classical and Folk, Rise of Modern Theatre, Various types of Drama, Important Dramas and their Authors.

KU8. Dances of India: Various Dance forms, well-known Dancers of Modern India.

KU9. Modern Indian Music and Folk Music.

KU10. Divisions of Indian classical music : Hindustani and Carnatic.

KU11. art in Ancient India: Creative painting in the Harappan civilization, Buddhist paintings and rock-cut caves, chitrashalas and shilpashastras.

KU12. art in the Modern Period: Influence of Rabindra Nath Tagore and Abinandranath Tagore, Nandalal Bose, M.F. Hussain and others.

KU13. Folk Painting- Mithila Painting, Kalamkari Painting, Warli Painting, Kalighat Painting.

KU14. performing ats and its impact on human personality.

KU15. major religious traditions that emerged and flourished in India over the ages

KU16. the composite nature of Indian culture.

KU17. cultural influences between India and other parts of the world

Generic Skills (GS)

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

GS1. interpret the parts of the performance brief provided (eg: details on background action, details on locations and transport needed etc)

GS2. understand the vision and instructions of event/concert managers

GS3. communicate effectively and sensitively with artists of differing temperaments

GS4. how to prepare a work schedule/ sequence of activities and inform relevant personnel regarding any delays or issues

GS5. communicate finalised action plans for all teams/crew members

GS6. identify issues that may arise during rehearsals /perfromance and explore options to resolve them proactively

GS7. manage decision on suitable course of action

GS8. interpret managerial decisions and communicate them to the artists and performers

GS9. communicate and assist properly about project requirements there by facilitating team development

GS10. help the team balance their creative desires with the requirements of the production

GS11. meet all the technical and creative project requirements

GS12. manage any health and safety issues during rehearsals / performance

GS13. report safety and health hazards to appropriate persons responsible

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Explain Concept and Categories of Folk Dance	**10**	**60**	**-**	**-**
PC1. Identify the different folk dance forms of India	5	-	-	-
PC2. discuss region wise salient features of folk dance	5	-	-	-
Interpret Characteristics of Folk Dance	**15**	**-**	**-**	**-**
PC3. discuss origins and traditions of Indian folk dances	5	-	-	-
PC4. analyze rhythms, music, and movements used in the folk dance	5	-	-	-
PC5. differentiate between Indian classical and Indian folk dance	5	-	-	-
Analyze different practices of folk dance forms	**15**	**-**	**-**	**-**
PC6. examine social influences on the evolution of folk dance forms	5	-	-	-
PC7. discuss major reform movements in the field of folk dance forms over different periods	5	-	-	-
PC8. discuss influence of festivals, religion on folk dance form	5	-	-	-
NOS Total	**40**	**60**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MES/N2855
NOS Name	Recognise Folk Dance as an Art form
Sector	Media & Entertainment
Sub-Sector	Film, Television, Radio, Advertising
Occupation	Production
NSQF Level	3
Credits	TBD
Version	1.0
Last Reviewed Date	NA
Next Review Date	30/06/2027
NSQC Clearance Date	30/06/2022

MES/N2856: Perform Dance and Follow Choreography Element

Description

This NOS unit covers the knowledge and basic understanding of different folk dance forms and influence of traditions and religions on the folk art in different regions

Scope

The scope covers the following :

- Match body movements to the lyrics, music, and song
- Follow choreography of dance composition

Elements and Performance Criteria

Match Body Movements to the Lyrics, Music, and Song

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

PC1. align body movements to the rhythm of musical accompaniment

PC2. coordinate dancing with that of partners or dance ensembles

PC3. identify the elements of dance composition and perform the steps of dance in group as well as in solo dance form

PC4. demonstrate appropriate skeletal alignment, body-part articulation, facial expressions, agility and coordination

PC5. perform classical, modern, or acrobatic dances in productions, expressing stories, rhythm, and sound with their bodies

Follow Choreography of Dance Composition

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

PC6. follow the movement, phrases, transitions and sequences designed by the choreographer

PC7. analyze the concept of scene, shots, takes and continuity as directed by choreographer

PC8. collaborate with choreographers to refine or modify dance steps

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the concept and meaning of Culture

KU2. brief history and concept of Performing Arts

KU3. a wide range of different performance skills

KU4. underlying unity among different religions' in India and unity in other diversities

KU5. salient Features of Indian Culture - Spirituality, Universality, Unity in Diversity, Scientific Outlook, Theory of Karma, Love for Nature, Reverence for Women, Value-Based Society

KU6. role of religion and philosophy in India over different periods of time

KU7. Drama: Classical and Folk, Rise of Modern Theatre, Various types of Drama, Important Dramas and their Authors.

KU8. Dances of India: Various Dance forms, well-known Dancers of Modern India.

KU9. Modern Indian Music and Folk Music, Folk Dances, changes in dance styles in folk art

KU10. Divisions of Indian classical music : Hindustani and Carnatic.

KU11. art in Ancient India: Creative painting in the Harappan civilization, Buddhist paintings and rock-cut caves, chitrashalas and shilpashastras.

KU12. art in the Modern Period: Influence of Rabindra Nath Tagore and Abinandranath Tagore, Nandalal Bose, M.F. Hussain and others.

KU13. performing ats and its impact on human personality.

KU14. major religious traditions that emerged and flourished in India over the ages

KU15. the composite nature of Indian culture.

KU16. cultural influences between India and other parts of the world

Generic Skills (GS)

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

GS1. interpret the parts of the performance brief provided (eg: details on background action, details on locations and transport needed etc)

GS2. understand the vision and instructions of event/concert managers

GS3. communicate effectively and sensitively with artists of differing temperaments

GS4. how to prepare a work schedule/ sequence of activities and inform relevant personnel regarding any delays or issues

GS5. communicate finalised action plans for all teams/crew members

GS6. identify issues that may arise during rehearsals /perfromance and explore options to resolve them proactively

GS7. manage decision on suitable course of action

GS8. interpret managerial decisions and communicate them to the artists and performers

GS9. communicate and assist properly about project requirements there by facilitating team development

GS10. help the team balance their creative desires with the requirements of the production

GS11. meet all the technical and creative project requirements

GS12. manage any health and safety issues during rehearsals / performance

GS13. report safety and health hazards to appropriate persons responsible

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Match Body Movements to the Lyrics, Music, and Song	**25**	**60**	-	-
PC1. align body movements to the rhythm of musical accompaniment	5	-	-	-
PC2. coordinate dancing with that of partners or dance ensembles	5	-	-	-
PC3. identify the elements of dance composition and perform the steps of dance in group as well as in solo dance form	5	-	-	-
PC4. demonstrate appropriate skeletal alignment, body-part articulation, facial expressions, agility and coordination	5	-	-	-
PC5. perform classical, modern, or acrobatic dances in productions, expressing stories, rhythm, and sound with their bodies	5	-	-	-
Follow Choreography of Dance Composition	**15**	-	-	-
PC6. follow the movement, phrases, transitions and sequences designed by the choreographer	5	-	-	-
PC7. analyze the concept of scene, shots, takes and continuity as directed by choreographer	5	-	-	-
PC8. collaborate with choreographers to refine or modify dance steps	5	-	-	-
NOS Total	**40**	**60**	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MES/N2856
NOS Name	Perform Dance and Follow Choreography Element
Sector	Media & Entertainment
Sub-Sector	Film, Television, Radio, Advertising
Occupation	Production
NSQF Level	3
Credits	TBD
Version	1.0
Last Reviewed Date	NA
Next Review Date	30/06/2027
NSQC Clearance Date	30/06/2022

MES/N2857: Analyse regional singing

Description

This NOS unit covers the knowledge and basic understanding of different regional singing forms and their origins and unique qualities.

Scope

The scope covers the following :

- Analyse Culture and Origins of Regional Singing
- Interpret Variations in Composition of Regional Singing

Elements and Performance Criteria

Analyse culture and origins of regional singing

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

PC1. describe the features of regional singing in India
PC2. identify various categories of singing as per the regions
PC3. examine the multiple impulses behind origin of regional singing
PC4. examine instruments used in folk singing

Interpret variations in composition of regional singing

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

PC5. analyze differences in rhythms, music, and beats used in regional singing
PC6. discuss transmission and variation in regional singing
PC7. discuss the influence of region/culture on folk singing
PC8. discuss contributions of famous folk singers and their influence on folk styles

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the concept and meaning of Culture
KU2. brief history and concept of Performing Arts
KU3. a wide range of different performance skills
KU4. underlying unity among different religions' in India and unity in other diversities
KU5. salient Features of Indian Culture - Spirituality, Universality, Unity in Diversity, Scientific Outlook, Theory of Karma, Love for Nature, Reverence for Women, Value-Based Society
KU6. role of religion and philosophy in India over different periods of time
KU7. drama: Classical and Folk, Rise of Modern Theatre, Various types of Drama, Important Dramas and their Authors.
KU8. dances of India: various dance forms, well-known dancers of modern India.
KU9. modern Indian music and folk music, folk dances, changes in dance styles in folk art

KU10. divisions of Indian classical music : Hindustani and Carnatic.

KU11. art in ancient India: Creative painting in the Harappan civilization, Buddhist paintings and rock-cut caves, chitrashalas and shilpashastras.

KU12. art in the modern period: Influence of Rabindra Nath Tagore and Abinandranath Tagore, Nandalal Bose, M.F. Hussain and others.

KU13. performing ats and its impact on human personality.

KU14. major religious traditions that emerged and flourished in India over the ages

KU15. the composite nature of Indian culture.

KU16. cultural influences between India and other parts of the world

Generic Skills (GS)

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

GS1. interpret the parts of the performance brief provided (eg: details on background action, details on locations and transport needed etc)

GS2. understand the vision and instructions of event/concert managers

GS3. communicate effectively and sensitively with artists of differing temperaments

GS4. how to prepare a work schedule/ sequence of activities and inform relevant personnel regarding any delays or issues

GS5. communicate finalised action plans for all teams/crew members

GS6. identify issues that may arise during rehearsals /perfromance and explore options to resolve them proactively

GS7. manage decision on suitable course of action

GS8. interpret managerial decisions and communicate them to the artists and performers

GS9. communicate and assist properly about project requirements there by facilitating team development

GS10. help the team balance their creative desires with the requirements of the production

GS11. meet all the technical and creative project requirements

GS12. manage any health and safety issues during rehearsals / performance

GS13. report safety and health hazards to appropriate persons responsible

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Analyse culture and origins of regional singing	**20**	**60**	**-**	**-**
PC1. describe the features of regional singing in India	5	-	-	-
PC2. identify various categories of singing as per the regions	5	-	-	-
PC3. examine the multiple impulses behind origin of regional singing	5	-	-	-
PC4. examine instruments used in folk singing	5	-	-	-
Interpret variations in composition of regional singing	**20**	**-**	**-**	**-**
PC5. analyze differences in rhythms, music, and beats used in regional singing	5	-	-	-
PC6. discuss transmission and variation in regional singing	5	-	-	-
PC7. discuss the influence of region/culture on folk singing	5	-	-	-
PC8. discuss contributions of famous folk singers and their influence on folk styles	5	-	-	-
NOS Total	**40**	**60**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MES/N2857
NOS Name	Analyse regional singing
Sector	Media & Entertainment
Sub-Sector	Film, Television, Radio, Advertising
Occupation	Production
NSQF Level	3
Credits	TBD
Version	1.0
Last Reviewed Date	NA
Next Review Date	30/06/2027
NSQC Clearance Date	30/06/2022

MES/N2858: Live Performance Skills as Singer

Description

This OS unit covers the knowledge and techniques to develop expressive, natural gestures and stage moves that are right for stage performance

Scope

The scope covers the following :

- Components of Great Performance
- Prepare for a performance vocally, physically, and mentally

Elements and Performance Criteria

Components of Great Performance

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

PC1. plan time to practice, and identify goals to accomplish during practice

PC2. practice moving, choreographies, planned staging, etc

PC3. overcome stage fright

PC4. know your target audience and their choice of genre

PC5. discuss techniques to keep the audience entertained

Prepare for a performance vocally, physically, and mentally

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

PC6. develop a stage persona

PC7. prepare for a performance vocally, physically and mentally

PC8. choose and match the song to the performing goals, intention, and persona

PC9. evaluate Vocal Technique and related issues

PC10. study lyrics and analyse visual and sensory cues

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the concept and meaning of Culture

KU2. brief history and concept of Performing Arts

KU3. a wide range of different performance skills

KU4. underlying unity among different religions' in India and unity in other diversities

KU5. salient Features of Indian Culture - Spirituality, Universality, Unity in Diversity, Scientific Outlook, Theory of Karma, Love for Nature, Reverence for Women, Value-Based Society

KU6. role of religion and philosophy in India over different periods of time

KU7. drama: Classical and Folk, Rise of Modern Theatre, Various types of Drama, Important Dramas and their Authors.

KU8. dances of India: various dance forms, well-known dancers of modern India.

KU9. modern Indian music and folk music, folk dances, changes in dance styles in folk art

KU10. divisions of Indian classical music : Hindustani and Carnatic.

KU11. art in ancient India: Creative painting in the Harappan civilization, Buddhist paintings and rock-cut caves, chitrashalas and shilpashastras.

KU12. art in the modern period: Influence of Rabindra Nath Tagore and Abinandranath Tagore, Nandalal Bose, M.F. Hussain and others.

KU13. performing ats and its impact on human personality.

KU14. major religious traditions that emerged and flourished in India over the ages

KU15. the composite nature of Indian culture.

KU16. cultural influences between India and other parts of the world

Generic Skills (GS)

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

GS1. interpret the parts of the performance brief provided (eg: details on background action, details on locations and transport needed etc)

GS2. understand the vision and instructions of event/concert managers

GS3. communicate effectively and sensitively with artists of differing temperaments

GS4. how to prepare a work schedule/ sequence of activities and inform relevant personnel regarding any delays or issues

GS5. communicate finalised action plans for all teams/crew members

GS6. identify issues that may arise during rehearsals /perfromance and explore options to resolve them proactively

GS7. manage decision on suitable course of action

GS8. interpret managerial decisions and communicate them to the artists and performers

GS9. communicate and assist properly about project requirements there by facilitating team development

GS10. help the team balance their creative desires with the requirements of the production

GS11. meet all the technical and creative project requirements

GS12. manage any health and safety issues during rehearsals / performance

GS13. report safety and health hazards to appropriate persons responsible

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Components of Great Performance	**15**	**70**	**-**	**-**
PC1. plan time to practice, and identify goals to accomplish during practice	3	-	-	-
PC2. practice moving, choreographies, planned staging, etc	3	-	-	-
PC3. overcome stage fright	3	-	-	-
PC4. know your target audience and their choice of genre	3	-	-	-
PC5. discuss techniques to keep the audience entertained	3	-	-	-
Prepare for a performance vocally, physically, and mentally	**15**	**-**	**-**	**-**
PC6. develop a stage persona	3	-	-	-
PC7. prepare for a performance vocally, physically and mentally	3	-	-	-
PC8. choose and match the song to the performing goals, intention, and persona	3	-	-	-
PC9. evaluate Vocal Technique and related issues	3	-	-	-
PC10. study lyrics and analyse visual and sensory cues	3	-	-	-
NOS Total	**30**	**70**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MES/N2858
NOS Name	Live Performance Skills as Singer
Sector	Media & Entertainment
Sub-Sector	Film, Television, Radio, Advertising
Occupation	Production
NSQF Level	3
Credits	TBD
Version	1.0
Last Reviewed Date	NA
Next Review Date	30/06/2027
NSQC Clearance Date	30/06/2022

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.

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/N2853.Analyse the job requirement and Indian culture	40	60	0	0	100	25
MES/N2854.Awareness of Indian Culture and Folk Art	60	40	0	0	100	35
MES/N0107.Develop and maintain portfolio	26	74	-	-	100	30
MES/N0104.Maintain Workplace Health & Safety	50	50	-	-	100	10
Total	**176**	**224**	**-**	**-**	**400**	**100**

Optional: 1 Optonal 1 - Folk Dancer

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MES/N2855.Recognise Folk Dance as an Art form	40	60	0	0	100	5
MES/N2856.Perform Dance and Follow Choreography Element	40	60	0	0	100	5
Total	**80**	**120**	**-**	**-**	**200**	**10**

Optional: 2 Singer

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MES/N2857.Analyse regional singing	40	60	0	0	100	5
MES/N2858.Live Performance Skills as Singer	30	70	0	0	100	5
Total	**70**	**130**	-	-	**200**	**10**

Acronyms

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

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.
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.