

Higher National Unit Specification

General information for centres

Unit title: Creating Devised Theatre

Unit code: DM2M 34

Unit purpose: This unit is designed to enable candidates to create and perform a piece of devised theatre. It allows the candidates to develop a general understanding of a variety of means of approaches to devising, develop the process and create and rehearse text. It is primarily intended for candidates who expect to enter the professional world of acting and/or theatre after completing a Diploma or Degree at Further or Higher Education level. It would also be relevant to those with appropriate experience of acting and theatre performance who wish to develop their knowledge and understanding of theatre.

On completion of the Unit the candidate should be able to:

1. Explore approaches to devising theatre.
2. Develop the process of devising and create text.
3. Rehearse and perform devised theatre.
4. Evaluate the process and performance.

Credit points and level: 2 HN Credits at SCQF level 7: (16 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: It would be beneficial, although not essential, if candidates had some experience of theatre performance or had participated in an NQ Theatre Arts or equivalent performance related programme. Candidates will find added value if they have completed, or are in the midst of undergoing the HNC Acting Skills Unit.

Core skills: There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

Context for delivery: This is an optional unit included in the framework of a number of HNC and HND group awards. If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the context of the particular group award to which it contributes.

General information for centres (cont)

Assessment: This unit could be assessed by two instruments of assessment which require the candidate to produce evidence of knowledge, understanding and practical application of the process of, and performance in, devised theatre.

Outcome 1 requires the candidate to respond to a practical assignment that explores one of the topics listed under the knowledge and/or skills list. The candidate will work within a group and demonstrate or share the results of their assignment with the rest of the cohort group. The presentations should last no longer than ten minutes and time should be allowed for a post presentation group discussion. The presentation should be assessed through observation checklists. The practical work, rehearsal and performance for outcomes 1, 2 and 3 should be assessed through checklists. Outcome 4 requires the candidate to undertake an extended response paper in the form of an evaluative report of between 1000 and 1500 words. A video of the performance will provide supporting evidence.

Higher National Unit specification: statement of standards

Unit title: Creating Devised Theatre

Unit code: DM2M 34

The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explore approaches to devising theatre.

Knowledge and/or skills

- ◆ Brainstorming and mapping ideas
- ◆ Research
- ◆ Exploration of action and space
- ◆ Exploration of image
- ◆ Exploration of object
- ◆ Creation of storyboard

Evidence requirements

Evidence for the knowledge and/or skills in this outcome will demonstrate that the candidate has developed a general understanding of all the components within the headings in the knowledge and/or skills list and a specific understanding within one particular topic. The candidate will be required to work within a small group and respond to a practical assignment that explores one of the areas listed under knowledge and/or skills. The results of the group assignment should be demonstrated or shared with the rest of the group in a practical environment. The length of time that each group will take to demonstrate their findings will vary according to the topic allocated but no group should make their presentation longer than ten minutes. There should be time allowed for post presentation group discussion. A candidate's response can be judged to be satisfactory where the evidence provided is sufficient to meet the requirements of the remit.

Evidence for this outcome should be recorded using observation checklists.

Assessment guidelines

One particular topic from the knowledge and/or skills list will be assigned by the tutor to small groups. Each group will explore this approach to devising theatre and present or demonstrate the results of their work. Expectations are that the group that undertakes 'research' should be able to discuss the facts that they have found whereas the group that undertakes 'exploration of action and space' are likely to practically demonstrate their approach and the group that creates a 'storyboard' will show a series of visuals. The fact that each of the topics listed above are shared will give all the candidates in the group the opportunity to develop a general understanding of the full range of knowledge and/or skills.

Higher National Unit specification: statement of standards (cont)

Unit title: Creating Devised Theatre

The 'presentation' of the findings should be assessed through observation checklists. The tutor should be satisfied that each candidate can demonstrate specific understanding of their assigned topic either through the practical presentation or through group discussion with the rest of the cohort group following the presentation.

Outcome 2

Develop the process of devising and create text.

Knowledge and/or skills

- ◆ Editing, composing and developing structure
- ◆ Developing text
- ◆ Exploring action and interaction
- ◆ Rehearsing

Evidence requirements

Evidence for the knowledge and/or skills in this outcome will demonstrate that the candidate has developed a general understanding of all the components within the headings in the knowledge and/or skills list through participation in practical exercises and rehearsal of ideas that enables the creation of devised theatre. The candidate should demonstrate that s/he can engage effectively and appropriately throughout the process of developing devised theatre.

Evidence for this outcome should be recorded using observation checklists.

Assessment guidelines

This outcome should be assessed through observation checklists that indicate that the candidate has played an active role in the creation of devised theatre through appropriate participation in exercises and rehearsal and demonstrated effective intellectual and emotional engagement in the process of devising theatre and developing text.

Outcome 3

Rehearse and perform devised theatre

Knowledge and/or skills

- ◆ Rehearsing devised theatre
- ◆ Sustaining character
- ◆ Sustaining relationships with other characters
- ◆ Performing according to agreed perimeters

Higher National Unit specification: statement of standards (cont)

Unit title: Creating Devised Theatre

Evidence requirements

Evidence for the knowledge and/or skills in this outcome will demonstrate that the candidate has effectively taken part in rehearsal and performance of devised theatre. The candidate's performance should fully reflect the areas listed in the knowledge and/or skills list. Evidence for this outcome should be recorded using observation checklists as well as recording a video of a performance.

Assessment guidelines

This outcome should be assessed through observation checklists that indicate that the candidate has demonstrated effective and appropriate participation in rehearsal and performance of devised theatre.

Outcome 4

Evaluate the process and performance

Knowledge and/or skills

- ◆ Intellectual and emotional understanding of the process
- ◆ Appreciation of the synthesis of technique
- ◆ Identification of personal strengths and weaknesses
- ◆ Analysis of the group performance

Evidence requirements

Evidence for the knowledge and/or skills in this outcome will be provided through an evaluative report of between 1000 and 1500 words. The candidate will consider all the areas in the above knowledge and/or skills list and report on his/her progress and process throughout the unit. In addition the candidate will comment on the effectiveness of the group performance. The evaluative report should be handed in to the tutor on the designated date, which should be approximately one week after the final performance of the created piece of devised theatre.

Assessment guidelines

A candidate's response can be judged to be satisfactory where the evidence provided shows that they have effectively examined all the areas under the knowledge and/or skills list.

Administrative Information

Unit code:	DM2M 34
Unit title:	Creating Devised Theatre
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Higher National Unit specification: support notes

Unit title: Creating Devised Theatre

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This unit would be best served if it is delivered as a series of practical exercises, workshops and rehearsal. It would be hugely beneficial if the candidate was undergoing, or had completed, an acting skills unit. Although it is a stand-alone unit there are opportunities here for it to operate in conjunction with other units such as Creating Drama Scripts, Site Specific Theatre or Street Theatre and Physical Theatre: Skills for Devising and Performance. The unit may also combine with outcome 3 in the unit, Acting 1: Developing Skills, ‘Develop and demonstrate an approach to creating and building a character through observation and text.’ This would only apply to the task of devising a character through observation. It may be possible that, after exploring approaches to devising in outcome 1, the candidates select to observe a character that they determine may have some connection with the ideas they have considered. If, for example, the candidates are exploring approaches to devising through the examination of the theme of ‘The Law’ then a candidate may select to create a character from observation of an individual in a court room. This created character may ultimately become one of the characters in the devised performance.

Wherever possible, handouts relating to all the outcomes should be discussed, explored and demonstrated in a practical environment. It is highly recommended that the candidate receives feedback and guidance on his/her progress throughout the unit and the tutor offers the candidate recommendations for practical development. Group discussion throughout the process should be actively encouraged.

Guidance on the delivery and assessment of this Unit

This unit is designed to enable candidates to create and perform a piece of devised theatre. It allows the candidates to develop a general understanding of a variety of means of approaches to devising, develop the process and create and rehearse text. It may be worthwhile for the tutor to pre-determine a general topic for the whole group to explore in outcome 1 rather than leave it open-ended. In this way, the whole group can perhaps more easily relate to the variety of approaches to devising. Alternatively the tutor may ask the group to come up with an overall theme that they would like to explore and this is developed into the performance. The tutor will need to broadly discuss, explain and/or define each topic before the approaches can be explored. The tutor may select to discuss the relevant topic independently with each of the groups or work with the whole group to define all the topics. The groups should number about four or five individuals and depending on the size of the cohort group it may be necessary for the tutor to give a group more than one topic from the knowledge and/or skills list. The tutor should give each group adequate time to respond to the assignment and encourage each group to take notes on the process of exploring their approach to devising theatre. The groups should not be aiming to develop a ‘rehearsed’ sharing for the rest of the group but focussing on the process of exploration. They should be able to discuss with the group the benefits and difficulties of their experience. They are not attempting to develop a completed proposal for a piece of theatre. They may, for example, under the heading of ‘exploration of action and space’ focus on one idea, related to the overall theme, and try out a means of playing this one idea considering how it would alter if the action was portrayed through a variety of emotions – lovingly,

Higher National Unit specification: support notes (cont)

Unit title: Creating Devised Theatre

fearfully or using a variety of dynamics - fast, slow, smooth, disjointed or demonstrating the idea using a variety of spatial structures – in a huddle, a line or a circle.

Once the whole group has developed a general understanding, the next logical step might be to examine in detail the research material and brainstorming and mapping ideas and begin an editing process. Since all of the areas listed under outcome 1 have a relevance to the whole process of creating devised theatre the whole group should now be able to work up the piece of theatre using all the techniques. It may even be possible, time permitting, for each candidate to take on board a key area that the whole group decides is relevant to the piece and develop up a solo performance using all the techniques. The cohort group may then determine which sections of each solo are worthy of further development. Once the material is explored and the text is developed, the tutor may be required to take on the role of director to enable further development of the material and rehearse the actors to performance standard. This may be especially important since the candidates will switch their focus as creators of material in outcome 2 to actors in outcome 3. Tasks throughout outcome 2 should be delegated. It may be that there is a group of students who would like to focus particularly on developing text while others select to explore the overall composition of the piece and others want to explore the use of performance space. The length of the performance should be at the discretion of the centre/tutor, but it is recommended that a minimum total performance length should be not less than twenty minutes.

Open learning

The outcomes in this unit rely on developing skills through interaction with a lecturer and/or fellow candidates, and so the opportunities for distance learning are very limited. Centres may, however, find it possible to develop solutions, provided all unit and moderation requirements are met in full. Technological advances may make the possibility of such creative solutions more widespread in the future.

Because of the intensive nature of the training and rehearsal requirements for this unit when taken as part of a course, part-time provision would be most unusual and difficult to achieve.

For information on normal open learning arrangements, please refer to the SQA guide *Assessment and Quality Assurance and Distance Learning (SQA 2000)*.

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements for Candidates with Additional Support Needs* (www.sqa.org.uk).

General information for candidates

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This unit is designed to enable you to create and perform a piece of devised theatre. It allows you to develop a general understanding of a variety of means of approaches to devising, develop the process and create and rehearse text.

It will:

- ◆ enable opportunities to explore approaches to devising theatre in a practical assignment
- ◆ enable demonstration of a practical assignment to the remaining cohort group
- ◆ enable development of the approaches to devising through exercises, workshops and rehearsal
- ◆ enable the development of text
- ◆ enable the opportunity to edit and compose structure
- ◆ enable the exploration of character and action and interaction
- ◆ enable the opportunity to create, rehearse and perform devised theatre
- ◆ introduce a means for evaluation and analysis of the process and performance of devised theatre.

There are three main assessments:

1. Assessment will be on-going and recorded through observation checklists based on the practical work and performance undertaken throughout Outcomes 1, 2 and 3.
2. Outcome 1 will require you to work within a small group and respond to a practical assignment that explores one of the topics listed under the knowledge and /or skills list. The results of this work should be demonstrated or shared with the rest of the group in a practical environment. The length of time that each group will take to demonstrate their findings will vary according to the topic but no group should make their presentation longer than ten minutes.
3. Outcome 4 will require you to undertake an extended response paper in the form of an evaluative report of between 1000 and 1500 words.