

National Unit Specification: general information

UNIT Presenting Drama: Reviewing Own Performance (Access 1)

NUMBER D93H 07

SUMMARY

The purpose of this unit is to provide opportunities to review and evaluate the experience of drama presentation. The unit is designed for delivery in a very supported learning environment.

OUTCOMES

Review and evaluate the experience of participating in drama presentation.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 1 (6 SCOTCAT points*) at SCQF level 1.

*SCOTCAT points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Administrative Information

Superclass: LC

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National Unit Specification: statement of standards

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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

Review and evaluate the experience of participating in drama presentation.

Performance criteria

- a) Reviews, with support, the experience of participating in at least one drama presentation in terms of personal enjoyment and tasks undertaken.
- b) Evaluates, with support, strengths and any weaknesses in own contribution to at least one drama presentation.

Evidence requirements

Performance evidence should be gathered to demonstrate that the candidate has attained both the performance criteria for the outcome in at least **one** drama presentation. The candidate should undertake two tasks. During one task the candidate should use acting skills (performing a character) while participating in at least one acting role. During the other task the candidate should carry out effectively a technical task in any of the areas of staging and design.

While reviewing and evaluating and providing any supporting evidence, the candidate should be allowed to use his or her normal mode of communication which may be verbal or non-verbal and which may include one or more of the following: speech, writing, word processing, signing, lip reading, Braille or computer-assisted communication.

For this outcome, written, word processed or taped evidence of supported evaluation should be produced which may be integrated into a candidate profile on disk, tape or paper.

National Unit Specification: support notes

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

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of three units derived from the Drama Unit D539 08 Presenting Drama (Access 2). Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 Units D93F 07 Presenting Drama: Participating With Others and D93G 07 Presenting Drama: Using Acting and Technical Skills.

This unit should provide opportunities for candidates to review how effectively they participated in one or more straightforward, short drama presentations within a very supported learning environment. These presentations are likely to be the result of improvised drama and should allow candidates to develop basic skills of acting and a few basic technical skills.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Most of this unit should consist of discussing practical work already undertaken. The focus of the unit is on the evaluation of the candidate's ability to participate with others in short, single, drama presentations.

Possible sequence of learning:

Prior to undertaking the unit

- introductory activities – including discussion on the nature and the purpose of the drama presentation, also group-forming activities if the candidates have not worked together before this unit
- warm-up activities – to help to focus concentration, warm up the voice and/or the body, promote relaxation and prepare the candidates for the activity to follow
- devising of presentation – either all candidates can be involved in the devising of one or more presentations or the class could be split into two groups, each of which devises a presentation. This would allow each candidate to act in a simple, short presentation which he/she helped to devise and to carry out a technical task in the other presentation. The content of any presentation is at the discretion of the centre. Candidates should be involved in the choice of issue, theme or topic. The presentation is likely to be the result of improvised drama
- allocation of individual tasks – candidates should opt to take on at least one acting role and to carry out at least one technical task in at least one presentation
- rehearsal period – creating and practising the implementation of simple theatrical effects and developing the portrayal of character
- presentation – candidates may have the experience of presenting to a suitable audience. This will add a sense of theatrical occasion and will give the candidates a meaningful end product and target for this unit

While undertaking the unit

- review session – it may be beneficial to have a group discussion in order that candidates can informally comment on and evaluate their presentation. This discussion may be video or audio-taped as supporting evidence for assessment. Candidates should complete individual evaluation assignments.

National Unit Specification: support notes (cont)

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Adapting Activities for Learner Needs: prior to undertaking the unit

Acting involves the portrayal of character and the communication of meaning to an audience. This may be done entirely through voice or movement or, more commonly, using a combination of both. However, it will be important to provide opportunities for candidates who are considerably limited in voice or movement to take on an acting role which allows them to express themselves using their usual mode of communication. This can be achieved in a variety of ways such as:

- adapting specific roles within a presentation which involves speech and movement
- creating a presentation which involves a short creative movement/mime/dance drama section and/or a voice-over/speech only section
- using a short radio play as a complete presentation
- using a creative movement programme, mime play or dance drama as a complete presentation.

All candidates should have the opportunity to perform at least one technical task for a presentation. These tasks can be in the areas of sound, lighting, set, props, costume or make-up. Some candidates may have limited co-ordination and motor skills therefore it will be important to cater for individual abilities.

Tasks may include:

- sound – creating a live sound effect using voice, body or an object; recording and then playing at the appropriate time a specific sound effect(s)
- lighting – deciding on lighting effects which may be recreated either by the candidate under strict supervision or by the teacher/lecturer; operating a dimmer board
- set – devising pieces of set from basic classroom/studio resources such as chairs and tables; placing the set in the appropriate place within the acting area for the presentation; changing set for any scene changes required
- props – devising a prop using classroom/studio resources; collecting required props for presentation; taking responsibility for giving out props during the presentation
- costume – devising a costume using classroom/studio resources: selecting costume from wardrobe/costume cupboard for one or more characters: laying out costumes and helping to dress actors for the presentation
- make-up – applying make-up for character/actor in the presentation; layout make-up for others/teacher/lecturer to use for presentation.

Clearly the technical task chosen will reflect not only the individual needs within any candidate group but also the available technical resources and facilities in the centre. None of the technical tasks is mandatory and teachers/lecturers may select as appropriate. If radio or video work is being done, a candidate could be assessed on their ability to assist with the operation either the recording equipment or a video camera. The unit is designed to be as flexible as possible and the technical tasks are simple but varied.

Candidates should maintain a folio of work throughout the unit, retaining all individual work such as task sheets, notes, drawings, tapes, photographs, character descriptions and lists. The folio should contain a piece of review and evaluation.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates will be required to provide evidence of the achievement of both the performance criteria for the outcome.

Teachers/lecturers may select instruments of assessment which they consider will provide a valid, reliable and practicable assessment of the candidate's work.

The suggested instrument of assessment is a set of questions requiring short answers which provide a high level of support for the candidate. The candidates should comment relevantly on the experience of acting a character for a drama presentation and of carrying out a technical task for a drama presentation in terms of tasks undertaken and personal enjoyment. They should also make an attempt to evaluate the quality of their work. The questions and answers may form part of the profile. Candidates may respond to questions using their normal mode of communication. The evidence may be gathered from one or more drama presentations.

It is not necessary for the candidate to record the assessment. This may be done by the teacher/lecturer, in which case the teacher/lecturer should authenticate the record by attaching a signed and dated statement that this is an accurate record of the work of the named candidate.

Records of the candidate's evidence should be retained for moderation purposes.

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 special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).