



## **National Unit specification: general information**

**Unit title:** Model Making: Prop Making Design and Techniques  
(SCQF level 6)

**Unit code:** FT8K 12

**Superclass:** VF

**Publication date:** September 2011

**Source:** Scottish Qualifications Authority

**Version:** 02

## **Summary**

This is a mandatory Unit in the National Certificate in Model Making for Film and TV at SCQF level 6 and can also be taken as a freestanding Unit.

The purpose of this Unit is to introduce the candidate to a range of design and manufacturing techniques used in the production of props for theatre, film and display. Candidates will gain an understanding of the design processes and basic manufacturing methods used in the production of props.

The Unit is particularly suitable for those candidates wishing to embark upon a career in model making and related industries.

## **Outcomes**

- 1 Identify and explain the requirements for the production of a range of props.
- 2 Demonstrate an understanding of the design process for creating props.
- 3 Produce a personal prop to a given brief.
- 4 Produce a set-dressing prop to a given brief.
- 5 Produce a FX prop mechanism to a given brief.

## **Recommended entry**

While entry is at the discretion of the centre, candidates would normally be expected to have attained the following, or equivalent:

Introduction to 3D Design Skills F5C1 11

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

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### **Credit points and level**

2 National Unit credit(s) at SCQF level 6: (12 SCQF credit points at SCQF level 6\*)

*\*SCQF credit 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 SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **Core Skills**

Achievement of this Unit gives automatic certification of the following Core Skills component:

- ◆ Critical Thinking at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

## **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 SQA.

### **Outcome 1**

Identify and explain the requirements for the production of a range of props.

#### **Performance Criteria**

- (a) Types of props are identified within a given range.
- (b) Explain the production requirements of the props identified in (a).
- (c) Describe the health and safety issues relating to choice of materials for the production of props.

### **Outcome 2**

Demonstrate an understanding of the design process for creating props.

#### **Performance Criteria**

- (a) Identify the key stages of the design of a prop.
- (b) Describe each of the key stages of the design process for creating props.
- (c) Explain how each of the key stages of the design process interlink with each other, when creating props.

### **Outcome 3**

Produce a personal prop to a given brief.

#### **Performance Criteria**

- (a) Select and use appropriate materials for the production of a personal prop.
- (b) Demonstrate appropriate techniques for the production of a personal prop.
- (c) Prop is completed to the requirements of the given brief.
- (d) Use safe working practices for the production of a personal prop.

### **Outcome 4**

Produce a set-dressing prop to a given brief.

#### **Performance Criteria**

- (a) Select and use appropriate materials for the production of a set-dressing prop.
- (b) Demonstrate appropriate techniques for the production of a set-dressing prop.
- (c) Prop is completed to the requirements of the given brief.
- (d) Use safe working practices for the production of a set-dressing prop.

## **National Unit specification: statement of standards (cont)**

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### **Outcome 5**

Produce an FX Prop mechanism to a given brief.

#### **Performance Criteria**

- (a) Select and use appropriate materials for the production of an FX prop mechanism.
- (b) Demonstrate appropriate techniques for the production of an FX prop mechanism.
- (c) Prop is completed to the requirements of the given brief.
- (d) Use safe working practices for the production of a FX prop mechanism.

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

##### **Outcome 1 — Written and or oral evidence**

Evidence must be provided to show that the candidate has an understanding of the following:

- ◆ types of props produced and their application within the industry
- ◆ level of detail and function required for different types of prop
- ◆ length of use or expected lifespan of a prop
- ◆ health and safety issues regarding materials an use of prop

##### **Outcome 2 — Written and or oral evidence**

Evidence must be provided to show that the candidate has an understanding of the following:

- ◆ how a script or plot informs the requirements of a prop
- ◆ how a prop must be in keeping with the overall style
- ◆ attention to appropriate detail
- ◆ must be fit for purpose

Evidence for Outcome 1 and 2 can be generated through an integrated approach.

##### **Outcome 3 — Product evidence**

Evidence must be provided to show that the candidate applies and demonstrates knowledge and skills of the following:

- ◆ use of appropriate construction methods
- ◆ use of appropriate materials
- ◆ contain appropriate level of detail
- ◆ represent original concept/image
- ◆ apply safe working practices

## **National Unit specification: statement of standards (cont)**

**Unit title:** Model Making: Prop Making Design and Techniques  
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### **Outcome 4 — Product evidence**

Evidence must be provided to show that the candidate applies and demonstrates knowledge and skills to achieve the following:

- ◆ use of appropriate construction methods
- ◆ use of appropriate materials
- ◆ contain appropriate level of detail
- ◆ represent original concept/image
- ◆ apply safe working practices

Evidence should be in the form of a practical exercise/task. Either or both Outcomes 3 and 4 may be integrated and assessed with Outcome 5

### **Outcome 5 — Product evidence**

Evidence must be provided to show that the candidate applies and demonstrates knowledge and skills of the following:

- ◆ use of appropriate construction methods
- ◆ use of appropriate materials
- ◆ contain appropriate level of detail
- ◆ represent original concept/image
- ◆ apply safe working practices

Evidence should be in the form of a practical exercise/task. This Outcome may be integrated and assessed with Outcome 3 and/or 4

## National Unit specification: support notes

**Unit title:** Model Making: Prop Making Design and Techniques  
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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 80 hours.

### Guidance on the content and context for this Unit

This is a mandatory Unit in the National Certificate in Model Making for Film and TV at SCQF level 6, but can also be taken as a freestanding Unit. If this Unit is being delivered as part of a programme of Art and Design based Units, then it is recommended that centres consider an integrated delivery approach with other Units in the award.

This Unit is designed to complement the other Units within NC Model Making for Film and TV is aimed at students wishing to prepare for a career in the model making industry or related creative industries. It is also suitable for students already in employment and requiring career development and offers a progressive route from NC Model Making through to HND; BA or MA in Design.

The content of this Unit should reflect a broad range of types and uses of props typical within the industry. Suggested areas to include are props for: TV, film, theatre, retail display and advertising. Candidates should be introduced to the design processes in the key areas listed, for example, in theatre, props produced should respond to the requirements of the script, the period and the style for a particular production. Outcome 2 should be used to identify the approaches to prop design in the areas covered.

The exercises/practical tasks in this Unit should introduce the candidate to a wide variety of materials and techniques used in the industry. This should include an awareness of the end use of a prop and what it is likely to be subjected to. It is important that the candidate understands the differences in detail and durability between say, simple window display props and detailed film props that may be subjected to close scrutiny and repeated handling.

This Unit has been designed to align with the National Occupational Standards for Craft, Prop and SFX.

CR 3	Manage time for craftwork practice
CR 4	Research ideas for craftwork practice
CR 6	Interpret a design brief for craft
CR 13	Select and use techniques, materials, tools and equipment
CR 15	Use safe working practices for craft
TP 2.5b	Interpreting designs for sets and props
TP 7.2a	Making and finishing props
SFX 09	Create a SFX prop
DES 7	Contribute to the production of prototypes & models

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

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### **Guidance on learning and teaching approaches for this Unit**

Teaching is based around frequent demonstrations and discussions. Examples should be shown and introductory lecture with visual examples could be used to introduce the topic.

Visits to a theatre workshop or prop maker would further enhance the candidates learning experience.

For each practical outcome there should be new and appropriate demonstrations. Candidates should have the opportunity to try out new techniques before applying them in to each short project.

Centres can use group critiques and reflective discussions to support and guide candidates through the development and production involved in prop making.

### **Guidance on approaches to assessment for this Unit**

#### **Outcomes 1 and 2**

Assessment of Outcome 1 and 2 requires the collation and presentation of investigative research.

This could be formatively and/or summatively assessed through assessor and/or peer presentation. This process may be further supported by candidate feedback in either written and/or oral format.

It is suggested that this element of the Unit could be presented to the class and encourage further discussion and presentation skills.

#### **Outcomes 3, 4 and 5**

Practical evidence must be demonstrated to show that the candidate has the necessary skills and knowledge required to perform the practical design and construction tasks required. The candidate should produce sample props that fulfil the requirements of each set task.

The mechanism or special FX produced for Outcome 5 may be stand alone or integrated with Outcome 3 or 4.

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

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### **Opportunities for the use of 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 e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

### **Opportunities for developing Core Skills**

Through using VLE and software to research and present information, candidates would have the opportunity to develop aspects of the Core Skill of *Information and Communication Technology*.

Practical tasks carried out as evidence requirements for this Unit would allow candidates to develop aspects of the Core Skill of *Problem Solving*. *Numeracy* would also be developed when working with scale.

Through group discussions, collaborative research approaches and on-going evaluation of the process the candidate would have the opportunity to develop aspects of the Core Skill of *Working with Others* and *Communication*.

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)



## History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 5 embedded.	29/09/2011

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