

## **National Unit Specification: general information**

<b>UNIT</b>	Devised Drama (Advanced Higher)
<b>NUMBER</b>	D199 13
<b>COURSE</b>	Drama (Advanced Higher)

### **SUMMARY**

The purpose of this unit is to develop competence in exploring the dramatic potential of a chosen theme using source materials and in working independently to reach creative decisions in the devising of a presentation using one or more drama media.

### **OUTCOMES**

- 1 Devise a dramatic presentation on the chosen theme.
- 2 Demonstrate practical skills in the realisation of the dramatic presentation.
- 3 Evaluate the dramatic presentation.

### **RECOMMENDED ENTRY**

While entry is at the discretion of the centre, candidates would normally be expected to have attained Higher Drama or its components units.

### **CREDIT VALUE**

1 credit at Advanced Higher.

---

### **Administrative Information**

<b>Superclass:</b>	LC
<b>Publication date:</b>	June 2002
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	03

© Scottish Qualifications Authority 2002

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50 (minimum order £5).

## **National Unit Specification: general information (cont)**

**UNIT**                      Devised Drama (Advanced Higher)

### **CORE SKILLS**

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## **National Unit Specification: statement of standards**

### **UNIT**                      Devised Drama (Advanced Higher)

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 the Scottish Qualifications Authority.

#### **OUTCOME 1**

Devise a dramatic presentation on the chosen theme.

##### **Performance criteria**

- (a) Identifies, with justification, a theme for dramatic exploration.
- (b) Selects source materials which are appropriate to chosen theme.
- (c) Investigates the use of the source materials in dramatic terms.
- (d) Uses drama form and structure effectively to devise a dramatic presentation.
- (e) Explores the use of technology and related resources to enhance presentation in terms of describing possibilities and making a selection with justification.

#### **OUTCOME 2**

Demonstrate practical skills in the realisation of the dramatic presentation.

##### **Performance criteria**

- (a) Communicates a complete, coherent and integrated theatrical statement to the audience.
- (b) Uses practical skills effectively.

#### **OUTCOME 3**

Evaluate the dramatic presentation.

##### **Performance criteria**

- (a) Evaluates the dramatic effectiveness of the presentation in terms of impact on audience and communication of theatrical statement.
- (b) Evaluates own use of practical skills in presentation.

##### **Evidence requirements for all outcomes in this unit**

An evaluation of the process and the presentation which demonstrates that the candidate has met performance criteria sampled across the 3 outcomes.

## **National Unit Specification: support notes**

### **UNIT                      Devised Drama (Advanced Higher)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

In this unit, candidates will use skills of creative drama and dramaturgy to explore a selected theme. A range of themes will be prescribed each year by the awarding body. These will not be ‘issues’ but broader areas such as ‘the sea’, ‘metamorphosis’, ‘imprisonment’, ‘love’. Each candidate will identify and select source materials related to the chosen theme in order to explore their use within a dramatic presentation. Each candidate will, independently, devise a complete dramatic programme suitable for presentation to an audience.

For further details about the content to be covered in this unit, please refer to the section ‘Course Content’.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

For further advice on the sequencing of this unit and opportunities for integration if taught as a course component, please refer to the course details, ‘Approaches to Learning and Teaching’.

The main focus of this unit will be on the candidate’s development of knowledge and understanding of the concept of theatricality and on the candidate’s use of the skills of investigating, devising, designing, directing and production. The skills will be applied in the context of exploring the dramatic potential of a number of source materials in order to conceive a piece of theatre.

Most of the unit will comprise practical work in the exploration of the dramatic potential of the source materials and the devising of a piece of coherent and integrated theatre. There will also be opportunities for research and supported self-study within the context of finding source materials and investigating the use of theatre technology, theatre resources and other media to enhance dramatic presentation. At Advanced Higher, it is expected that candidates should take responsibility for their own learning. The role of the teacher/lecturer should be to provide an appropriate learning environment in which this can happen and to extend the dramatic possibilities which each candidate can investigate.

Candidates do not need to have access to a formal stage area but a performance space is essential. Rostra would be a valuable resource both in terms of creating different kinds of acting areas and forms of staging and also to provide scope for the staging and set design in the presentation of the devised drama. The extent to which individual candidates realise design concepts and make use of theatrical effects and technology will be dependent on the resources available in the centre.

Other important resources for this unit will be the possibility of access to overhead projectors, slide projectors, video and television equipment, radio equipment and any other forms of technology which allow the candidate to consider a mixed-media presentation. Also, the teacher/lecturer may wish to collect source materials for a range of themes from which each candidate will choose.

## National Unit Specification: support notes (cont)

### UNIT                      Devised Drama (Advanced Higher)

One possible sequence of learning and teaching would be:

- Introductory activities – these will include a discussion on the nature and purpose of the unit, and, if appropriate, an explanation of how Devised Drama provides progression from the Investigative Drama unit in the Higher course. Also included may be demonstration and workshops on how to explore and use source materials to devise a piece of theatre. The teacher/lecturer may wish to make use of other drama media, such as radio or a projected image to demonstrate the possibility of a mixed-media presentation.
- Selection of theme and identification of source materials – each candidate should choose a theme from those prescribed. The teacher/lecturer may wish to provide or suggest some source materials but it is important for the candidate to identify independently some source materials. Source materials may include appropriate film or television or radio programmes or excerpts, pieces of music, tape slide programme, textual extracts from books, plays or poetry, objects, items of costume or set, paintings or any other relevant resource. The collection of verbal, aural and visual source materials should be retained as part of the candidate's workbook. This part of the process should comprise individual investigation and supported self-study.
- Exploration of the dramatic potential of source materials – each candidate should explore the possible dramatic uses of each source material. The parameters of this experimentation will be set by the numbers and composition of the teaching group. It may involve group work and/or pair work and/or individual work. The candidate should consider the use of a range of presentation media. The experimentation process should be recorded in the candidate's workbook.
- Devising of a piece of theatre – the candidate should select the source materials which he/she is going to order into a piece of theatre. The theatre may be devised for solo or group performance. The devising is an individual and independent process and should result in a scenario and designs for a complete coherent and integrated piece of theatre. The scenario should demonstrate knowledge and understanding of drama form and structure. The theatrical presentation may involve the use of broadcast drama media such as video or radio. This could allow the candidate to perform one character live while reacting to a voice-over of another character which may or may not have been performed by the same candidate. If the candidate is devising a group performance, then it will be important for the teacher/lecturer to provide an estimate of the amount of rehearsal time that will be available for interactive pieces. It may be that only part of a devised drama may be realised in practical terms. The devising process should be recorded in the workbook.
- Preparation and rehearsal for performance – the candidate should make preparation for the performance of all the devised drama or, if this will not be possible, a dramatic sequence from it. The dramatic sequence should be a minimum of five minutes in length. At this stage, the candidate may be involved in directing other candidates from either the same or another teaching group or he/she may be directing self. It is not mandatory for candidates to act in their own devised dramas. As well as the rehearsal process, the candidate should be involved in designing and in creating theatrical effects using a variety of drama media and/or theatre technology. Again, this stage of the process should be recorded in the workbook, including plans, lists, designs and targets.
- Performance of devised drama – all or part of the devised drama should be presented to an audience. It is the responsibility of the teacher/lecturer to invite a suitable audience. There should be time available after the performance for the candidate to ascertain the impact on the audience. This may be achieved through discussion or through audience questionnaires.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      Devised Drama (Advanced Higher)

- Review and evaluation – the candidates should have the opportunity to review and evaluate their devised drama in terms of process and realisation in performance. This may involve discussion with peer group and/or teacher/lecturer. The candidates should then complete an evaluation of the presentation in terms of dramatic effectiveness and use of own practical skills in performance.

The above represents only one possible sequence for learning and teaching. Teachers/lecturers are at liberty to devise their own.

Throughout the unit, candidates should assemble a folio which comprises the source materials and any other relevant artefacts, the complete scenario and a workbook in which the creative process of devising a piece of theatre has been recorded.

Time should be allocated for giving extra support to candidates who are very challenged by one or more of the performance criteria. All candidates should have the opportunity to improve on any areas of weakness through strategies such as extra practice in individual skills and revising or redrafting of written or taped work.

If this unit is taken as a component of Advanced Higher Drama, please refer to the course details, ‘Approaches to Learning and Teaching’, for advice on preparing for external assessment and general advice on learning and teaching approaches.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Each unit is assessed on a pass/fail basis. Teachers/lecturers may select instruments of assessment which will provide a valid, reliable and practicable assessment of the candidates’ work.

#### ***Outcome 1***

Devise a dramatic presentation on the chosen theme.

#### ***Outcome 2***

Demonstrate practical skills in the realisation of the dramatic presentation.

#### ***Outcome 3***

Evaluate the dramatic presentation.

The suggested instrument of assessment for the Devised Drama Unit is an evaluation of the process and presentation. To help in preparing for the evaluation, candidates may choose to retain materials which have been generated as an integral part of the process of identifying and selecting source materials, devising, designing, preparing for, rehearsing and presenting a coherent and integrated piece of theatre. The evaluation should be completed in one hour under controlled conditions. For the purposes of clarification, controlled conditions is taken to mean examination conditions ie candidates should not have access to notes, textbooks or any other materials.

## **National Unit Specification: support notes (cont)**

**UNIT**                      Devised Drama (Advanced Higher)

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).