



## **Higher National Unit specification**

### **General information**

**Unit title:** Movement 2: Applying Skills in Performance

**Unit code:** H4SL 35

**Superclass:** LB

**Publication date:** August 2013

**Source:** Scottish Qualifications Authority

**Version:** 01

### **Unit purpose**

This Unit is designed to enable learners to further develop their movement skills and techniques. It is desirable that learners have had some prior experience in movement practice as this Unit will require a certain amount of self-directed learning in the research, devising and rehearsing of the presentation of movement performances.

### **Outcomes**

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

- 1 Explore and practise a range of forms/styles of movement.
- 2 Create a group movement piece based on a technique associated with a particular form/style.
- 3 Prepare and perform a solo movement study.
- 4 Evaluate movement practice.

### **Credit points and level**

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

## Higher National Unit specification: General information (cont)

**Unit title:** Movement 2: Applying Skills in Performance

### 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 HND 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 7 in Movement and/or Dance as part of a Course in Drama or Dance, for example, *Movement 1: Developing Skills for Performance*.

### 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

It is recommended that this Unit is 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.

### 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](http://www.sqa.org.uk/assessmentarrangements).

## **Higher National Unit specification: Statement of standards**

### **Unit title: Movement 2: Applying Skills in Performance**

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 practise a range of forms/styles of movement.

##### **Knowledge and/or Skills**

- ◆ Social and/or historical context
- ◆ Physical properties of the form or style
- ◆ Steps and formations
- ◆ Relationship with audience

#### **Outcome 2**

Create a group movement piece based on a technique associated with a particular form/style.

##### **Knowledge and/or Skills**

- ◆ Safe practice
- ◆ Steps and formations
- ◆ Tempo and rhythm
- ◆ Use of space
- ◆ Relationship with others
- ◆ Projection/intention

#### **Outcome 3**

Prepare and perform a solo movement study.

##### **Knowledge and/or Skills**

- ◆ Selection of appropriate character stimulus
- ◆ Movement research and motif development
- ◆ Use of expression
- ◆ Use of dynamics
- ◆ Relationship with accompaniment

## **Higher National Unit specification: Statement of standards (cont)**

**Unit title:** Movement 2: Applying Skills in Performance

### **Outcome 4**

Evaluate movement practice.

#### **Knowledge and/or Skills**

- ◆ Awareness of a variety of movement forms/styles
- ◆ Analysis of group performance
- ◆ Analysis of solo movement study
- ◆ Strategies for development

#### **Evidence Requirements for this Unit**

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

Evidence requirements for Outcomes 1, 2 and 3 should be gathered in supervised conditions.

#### **Outcome 1**

Practical evidence should be gathered at appropriate times throughout delivery. Each form/style of movement being explored must be represented in the evidence gathered.

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

- ◆ Participation and exploration into the different form/style being studied
- ◆ Demonstration of the physical properties and/or steps and formations of the form/style being studied

#### **Outcome 2**

The learner will creatively participate in the development and performance of a group movement study based on a selected form/style explored in Outcome 1. The performance of the group movement study should be recorded as evidence and supported by an observation checklist.

Creative development — the group performance (no less than three persons), will be no less than 5 minutes and no more than 7 minutes in length, and will demonstrate practical understanding of the knowledge and skills embedded into Outcome 2.

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

- ◆ Performed competently, the physical properties and/or steps of the selected form/style
- ◆ Performed with a sense of relationship and focus with cast members and/or an audience, appropriate to the selected form/style
- ◆ Structured the study appropriate to the selected form/style
- ◆ Demonstrated safe practice

## **Higher National Unit specification: Statement of standards (cont)**

### **Unit title:** Movement 2: Applying Skills in Performance

#### **Outcome 3**

The learner will devise and perform a solo movement study that will demonstrate their ability to interpret an emotional stance and/or journey of a character. The study will be at least 2 minutes and no more than 4 minutes in length. The performance should be recorded as evidence and supported by an observation checklist.

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

- ◆ Effectively translate through movement performance, an emotional intent/stance to an audience
- ◆ Creatively use a combination of movements and/or steps to heighten interest
- ◆ Choose accompaniment that enhances the study and demonstrates musicality
- ◆ Demonstrate a structured composition

#### **Outcome 4**

The learner will need to provide written and/or oral evidence to demonstrate their Knowledge and/or Skills.

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



## Higher National Unit Support Notes

**Unit title:** Movement 2: Applying Skills in Performance

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

**Outcome 1** — will require the learner to engage in a range of forms/styles (minimum of three) associated with movement. It would be desirable for contrasting forms/styles to be studied. This would enhance learner understanding and experience of the types of movement application and skills required within professional practice. Contrasting forms/styles will also provide choice in options for the learner, for further study and development in Outcome 2.

A range of forms/styles may be considered, for example, forms associated with physical theatre practice — mime, melodrama, mask, slapstick, buffoon, commedia dell'arte, to stage fighting, and from dance styles — contemporary, contact improvisation, release technique, ballet and Scottish country dance. Eastern forms of Butoh, Kabuki, Balinese dance and Tai Chi forms may also provide a stimulus for further study and development. It would be appropriate to select forms/styles which could be integrated with other Units in the Group Award, eg *Production 2: Applying Skills in Performance*.

Through observation, class exercise, workshops, physical exploration and self-directed study, the learner will consider the knowledge and skills embedded into the Outcome and practice the harnessing of the properties and/or steps and formations associated with the form or style. Technical accomplishment is not what is sought here, rather, the ability to be flexible in approach and agreeable in the physical research and physical experience and evaluation of different movement stimulus. It could be suggested that at least one form/style is not delivered as taught practice, rather, is carried out as an investigative class-based activity that will provide the tools for the self-directed study required of the learner in Outcome 2. Skills in observation of form and/or style could be centrally discussed. Considerations may include — observable tension held in gestures or posture, shapes and/or steps that appear prevalent in the form, etc. Analysis of a range of examples of the form/style in practice should be encouraged to develop observational skill and physical exploration and application of signature properties.

**Outcome 2** — will require the learner to engage in group working to produce a group movement piece to a selected form/style associated with movement.

The learner will be required to work co-operatively with others and will be expected to engage in appropriate self-directed research and practice, and contribute effectively in the devising and rehearsing of a study that demonstrates Knowledge and/or Skills embedded into the Outcome.

## Higher National Unit Support Notes (cont)

### Unit title: Movement 2: Applying Skills in Performance

**Outcome 3** — asks the learner to identify a stimulus for the creative development of a solo movement study. It is suggested the study is based on a character from a play and/or musical production. It is worth noting that a solo movement study may be a required element of an audition process to a course of further study. This Outcome therefore seeks to provide the learner with an opportunity to consolidate their learning and apply skills and techniques gained throughout the Unit and any Knowledge and/or Skills gained from achieving *Movement 1: Developing Skills*.

**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 degree level or to 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 should be generated through learner-centered practical exercise, creative exploration, tutor-led lectures, learner demonstrations and discussion. This Unit relies on developing skills, techniques and experience through interaction with a lecturer and/or fellow learners.

It is suggested that delivery is made sequentially through Outcomes 1 to 4.

### 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 Knowledge and/or Skills for each Outcome to pass the Unit.

It is advised that each Outcome is holistically assessed.

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

## Higher National Unit Support Notes (cont)

**Unit title:** Movement 2: Applying Skills in Performance

### Assessment guidelines

#### Outcome 1

The assessment of this Outcome should be made at appropriate intervals in delivery where learner evidence suggests that sufficient competence is being demonstrated in each of the forms/styles being studied.

#### Outcome 2

The assessment should be recorded and supported by an observation checklist.

#### Outcome 3

The assessment should be recorded and supported by an observation checklist.

#### Outcome 4

The assessment of this Outcome should 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](http://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 Outcome 2), although there is no automatic certification of Core Skills or Core Skill components.



## History of changes to Unit

Version	Description of change	Date

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## **General information for learners**

### **Unit title:     Movement 2: Applying Skills in Performance**

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 further develop your movement skills and techniques.

#### **Outcome 1**

On successful completion of this Outcome you will have gained knowledge and acquired skills of a range of different forms/styles associated with movement performance. You will have researched their social and/or historical context, studied their physical signatures and/or properties, engaged in workshops and classes and explored technique. Additionally, you will have explored your relationship with an audience and the specific relationship requirements and/or expectations of the particular forms/styles.

#### **Outcome 2**

On successful completion of this Outcome you will have gained knowledge and skills associated with group performance making through the devising of a 5–7 minute performance piece based on a form/style you studied in Outcome 1. Your group will be given time to research further, the properties and techniques associated with the particular form/style, and time to observe and consider the use of dynamics in the presentation of your study. You will then be given the opportunity to perform this piece to an audience.

#### **Outcome 3**

On successful completion of this Outcome, you will have created a solo movement study based on a character from a play or production. It will be no less than 2 minutes and no more than 4 minutes in length. To do this you will have to engage in a period of movement research and improvisation and then select and refine movements that you consider most appropriate to express the emotional stance or journey of your character that you have studied.

#### **Outcome 4**

You will be required to evaluate your learning experience throughout this Unit. You will review your learning across Outcomes 1, 2 and 3 and use personal diary and/or logbook entries to help you reflect, make assessments and make recommendations for future development. The evaluative essay or report should consist of approximately 1,000 words.