



**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION****STATEMENT OF STANDARDS****UNIT NUMBER:** 7190105**UNIT TITLE:** LIFESTART: DRAMA

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

**OUTCOME**

1. PARTICIPATE WITH OTHERS IN CREATIVE DRAMA ACTIVITIES

**PERFORMANCE CRITERIA**

- (a) The response to dramatic stimuli is effective in terms of the expression of appropriate ideas for development.
- (b) The response to others in group activity is positive in terms of promoting co-operation and effective team-work.

**RANGE STATEMENT**

The range for this outcome is fully expressed within the performance criteria.

**EVIDENCE REQUIREMENTS**

Performance evidence for all performance criteria should be gathered from direct observation of the candidate in the learning environment. The creative drama activities should include two or more of the following: improvisation, socio drama, simulation, role play, characterisation, creative movement, mime, dance drama. Evidence should be gathered of the candidate's competence in participating in two separate creative drama activities.

Products generated by participation in any group activity should be retained by the candidate in a folio. Products, which can be generated by the individual candidate or by the group, may include; character information sheets, scenario outlines, designs, floor plans, audio and/or video recordings.

The folio may be compiled using one or more of the following modes of communication: writing, graphics, audio recording, video recording, word processing, braille.

Evidence for this outcome may be gathered during the full range of learning activities experienced by the candidate.

**OUTCOME****2. PORTRAY IDEAS AND EMOTIONS****PERFORMANCE CRITERIA**

- (a) The use of language and/or physical expression is appropriate to the role(s) adopted in terms of register, style, movement and gesture as appropriate to the mode of expression.
- (b) The use of language and/or physical expression is appropriate to the dramatic situation.
- (c) Language and/or facial expression is conveyed clearly in terms of the portrayal of emotion, feelings and attitude.

**RANGE STATEMENT**

The range for this outcome is fully expressed within the Performance Criteria.

**EVIDENCE REQUIREMENTS**

Performance evidence for all performance criteria should be gathered from direct observation of the candidate in the learning environment. The evidence should be gathered from one or more dramatic activities designed to allow creative expression through language and/or movement.

Products generated by participation in any group activity should be retained by the candidate in a folio. Products, which can be generated by the individual candidate or by the group, may include; character information sheets, scenario outlines, designs, floor plans, audio and/or video recordings.

The folio may be compiled using one or more of the following modes of communication: writing, graphics, audio recording, video recording, word processing, braille.

Evidence for this outcome may be gathered during the full range of learning activities experienced by the candidate.

**OUTCOME****3. USE SPACE AND RESOURCES****PERFORMANCE CRITERIA**

- (a) The use of available space is appropriate in terms of the dramatic activity and the needs of others.
- (b) The use of available resources is appropriate to the role(s) adopted and/or the dramatic activity.
- (c) The activity is carried out in accordance with health and safety instructions specified for the learning environment and the activity.

**RANGE STATEMENT**

The range for this outcome is fully expressed within the performance criteria.

**EVIDENCE REQUIREMENTS**

Performance evidence for all performance criteria should be gathered from direct observation of the candidate in the learning environment. The evidence should be gathered from one or more dramatic forms and activities designed to allow creative use of available space and resources.

Products generated by participation in any group activity should be retained by the candidate in a folio. Products, which can be generated by the individual candidate or by the group, may include; scenario outlines, designs, floor plans, sketches, props lists.

The folio may be compiled using one or more of the following modes of communication: writing, graphics, audio recording, video recording, word processing, braille.

Evidence for this outcome may be gathered during the full range of learning activities experienced by the candidate.

**OUTCOME**

4. DESCRIBE THE EXPERIENCE OF PARTICIPATING IN DRAMA ACTIVITIES IN TERMS OF MEETING PERSONAL TARGETS

**PERFORMANCE CRITERIA**

- (a) Personal targets are stated accurately in terms of relevance to the activity.
- (b) The extent to which personal targets are met is described accurately.
- (c) The learning gained during the activity is stated accurately in terms of its relationship to future education or training.

**RANGE STATEMENT**

The range for this outcome is fully expressed within the performance criteria.

**EVIDENCE REQUIREMENTS**

The candidate should be allowed to provide evidence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, braille, computer-assisted communication.

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**ASSESSMENT**

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

**SPECIAL NEEDS**

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION****SUPPORT NOTES**

**UNIT NUMBER:** 7190105

**UNIT TITLE:** LIFESTART: DRAMA

**SUPPORT NOTES:** This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

**NOTIONAL DESIGN LENGTH:** SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

**PURPOSE** This unit is designed for the candidate who is developing the basic skills necessary for independent living and who may be expected to benefit from delivery in a supported learning environment. The unit can be used for reference purposes during guidance on developing independent living skills. The unit forms part of the National Certificate Lifestart Award. It could also be used as a free standing unit.

This unit enables the candidate to acquire skills in a variety of creative drama forms, for example, improvisation, role-play, mime, dance drama etc, and to develop personal social skills such as co-operation, negotiation, compromise and team work. Evaluation skills will also be developed, encouraging an understanding of drama form and structure, and the relevance of drama activities to everyday life and individual educational targets.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This module will introduce you to activities relating to creative drama. On completion of the module you will be able to carry out creative drama activities with other people. You will also be able to demonstrate skills in a variety of creative drama forms. You will also be able to describe what you have learned to do and explain if your personal learning targets have been met.

**CONTENT/CONTEXT** The candidate should achieve the level of competence of someone who can demonstrate the basic skills underpinning personal independence. The skills should be acquired in a supported learning environment, such as that provided by a secondary school.

This unit should be seen in the context of the wide range of skills needed for achievement of the National Certificate Lifestart Award and should be integrated into practical activities in the learning environment.

It is suggested that the unit should be delivered in an environment which allows for practical sessions of a minimum of one hour in order to allow time for the realistic practice of skills. Tutors/trainers should use their expertise to provide detailed guidance to the candidate in his or her selection of activities, materials and equipment.

A range of drama forms and activities should be used if possible in response to the needs, abilities and interests of the candidates.

Activities may include:

Improvisation	Radio/Video recording
Socio Drama	Creative Movement
Simulation	Mime
Role Play	Dance Drama
Characterisation	

Corresponding to Outcomes:

1. The candidate should develop a range of communication/social skills, eg listening and responding constructively to others, expressing ideas, questioning.
2. The candidate should be introduced to a range of drama forms and dramatic situations in which skills may be developed in concentration, acting out and sustaining role(s). Experience may be gained in the expressive use of language and/or movement skills to portray ideas and emotions.
3. The candidate should be introduced to a range of drama forms and dramatic situations that may allow him or her to experiment with the creative use of available space and resources.

The candidate's understanding of health and safety instructions should be developed from an appreciation that regulations, generally, follow a real need. The candidate should understand the necessity for a high standard of personal safety. The candidate should be introduced to aspects of health and safety and safe practices which are relevant to the activities being undertaken, for example, maintaining a safe environment, the importance of tidiness to reduce hazards, safe use of equipment, recognising and reporting potential hazards, emergency procedures.

4. The candidate should describe the experience of participating in drama activities in terms of meeting his or her personal targets. The candidate should be encouraged throughout the unit to discuss, comment on and constructively criticise work in progress.

The candidate should be given time to discuss his or her progress, wishes and suitability regarding the transfer of the skills acquired.

**APPROACHES TO GENERATING EVIDENCE** Most of the unit should comprise practical work and discussion. Expository teaching should be limited. Group work should be the main methodology, but work will also be undertaken in a range of groupings - pair work, small groups and whole class - according to purpose. The candidate should have the opportunity for sustained discussion with peers and the tutor/trainer.

The candidate should be encouraged to help in the planning and organisation of activities. This will help the candidate to grow in confidence.

Formative assessment should operate as an integral part of the learning and teaching in the unit. It will include assessment of the candidate's work by the tutor/trainer, by the candidate and by peers. This will be achieved in the main through discussion, and observation of the candidate's work, supported by checklists. Remedial tuition should be provided in a suitable form when appropriate.

**ASSESSMENT PROCEDURES.** Centres may use the Instruments of Assessment which are considered by tutors/trainers to be most appropriate. Examples of Instruments of Assessment which could be used are Practical Exercises, Personal Interviews and Short Answer Questions. When answering questions, the candidate should use his or her normal mode of communication. It is the responsibility of the centre to ensure that an accurate record of the candidate's response is retained as evidence of the candidate's competence.

The candidate could undertake a series of practical activities designed to allow active participation in a range of contrasting creative drama forms and dramatic situations. These activities will derive from stimuli to which the candidate will be required to respond in language and/or movement terms. The candidate would be required to respond both as an individual and as a member of a group. In most examples, initial ideas will be developed towards recognisable end products.

Outcome 1: A range of Practical Exercises could be used to gather evidence for Performance Criteria (a) and (b). A checklist may be used to record evidence of candidate performance.

Outcome 2: A range of Practical Exercises could be used to gather evidence for Performance Criteria (a), (b) and (c). A checklist may be used to record evidence of candidate performance.

Outcome 3: A range of Practical Exercises could be used to gather evidence for Performance Criteria (a) and (b). A checklist may be used to record evidence of candidate performance.

A Personal Interview could be used to gather evidence of the candidate's knowledge and understanding of health and safety instructions. During the interview, the questions constructed by the assessor should be in a format which is appropriate to the candidate's normal mode of communication. This could include diagrams or other visual aids.

Outcome 4: A Personal Interview could be used to enable the candidate to describe his or her experiences in completing activities undertaken in a learning situation. The candidate may also wish to complete a personal profile.

**PROGRESSION** This unit forms part of the National Certificate Lifestart Award. Successful completion of the award will facilitate the candidate's progress to the National Certificate Skillstart Awards.

**RECOGNITION** Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

## REFERENCES

1. Guide to unit writing.
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
5. For details of other SQA publications, please consult SQA's publications list.

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