



Higher National Unit specification

General information

Unit title: Movement 1: Developing Skills

Unit code: H4SK 34

Superclass: LB

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Unit purpose

This Unit is designed to enable learners to have an opportunity to develop skills in movement practice. It is primarily intended for learners who wish to progress on to a further course of study related to theatre practice and can be considered a foundation Unit to *Movement 2: Applying Skills in Performance*.

Outcomes

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

- 1 Demonstrate appropriate exercise for the preparation and development of the body.
- 2 Demonstrate the development of movement skills in response to stimuli.
- 3 Contribute to the preparation, rehearsal and performance of a group movement study.
- 4 Evaluate movement practice.

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)

Unit title: Movement 1: Developing Skills

Recommended entry to the Unit

Entry is at the discretion of the centre. The following recommendations are for guidance only:

Where a learner has achieved the Course entry criteria for HNC/D study, they will have shown sufficient Knowledge and/or Skills for access to this Unit. It would be desirable however, that the learner has gained a Unit at SCQF level 6 in either a Movement and/or Dance related subject as part of a Course in Drama or Dance. Alternatively, the learner may demonstrate prior experience and commitment to a youth theatre or community drama or dance group.

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 framework of a number of HNC and HND Group Awards. It is recommended that it should be taught and assessed in the context of the Group Award to which it contributes.

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory. Please refer to Knowledge and/or Skills for the Unit and Evidence Requirements for the Unit after the Outcomes.

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: Movement 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

Demonstrate appropriate exercise for the preparation and development of the body.

Knowledge and/or Skills

- ◆ The purpose of a warm-up
- ◆ Major muscle groups of the body
- ◆ Cardiovascular and mobility exercise
- ◆ Fitness principles
- ◆ Strength and conditioning exercise

Outcome 2

Demonstrate the development of movement skills in response to stimuli.

Knowledge and/or Skills

- ◆ Stimulus: auditory, visual, tactile, ideational, kinaesthetic
- ◆ Movement research and improvisation
- ◆ Selection and refinement of movement ideas
- ◆ Use of dynamics
- ◆ Compositional devices

Outcome 3

Contribute to the preparation, rehearsal and performance of a group movement study.

Knowledge and/or Skills

- ◆ Gather information/resources appropriate to selected theme
- ◆ Identify individual role/responsibility within the group
- ◆ Contribute meaningfully in the creative development process
- ◆ Participate in the performance of a group movement study

Higher National Unit specification: Statement of standards

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Outcome 4

Evaluate movement practice.

Knowledge and/or Skills

- ◆ Analysis of general fitness level
- ◆ Analysis of movement research and skill
- ◆ Analysis of group performance process
- ◆ Analysis of personal performance in group working
- ◆ Strategies for development

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes.

Assessment evidence for Outcomes 1, 2 and 3 should be gathered in supervised conditions, recorded to video and supported by an observation checklist.

Outcome 1

Written and/or oral evidence is required. The learner must correctly identify (i) the major muscle groups of the body and (ii) a suitable warm-up exercise for each.

This should accompany performance evidence in the form of a 20 minute practical class-based activity where the learner can be clearly seen. Evidence should be recorded and supported by an observation checklist.

The learner's response/participation can be judged satisfactory where the sample evidence shows that the learner can safely and correctly demonstrate:

- ◆ Cardiovascular and mobility exercise
- ◆ Conditioning exercise for anterior, posterior, lateral and rotator cuff muscle groups

Outcome 2

The learner will be set a short time orientated practical task to explore a given stimulus. Performance evidence in the form of a 1 minute movement improvisation based on their movement research will be demonstrated. Evidence should be recorded and supported by an observation checklist.

A learner's response can be judged satisfactory where the evidence demonstrates appropriate:

- ◆ Selection and refinement of movement ideas
- ◆ Effective use of dynamics to either add variation and/or underpin intention

Higher National Unit specification: Statement of standards (cont)

Unit title: Movement 1: Developing Skills

Outcome 3

The group movement study should be no less than 3 minutes and no more than 5 minutes in length, and must demonstrate practical understanding of the Knowledge and/or Skills embedded into Outcome 2. The performance of the group movement study (no less than three persons), should be supported by a group oral (or written) presentation that demonstrates each learner's contribution to:

- ◆ Gather information/resources appropriate to selected theme
- ◆ Identify individual role/responsibility within the group
- ◆ Contribute meaningfully in the creative development of the movement study

Outcome 4

Written and/or oral evidence to demonstrate Knowledge and/or Skills.

A learner's response can be judged satisfactory where the written and/or oral evidence (guideline 1,000 words) shows that the learner has effectively evaluated their learning experience. The evidence must demonstrate that the learner has considered the Knowledge and/or Skills embedded into this Outcome and in the Unit as a whole.



Higher National Unit Support Notes

Unit title: Movement 1: Developing Skills

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 Unit will enhance learner understanding of the need to be prepared to be physically fit to fulfil a particular role or task (in rehearsal and/or performance) whilst developing instinctive movement skill and techniques. The learner will have the opportunity to develop knowledge and practice working alone, in pairs and in a group setting.

Outcome 1 — will require the learner to demonstrate effective participation in the warming up of the major muscle groups of the body. Various practical techniques may be explored from use of aerobic exercise to pulse raiser ice-breaker games. Learners will then be required to engage in conditioning techniques to improve overall fitness levels and in particular, adopt core centre exercise to support aligned posture/neutral stance, balance, and to relieve any unnecessary held tension in the neck, shoulders, spine or hands. Various somatic techniques may be referenced, for example, Pilates, Yoga, Feldenkrais, Alexander, etc alongside for example, introductory exercise in contemporary and ballet technique, to deepen understanding of muscle use to anchor and stabilise the body. This Outcome should generate a programme of class activity — at least 20 minutes (derived from experiential learning), that can be carried out in groups and/or by the individual in a self-directed manner.

Outcome 2 — will require the learner to develop their capacity to produce movement sequences in response to stimuli. Through trust exercise and movement improvisation, the learner will work to surrender resistance and make discoveries. Explorations should focus on the body as an expressive and sensory instrument. This should support characterisation development work, and opportunities should exist for learners to research, for example, body language, animal behaviour, archetypes and social, functional, ritual and/or emotional gesture. Analysis of both the experience of engaging in improvisation — the sensing, thinking, intuiting and feeling processes that occur, and the observation of improvisation should be encouraged amongst the peer group. Findings should be noted in personal diaries for continued reference. Discussion around discoveries made, communication of intent and the transformative properties of the use of movement dynamics in reference to shape, effort, space, time should be underpinned. It is recommended that the balance of this Outcome is undertaken by the individual in self-exploration, supported by learner engagement in pair and group exercise to underpin compositional theory.

Learners should experience a range of stimuli for initiating movement research from the five main categories: Auditory (soundscapes, poetry, spoken word, etc), Visual (pictures, sculptures, film, etc), Tactile (costume, prop, touch, etc), Ideational (theme-based), Kinaesthetic (movement-based) — abstract and subjective modes.

Higher National Unit Support Notes (cont)

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Outcome 3 — The learner should draw on the range of experiences, skills and techniques gained throughout the Unit and apply these to a group performance. It is recommended that a particular emphasis is placed on the use of compositional device and of space, levels, formations and pathways in relation to self, others and with any meaningful prop. The study should be performed to an auditory track that relates to and enhances the theme. This may include music and/or spoken word and/or sound effects or percussion. The study may be simply costumed.

Outcome 4 — will require the learner to analyse their experience and make recommendations for future development. A learner's response can be judged satisfactory where the written and/or oral evidence (guideline 1,000 words) shows that the learner has effectively considered their learning experience and has made reference to the Knowledge and/or Skills embedded into this Outcome.

Guidance on approaches to delivery of this Unit

This Unit is likely to form part of a Group Award designed to provide learners with technical or professional knowledge and skills for a specific occupational area. When taken as part of a Course, part-time provision would be most unusual and difficult to achieve. Those who successfully complete the award may progress on to further study at HND level in some form of theatre-related practice either in Acting and Performance, Musical Theatre or Dance.

The Unit should be delivered in a way that enables learners to appreciate its relevance to the occupational area concerned. Wherever possible, links should be drawn with situations that learners will understand and benefit from, eg working towards a role and/or movement piece in a production.

Evidence for assessment should be generated through learner-centered practical exercise, creative exploration, tutor-led lectures, learner demonstrations and discussion. It is recommended that Outcome 2 is achieved before progressing to Outcome 3.

This Unit relies on developing skills, techniques and experience through interaction with a lecturer and/or fellow learners.

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.

Learners must achieve all the minimum evidence specified as a Knowledge and/or Skill for each Outcome to pass the Unit.

Outcome 1 may be evidenced in the form of written/oral assessment, eg short answer responses or identifying diagrams.

Outcomes 2 and 3 are likely to be holistically assessed.

Outcome 4 evidence may be generated by way of an oral report to camera.

Higher National Unit Support Notes (cont)

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Assessment guidelines

Outcome 1

The assessment of the written and/or oral element of this Outcome should be carried out at a suitable time in delivery, as a single assessment event. Assessment of the practical portfolio could be made in groups and carried out as a single event at the end of delivery or at times in delivery where learner evidence suggests that sufficient competence is being demonstrated.

Outcome 2

The assessment of this Outcome could be combined with Outcome 3, carried out as a single event or made at a time in delivery where learner evidence suggests that sufficient competence is being demonstrated.

Outcome 3

The assessment of this Outcome could be combined with Outcome 2 or carried out as a single assessment event.

Outcome 4

The assessment of this Outcome could be made through a written and/or oral evaluative report — guideline 1,000 words.

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 2 and 3, 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: Movement 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 develop skills in movement practice.

Outcome 1

On successful completion of this Outcome, you will have developed knowledge of all the major muscle groups. You will know their names and where on the body to locate them. You will also be able to demonstrate appropriate exercise for warming up the body in preparation for rehearsal and performance and know conditioning exercise to help improve your posture and relieve any held tension.

Outcome 2

On successful completion of this Outcome, you will be able to improvise a physical response to new material. You will also be able to select and refine movement appropriate to a given stimulus and be able to communicate more clearly an intention without using words.

Outcome 3

On successful completion of this Outcome you will be able to work co-operatively in a group and create a movement piece to a theme. You will have the knowledge to incorporate different stagecraft devices and qualities into your work.

Outcome 4

You will be required to evaluate your learning experience throughout this Unit. You will start by analysing your starting fitness level and acknowledge any unnecessary held tension you may know you have in your body. You will then review your learning across Outcomes 1, 2 and 3 and make an assessment on your developed movement skill and technique. The evaluative report should consist of approximately 1,000 words.