

Draft National Unit Specification



Unit title: Contributing to a Performance (Access 2)

SCQF: level 2 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to allow the learner to contribute to a performance by participating in a planned performance activity to audience sizes appropriate to the performance activity. Learners will co-operate and collaborate with others in sustained activity before, during and after the event. Performance activities can include dance, drama, music, movement, recital, song, costume-making, make-up, lighting, scenery, and props.

Learners who complete this Unit will be able to:

- 1 Collaborate with others for a performance event
- 2 Make an individual contribution to a performance event

This Unit is an optional Unit of the Access 2 Performance Arts Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

Recommended entry

Entry to this Unit is at the discretion of the centre. In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Collaborate with others for a performance event by:

- 1.1 Contributing to the preparation process for the performance event
- 1.2 Negotiating simple individual tasks appropriate to the performance event

Outcome 2

The learner will:

2 Make an individual contribution to a performance event by:

- 2.1 Selecting and using appropriate simple skills to complete the individual tasks
- 2.2 Selecting and using simple available resources appropriately
- 2.3 Participating in a rehearsal period
- 2.4 Participating in the performance event

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through integrating assessment holistically for both Outcomes. If the latter approach is used, it must be clear how the evidence covers each outcome.

For Outcomes 1 and 2, evidence should capture the learner's sustained activity from the beginning of the preparation process to the completion of the performance event. This should include evidence of the learner's individual role and tasks, as well as their responsibilities within the wider event, and where appropriate, their contribution to group activities. Evidence is required of the learner's participation in at least one performance event.

Evidence should be produced on the basis of practical performance and would be expected to include logs, checklists, photographic evidence, or video evidence or their equivalent.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

3 Health and wellbeing

- 3.1 Personal learning
- 3.2 Emotional wellbeing

4 Employability, enterprise and citizenship

- 4.3 Working with others

5 Thinking skills

- 5.1 Remembering
- 5.3 Applying
- 5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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