



Higher National Unit specification

General information

Unit title: Acting 1: Developing Skills

Unit code: H4SJ 34

Superclass: LC

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Unit purpose

This Unit is designed to provide learners with a practical knowledge and skills of the fundamental principles of the acting process. Through a series of explorations designed to engage/interact and reflect on self and others the learner will develop the foundations of practice towards working on and 'in' character. The Unit will introduce and develop an approach and method(s) for building and creating characters through observation and text to help prepare the learners for rehearsal and performance.

The Unit is intended for learners who are aiming to gain entry into a Course that would further extend and develop their ability. This may include an HND Year 2 Course or entry into higher education.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Explore and develop an awareness of self and others.
- 2 Demonstrate an approach to creating a character through observation.
- 3 Demonstrate an approach to creating a character through text.
- 4 Evaluate the acting process.

Credit points and level

2 Higher National Unit credits at SCQF level 7: (16 SCQF credit points at SCQF level 7)

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit

Access will be at the discretion of the centre and the following recommendations are for guidance only.

Where a learner has achieved the Course entry criteria for HNC/D Acting and Performance, they will have shown sufficient Knowledge and/or Skills for access to this Unit. In addition, learners may find it beneficial, although not essential, to have some experience of theatre performance, or to have participated in an NQ Theatre Arts or equivalent performance-related programme.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

This Unit is included in the mandatory section of HNC/D Acting and Performance. If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This 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 Unit specification: Statement of standards

Unit title: Acting 1: Developing Skills

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

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. Learners 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 and develop an awareness of self and others.

Knowledge and/or Skills

- ◆ Listening and observation skills
- ◆ Explore status/shifts of status
- ◆ An ability to change and adapt
- ◆ Emotional recall
- ◆ Sense memory
- ◆ Physical/mental/verbal/behavioural action
- ◆ Surroundings
- ◆ Examine emotional responses
- ◆ Action/reaction

Outcome 2

Demonstrate an approach to creating a character through observation.

Knowledge and/or Skills

- ◆ Examine verbal, gestured and mental communications
- ◆ Consider time and space
- ◆ Recognise mental/physical/psychological character traits
- ◆ Explore patterns of behaviour and choices
- ◆ Explore physicalisation and gesture
- ◆ Explore states of tension
- ◆ Explore action and reaction
- ◆ Explore inner and outer tempo rhythms
- ◆ Explore circles and objects of attention

Higher National Unit specification: Statement of standards

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Outcome 3

Demonstrate an approach to creating a character through text.

Knowledge and/or Skills

- ◆ Examine structure of text and style of language
- ◆ Explore emotional journey
- ◆ Consider back story
- ◆ Consider given circumstances
- ◆ Consider character objectives/motivation/obstacles
- ◆ Explore sub text
- ◆ Explore beats and intentions
- ◆ Demonstrate action and reaction
- ◆ Demonstrate relationships
- ◆ Demonstrate circles and objects of attention
- ◆ Demonstrate vocal and physical characterisation and expression

Outcome 4

Evaluate the acting process.

Knowledge and/or Skills

- ◆ Identify technical skills explored
- ◆ Record of personal growth and change
- ◆ Identify own strengths and weaknesses
- ◆ Strategies for development

Higher National Unit specification: Statement of standards (cont)

Unit title: Acting 1: Developing Skills

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

Outcomes 1, 2 and 3

Practical evidence, supported by an assessor observation checklist, will be gathered on an ongoing basis in supervised conditions. Evidence gathered must demonstrate that all of the Knowledge and/or Skills have been met.

Outcomes 2 and 3 will be assessed within a group (minimum two learners) presentation of a scene or scenes.

Work may be recorded on camera as supportive evidence.

Outcome 4

The Knowledge and/or Skills in this Outcome will require the learner to produce an evaluation that records their learning experience and development through Outcomes 1, 2 and 3. The evaluation should consist of a detailed response and analysis to techniques and skills learnt through the Outcomes and provide evidence to support development in specific areas. Written and/or oral evidence is required and should be gathered across Outcomes 1, 2 and 3, with approximately 1,000 words to cover each Outcome.



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and 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 is a mandatory Unit with the HN Acting and Performance Group Award. Whilst the Unit may stand alone, it is primarily intended as part of a core of study with Voice, Movement and Production allowing integration of practice and/or assessment to take place as appropriate.

The Unit places emphasis on the development and application of a variety of acting skills and techniques. These will be explored through practical tutor-led exercises and demonstrated through performance of a scene or scenes.

Practice and scenes explored in Outcomes 2 and 3 may also be explored further, or integrated with other Units such as: *Text and Performance; Acting Methods and Practitioners and Production 1: Developing Skills*.

Guidance on approaches to delivery of this Unit

This Unit requires the learner to develop an awareness of the self, interactive skills in relation to others and building characters through observation and text. Tutors should be clear where learners are aware in terms of their awareness of themselves and the world around them. They should also be encouraged to observe behaviours past and present and reflect on how human interaction is presented in a theatrical context. Tutors may consider developing or drawing from a range of acting methods and practices of past and current practitioners but should seek to focus on a key method of practice in relation to chosen scene work.

Means of delivering the Unit might include improvisation and exercises to develop technique, role play, drama games, observation exercises, status games, creating a variety of atmospheres and environments using light, sound and visual stimulus, exploring animal/insect/natural habitats/environments and observational practice, people at work and play. The learner should experience working in groups, pairs and individually and be encouraged to give and receive feedback on their own and others' work. Equally the learner may be encouraged to research and read acting theories and practice to enhance and expand new knowledge and practice developed.

While specific Knowledge and Skills are listed for each Outcome, they will also be relevant to and may be explored within all the other Outcomes.

Higher National Unit Support Notes (cont)

Unit title: Acting 1: Developing Skills

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

- ◆ Outcome 1 should be assessed using an observation checklist.
- ◆ Outcomes 2 and 3 should be assessed using an observation checklist supported by recorded evidence.
- ◆ Outcome 4 should be assessed by a written/oral evaluation of 3,000 words in total.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There may be opportunities to gather evidence towards Core Skills in this Unit, eg *Working with Others* in Outcomes 1, 2 and 3 and *Communication* in Outcome 4, although there is no automatic certification of Core Skills or Core Skills components.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Acting 1: Developing Skills

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to enable you to recognise and explore the fundamental principles of the acting process. The Unit will help you explore and develop characters through exploration of the self and others through observation and text. It will develop your skills, knowledge and ability in a range of techniques and help you understand how to apply and communicate these within a given structure of dramatic performance.

The Unit helps prepare you for rehearsal and performance.

It will:

- ◆ Introduce practical exercises that will help develop a greater understanding and awareness of the self.
- ◆ Enable exploration of relationships with others through improvisation, role play, discussion, group work and working with text.
- ◆ Enable you to experience changing character through the influences of environment, atmosphere, physical and mental conditions.
- ◆ Enable opportunities to create character from observation which will develop your creative imagination.
- ◆ Introduce the work and theories of a variety of practitioners through practical exercises and games.
- ◆ Raise confidence in performance technique.

There are three assessment areas:

You will participate in practical explorations of the Knowledge and/or Skills through Outcomes 1–3 which will be ongoing and recorded through video evidence and a series of observation checklists:

- ◆ You will create and present a character through observation.
- ◆ You will create and present a character through text.

You will produce an overall evaluation that analyses your learning and development through the acting process and records a method of approach towards your characterisations. The evaluation should be approximately 3,000 words in total, but should include a detailed response and analysis of Outcomes 1, 2 and 3.