



National Unit specification: general information

Unit title: Acting for the Camera (SCQF level 5)

Unit code: H1TA 11

Superclass: LC

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Summary

This Unit enables candidates to acquire knowledge of, and develop the techniques required for, acting for the camera. Candidates will practise a series of short acting exercises for the camera and ultimately perform a short scripted scene or extract.

This is an optional Unit in the National Certificate in Creative Industries at SCQF level 5 but is also available as a freestanding Unit.

The Unit is suitable for candidates who have an interest in acting for the camera and for those who have some previous experience in acting. It provides a preparation for candidates who wish to progress to further study in acting.

Outcomes

- 1 Develop acting techniques for the camera.
- 2 Develop and perform an acting role for the camera.

Recommended entry

Entry is at the discretion of the centre. No previous experience is necessary but it may be beneficial for candidates to have some acting experience.

Credit points and level

1 National Unit credit at SCQF level 5 (6 SCQF credit points at SCQF level 5*)

**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.*

General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

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

Develop acting techniques for the camera.

Performance Criteria

- a) Develop vocal techniques required for acting for the camera.
- b) Develop physical techniques required for acting for the camera.

Outcome 2

Develop and perform an acting role for the camera.

Performance Criteria

- a) Rehearse an acting role for the camera.
- b) Perform an acting role using vocal techniques required for acting for the camera.
- c) Perform an acting role using the physical techniques required for acting for the camera.

Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

For Outcomes 1 and 2, performance evidence is required which demonstrates that candidates can perform acting techniques and perform in an acting role for the camera.

Candidates must provide performance evidence to show:

- ◆ vocal development: pace, pitch, tone and vocal levels
- ◆ physical development: continuity, eye line, gesture, 'finding your mark', staying in shot, minimum of three shot types
- ◆ development of the acting role
- ◆ performance of the acting role

The performance should be a scene or extract of a film or television script and be between two and five minutes in duration.

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 Unit is intended as an introduction to acting for the camera. It is a practical Unit which allows candidates to develop the skills and techniques involved in acting for the camera. Candidates will gain practical knowledge of vocal and microphone techniques and of physical/movement techniques and how these impact on the performance. Candidates will become confident in demonstrating these techniques and through practice become familiar with the terminology of acting for the camera.

Health and safety guidance relating to studio practice and work should be given and candidates should be expected to adopt safe working practices at all times.

This Unit is broadly aligned to the following generic National Occupational Standards for the Creative Industries from Creative Skillset:

- ◆ X1 Contribute to good working relationships
- ◆ X2 Make sure your own actions reduce risks to health and safety

Essential skills developed in this Unit would include communication, interpersonal skills and in particular, team working.

Guidance on learning and teaching approaches for this Unit

A learner-centred, participative and practical approach should be encouraged in the delivery of this Unit. Candidates should have the opportunity to discuss and share ideas, with both tutor and peers in order to demonstrate the skills required for acting for the camera.

The delivery could comprise whole group, small group and individual discussion, tutor exposition and demonstration of the techniques required. Small group acting exercises for the camera should be encouraged to allow each candidate equal time to develop the vocal and physical skills/techniques required for acting for the camera. It would be beneficial for each candidate to have the opportunity to view their own and their peers' development and final performance, with a view to progression and future development. Each candidate should be given the opportunity to receive feedback from the tutor on their performance.

The use of DVD and internet would be advantageous to candidates, allowing them to view interviews with actors, directors, acting workshops/master classes and actors in a soap opera situation comedy or drama.

National Unit specification: support notes (cont)

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A field trip to a television studio would also be advantageous, enabling the candidates to speak with professionals and/or watch them at work. Visits from guest speakers may also enhance candidates' experience.

Guidance on approaches to assessment for this Unit

The assessment of both Outcomes could be integrated, covering the whole Unit and generating evidence through the ongoing work. This would reduce the assessment burden and provide a more relevant and holistic candidate experience. It is also suggested that discussion at each stage and peer as well as tutor feedback should play a part in the formative assessment of each Outcome.

Outcomes 1 and 2 could be assessed by the candidate developing their skills and techniques for acting for the camera by working on small group acting exercises and/or text extracts. This could form the basis for their final performance, or it could act as practice before acting of the final performance in a separate extract or scene.

Assessor checklists could be used to provide evidence for the development stage in Outcome 1. A recorded performance and/or the final performance of acting for the camera would provide evidence for Outcome 2 (a final performance as a minimum, but could comprise an earlier and final performance).

The checklist for Outcome 1 could cover:

- ◆ vocal development: pace, pitch, tone and vocal levels
- ◆ physical development: continuity, eye line, gesture, 'finding your mark', staying in shot, minimum of three shot types
- ◆ development of the acting role

It is recommended that the development and the final performance should be filmed for evidence. In order to measure development, with a measurable start and end or progression point, it would be beneficial to ensure that filming occurs at least twice and could include, for example, filming of rehearsals.

The checklist for Outcome 2 could cover:

- ◆ vocal performance: pace, pitch, tone and vocal levels
- ◆ physical performance: continuity, eye line, gesture, 'finding your mark', staying in shot, minimum of three shot types
- ◆ performance of the acting role

The performance should come towards the end of the delivery of the Unit, but it is possible that candidates may achieve the Performance Criteria through the ongoing assessment of this Unit.

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

In this Unit candidates will develop skills in acting for the camera.

Candidates will:

- ◆ develop vocal techniques for acting for the camera
- ◆ develop physical techniques for acting for the camera
- ◆ develop an acting role for the camera
- ◆ perform an acting role for the camera, using learned vocal and physical techniques

This means that as candidates are doing this Unit, they may develop aspects of the Core Skills of *Communication* and *Working with Others*.

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

History of changes to Unit

Version	Description of change	Date

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