



Access 2 Performance Arts

Draft National Course Specification



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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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Course outline

Course title: Access 2 Performance Arts

SCQF: level 2 (18 SCQF credit points)

Course code: to be advised

Mandatory Units

Developing Performance Skills (Access 2) 6 SCQF credit points

Optional Units

Using Performance Skills (Access 2) 6 SCQF credit points

Contributing to a Performance (Access 2) 6 SCQF credit points

Developing Personal Ideas: Performance Art (Access 2) 6 SCQF credit points

The Course comprises **one** mandatory and **two** optional Units from the list above.

Recommended entry

Entry to this Course 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 Course. Further information on relevant experiences and outcomes will be given in the *Course Support Notes*.

Progression

This Course or its components may provide progression to:

- ◆ other qualifications in the expressive arts or related areas
- ◆ further study, employment and/or training

Further details are provided in the Rationale section.

Equality and inclusion

This Course 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 *Course Support Notes*.

Rationale

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

Relationship between the Course and Curriculum for Excellence values, purposes and principles

The Access 2 Performance Arts Course sits within the expressive arts curriculum area. The expressive arts are rich and stimulating, with the capacity to engage and fascinate learners of all ages and skills. The expressive arts also play an important role in supporting learners to recognise and value the variety and vitality of culture locally, nationally and globally.

By engaging in experiences within the expressive arts, learners will recognise and represent feelings and emotions, both their own and those of others. Learners will be encouraged to develop important skills, attitudes and attributes, including active involvement in creative activities, and carrying out tasks which require a creative response.

The Course provides a framework which encourages learners to express themselves creatively through performance (which can include dance, drama, music, movement, recital and song). Learners will develop very simple practical skills in performing, and explore how the use of self-expression, language, music and movement can develop their ideas and enhance performance.

The Course presents opportunities for learners to apply their creative skills to perform pieces of work and to demonstrate skills and confidence in performance. Learners will also be encouraged to recognise creativity and skill in the work of others, and to show enjoyment of the arts through their own performances and those of others.

This Course also allows learners to develop other skills, attributes and capabilities, including perseverance, resilience and confidence.

Learners are encouraged to exercise imagination and creativity, and to develop an awareness of performance arts as a means of communication. They will find

that the skills they acquire by successfully completing this Course will be invaluable for learning, for life and for work.

This Course develops skills that are complementary for learners in other areas of study in the expressive arts, and also provides progression from experiences and outcomes in the expressive arts.

Purpose and aims of the Course

The Course provides an opportunity for learners to experience a range of performance art forms and to explore and express personal thoughts and ideas through performance.

The aims of the Course are to enable learners to:

- ◆ demonstrate a basic awareness and understanding of the performance arts
- ◆ work imaginatively and develop individual creativity
- ◆ communicate thoughts, meaning and ideas through performance
- ◆ demonstrate very simple skills in using techniques, processes, materials, media and technology to perform

Course activities also provide opportunities for learners to develop generic and transferable skills in:

- ◆ independent working
- ◆ collaborating and working with others
- ◆ recognising creativity and skills in the work of others
- ◆ planning
- ◆ problem solving
- ◆ communication

The integrative design of the Course will foster learners' understanding of the performance arts, helping them experience the links between ideas, creativity, techniques, processes, materials, media and technology and the final performance. The Course will also help learners to develop important skills, attitudes and attributes related to performance that are transferable to other contexts.

Information about typical learners who might do the Course

This Course is suitable for all learners with an interest in performance arts. It is suitable for learners with a general interest in the performance arts and for those wanting to progress to higher levels of study.

The Course is suitable for those wishing to work towards a qualification in performance arts for the first time.

This qualification will allow learners to consolidate and further extend their performance arts skills developed by building on the experiences and outcomes for expressive arts.

successful learner, confident individual, responsible citizen, effective contributor

The Course takes account of the needs of all learners by providing sufficient flexibility to enable learners to achieve in different ways and at a different pace.

On completing the Course, learners will have developed an awareness of different performance arts and an awareness of how to communicate thoughts and ideas through performance. In addition, learners will have developed their practical skills in performance.

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Course structure and conditions of award

Course structure

This Course consists of a combination of mandatory and optional Units. Learners who complete the mandatory Unit and any combination of optional Units will be able to demonstrate their ability in the same skills. The mandatory Unit introduces learners to the range of skills and contexts available within performance arts. The optional Units provide scope for personalisation and choice, and provide learners with opportunities to further explore, develop and practice their skills in different contexts.

Some learners may choose to complete additional optional Units from the Course. Learners will benefit from this opportunity to extend their learning.

This Course enables learners to use the performance arts to develop skills in the following areas: demonstrating a basic awareness and understanding of the performance arts; individual creativity; communicating thoughts, meaning and ideas; and using techniques, processes, materials, media and technology.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways.

Units can be taught sequentially or in parallel to each other. However, learning and teaching approaches should provide opportunities to integrate skills where possible.

Mandatory Units

Developing Performance Skills (Access 2)

The aim of this Unit is to provide learners with experiences in performing, to allow them to explore and develop very simple techniques and ways of communicating ideas to an audience and to encourage them to express very simple ideas in response to a range of stimuli.

Optional Units

Using Performance Skills (Access 2)

In this Unit, learners will develop an appreciation of structure and form in the creation of a performance. They will learn how to appreciate very simple performance styles, approaches and conventions, and to use their performance skills in more challenging contexts.

Contributing to a Performance (Access 2)

In this Unit, learners will draw on and extend their very simple performance skills to perform for others (which can include individual performance, contribution to an organised programme, and collaboration on a staged show) to audience sizes appropriate to the performance activity.

Developing Personal Ideas: Performance Arts (Access 2)

In this Unit, learners will develop and perform their own ideas, based on personal interests, through exploring and using a selection of very simple techniques, processes and materials. Learners will choose a theme for study and develop very simple performance activities in the context of the chosen theme. Where

appropriate, learners will be encouraged to use media and technologies creatively when developing their ideas and performing.

In each Unit, performance skills can include dance, drama, music, movement, recital, and song.

Conditions of award

To achieve the Access 2 Performance Arts Course, learners must pass all of the required Units. The required Units are shown in the Course outline section.

Access 2 Courses are not graded.

Skills, knowledge and understanding

Full skills, knowledge and understanding for the Course will be given in the *Course Support Notes*. A broad overview of the skills, knowledge and understanding that will be covered in the Course is given in this section.

These include:

- ◆ demonstrating a basic awareness of the range of performance arts
- ◆ responding to a range of stimuli
- ◆ developing very simple performance skills
- ◆ using very simple performance skills
- ◆ expressing simple ideas and emotions through performance
- ◆ performing

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.sqa.org.uk/scqf).

Assessment

Further information about assessment for the Course will be included in the *Course Support Notes*.

Unit assessment

All Units are internally assessed against the requirements shown in the Unit Specification.

They can be assessed on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

Developing Performance Skills (Access 2)

For this Unit, learners will be able to:

- ◆ respond to a range of stimuli
- ◆ use very simple techniques to communicate ideas through performance

Using Performance Skills (Access 2)

For this Unit, learners will be able to:

- ◆ participate in performance activities
- ◆ use very simple performance skills

Contributing to a Performance (Access 2)

For this Unit, learners will be able to:

- ◆ collaborate with others for a performance event
- ◆ use very simple performance skills in a group situation

Developing Personal Ideas: Performance Art (Access 2)

For this Unit, learners will be able to:

- ◆ select a simple theme for performance based on personal interest
- ◆ perform a very simple personal response to the selected theme

Exemplification of possible assessment approaches for these Units will be provided in the *National Assessment Resource*.

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

(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course 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 Course where there are appropriate opportunities.

3 Health and wellbeing

- 3.1 Personal learning
- 3.2 Emotional wellbeing
- 3.3 Physical wellbeing

5 Thinking skills

- 5.1 Remembering
- 5.3 Applying
- 5.5 Creating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

Administrative information

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Superclass: to be advised

History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date

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