



Higher National Graded Unit Specification

General Information for Centres

This Graded Unit has been validated as part of the HND Musical Theatre. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

Graded Unit Title: Musical Theatre: Graded Unit 2

Graded Unit Code: DP9R 35

Type of Graded Unit: Project

Assessment Instrument: Practical Assignment

Credit points and level: 2 HN Credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*).

**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 National 1 to Doctorates.*

Purpose: This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HND Musical Theatre:

- ◆ advanced skills in singing, acting, movement and stagecraft
- ◆ an innovative and creative approach to work in rehearsal and performance
- ◆ to prepare candidates to present themselves for audition
- ◆ to provide candidates with the knowledge and skills needed to sell themselves in the industry and to work as a freelance operator
- ◆ a thorough working knowledge of the processes involved in preparing for production and the ability to integrate superior performance skills in production
- ◆ co-operative team working skills

Candidates will prepare and present a performance consisting of two contrasting songs and a monologue, chosen from published material, and participate in a dance workshop, in order to synthesise knowledge and skills acquired throughout the HND Musical Theatre. The material should be selected in agreement with the mentor/assessor. Material chosen should also be appropriate for audition purposes.

General Information for Centres (cont)

Recommended Prior Knowledge and Skills: It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

- ◆ Acting 2: Applying Skills in Performance (DG3L 35)
- ◆ Singing Skills for Musical Theatre 2 (DP8Y 35)
- ◆ Performance 2: Applying Skills for Musical Theatre (DP8V 35)
- ◆ Vocal Techniques 2 (DP8H 35)
- ◆ one Dance Unit (from Level 1 or 2 — Tap, Jazz, Contemporary or Ballet)
- ◆ Professional Development for Actors (DG49 34)

Core Skills: There is no automatic certification of Core Skills or a Core Skill component as part of this Graded Unit. However, there may be opportunities to develop the Core Skill of Problem Solving (SCQF Level 5) and Working with Others (SCQF level 5).

Assessment: This Graded Unit will be assessed by the use of a practical assignment. The fleshed-out practical assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Group Award that this Graded Unit covers.

Administrative Information

Graded Unit code: DP9R 35

Graded Unit title: Musical Theatre: Graded Unit 2

Original date of publication: August 2005

Version: 03 (July 2018)

History of changes:

| Version | Description of change | Date |
|---------|---|----------|
| 02 | Times changed from 10–15 minutes to 8–13 minutes. | Oct 2007 |
| 03 | Update of Conditions of Assessment | Jul 2018 |
| | | |
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Source: SQA

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

FURTHER INFORMATION: Call SQA's Customer Contact Centre on 0345 279 1000.

Equality and inclusion

This graded unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates

Graded Unit Title: Musical Theatre: Graded Unit 2

Conditions of Assessment

The candidate should be given a date for completion of the Practical Assignment. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance through a mentoring process in which the candidate may be encouraged to consider different aspects of their preparation for the project (eg supplying piano and/or recorded accompaniment). Candidates will be entitled to a total of six mentoring sessions as follows; one at the planning stage, four during the developing stage and one post-production.

At this level, candidates should work independently. It is up to centres to take reasonable steps to ensure that the project is the work of the candidate. For example, centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research, etc is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance.

Reasonable assistance is the term used by SQA to describe the difference between providing candidates with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes.

In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify candidate responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier.

In relation to Higher National Project-based Graded Units, candidates must be given the opportunity for remediation at each stage of the project.

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the candidate to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, candidates who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Any candidate who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

The final grading given must reflect the quality of the candidate's evidence at the time of the completion of the graded unit. Candidates must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

The assessment task should be a performance project. Candidates should prepare a performance which must include a selection of repertoire lasting in total between 8–13 minutes. Material for the performance should be as follows:

- ◆ two songs in contrasting styles, one of which must be solo and the other involving more than one performer
- ◆ one classical or one modern monologue, not exceeding three minutes in length

Either one song or monologue must be in an accent (other than their own) of the candidate's choice.

In addition to the performance, candidates will participate in a group dance workshop. Emphasis should be placed on fitness, stamina, professional protocol, team work and creativity.

There must be more than one assessor present for all aspects of the practical assignments and the final viva voce interview.

It is recommended that the material chosen is also suitable for audition purposes.

Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C – competent, or A – highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

| Grade A | Grade C |
|--|--|
| <p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence for the three essential phases of the project, is produced to a high standard, and is quite clearly inter-related ◆ independent preparatory work demonstrating insightful interpretation of the text and music ◆ a daring and imaginative approach to exploratory and experimental work in the rehearsal environment ◆ a consistent and professional approach to all aspects of the assignment ◆ an ability to skillfully integrate a range of required knowledge and skills ◆ communicate orally a high level of analytical skills in relation to the text and music ◆ demonstrates an advanced level of development in the creative process and an ability to articulate this self-development in evaluation ◆ detailed characterisation (vocal, physical and internal) ◆ a high level of engagement with the text and music ◆ confident and fully sustained physical and imaginative concentration ◆ significant level of communication with the audience ◆ skillful and focused performance ◆ free from unnecessary physical and vocal tension | <p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence of the three essential phases of the project, and is produced to an acceptable standard ◆ undertakes preparatory work which demonstrates satisfactory but limited attention to detail ◆ a limited but acceptable approach to exploratory and experimental work in the rehearsal environment ◆ a mainly consistent and professional approach to all aspects of the assignment ◆ satisfactory ability to apply required knowledge and skills ◆ communicate orally an adequate understanding of text and music ◆ demonstrates a satisfactory level of development in the creative process and some ability to articulate this self-development in evaluation ◆ satisfactory characterisation (vocal, physical and internal) ◆ a satisfactory level of engagement with the text and music ◆ acceptable physical and imaginative concentration ◆ an acceptable level of communication with the audience ◆ adequately focused ◆ tension does not unduly hamper performance |

Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

Note: The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

| Project Stage | Minimum Evidence Requirements |
|--------------------|--|
| Stage 1 — Planning | <p><i>The Planning Stage is worth 20% of the marks .The candidate must achieve all of the minimum evidence specified below in order to pass the Planning stage.</i></p> <p>Evidence of Planning</p> <p>A folio which contains:</p> <ul style="list-style-type: none">◆ the candidate’s performance material with a statement of justification of choice in relation to the selection process. The total length of planned performances should be 8–13 minutes◆ research evidence for performance material which contextualises them◆ analysis of content, structure and language of selected speeches and songs◆ detailed character studies based on interpretation of the speeches and songs to include description of characters objectives, feelings, thoughts and behaviour◆ marketing materials in the form of a covering letter, C.V. and photograph◆ production of rehearsals schedule |

Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

| Project Stage | Minimum Evidence Requirements |
|----------------------|---|
| Stage 2 — Developing | <p><i>The Developing Stage is worth 70% of the marks. The candidate must achieve all of the minimum evidence specified below in order to pass the Developing stage. Marks should be allocated 60% to performance and 10% to the written record.</i></p> <p>Evidence of Development</p> <ul style="list-style-type: none"> ◆ Rehearsal log whereby candidates give written evidence of character development and progress towards performance. The log should include an analysis of the effectiveness of their approaches in relation to their performance aims and should include evaluation in response to feedback and achievements. ◆ Demonstrate, in rehearsal, appropriate ways of working to accomplish performance aims. ◆ Learn and memorise lines, songs and choreography accurately, well and in good time. ◆ Demonstrate the ability to integrate the research process into rehearsal and performance. ◆ Perform for between 8–13 minutes to an accepted professional standard by demonstrating proficiency and technique in the practical skills areas of singing and acting and apply appropriately to the demands of character, text, music and performance. ◆ Participate in a group dance audition for between 20-30 minutes to an accepted standard by demonstrating fitness, stamina, professional protocol, team work and creativity. ◆ Create and sustain believable characterisations (minimum of two) by communicating characters' feelings, thoughts and behaviour appropriate to the lifestyle, relationships and the inner psychological state of the character. ◆ Demonstrate focus and concentration. ◆ Operate in a confident manner in the performance space. ◆ Communicate the performance in relation to audience. ◆ Dress appropriately for workshop/audition purposes. ◆ Dress appropriately for performance purposes. ◆ Respond appropriately in viva voce interview to questions relating to choice of performance pieces, previous experience and demonstrates a mature and realistic approach to entering the profession. <p>Performances and group dance audition should be video recorded for supporting evidence.</p> |

| Project Stage | Minimum Evidence Requirements |
|----------------------|---|
| Stage 3 — Evaluating | <p><i>The Evaluating Stage is worth 10% of the marks. The candidate must achieve all of the minimum evidence specified below in order to pass the Evaluating stage.</i></p> <p>Evaluation of Evaluating:</p> <ul style="list-style-type: none"> ◆ Analysis of the effectiveness of research materials in the development of the performance. ◆ Analysis of singing, dance, acting and character building skills throughout the process. ◆ Assessment of the strengths and weaknesses of the performance. ◆ Discussion on any unforeseen events and their impact on the performance. ◆ Identify any changes in approach to audition in light of experience. <p>The evaluation should consist of 1,000–2,000 words. Feedback should be given to the candidate via an external and/or replaying of the video evidence to the candidate.</p> |

To achieve a pass in this Graded Unit, candidates must attain a minimum number of marks **in each section** as described in the following table:

| Section | Available marks % | Minimum mark % |
|-------------------|--------------------------|-----------------------|
| Planning | 20 | 10 |
| Developing | 70 | 35 |
| Evaluating | 10 | 5 |

The examination will be marked out of 100. Assessors will aggregate the marks achieved by the candidate to arrive at an overall mark for the examination. Assessors will then assign a grade to the candidate for this Graded Unit based on the following grade boundaries:

- ◆ A = 70% — 100%
- ◆ B = 60% — 69%
- ◆ C = 50% — 59%

Candidates will be awarded one of these grades only if they satisfy the minimum mark requirement for each section (irrespective of their total mark).