

# Draft National Unit Specification



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**Unit title:** Drama: Production Skills (Higher)

**SCQF:** level 6 (9 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to provide learners with the skills and knowledge required to investigate, present and evaluate aspects of production skills when exploring a dramatic text in preparation for performance. Learners will have the opportunity to research a dramatic text in its theatrical context by exploring the style, structure, and genre of the text and the staging associated with a performance of the text. Learners will have the opportunity to explore and use skills in various production areas to create performance concepts. These areas may include designing lighting, sound, set, costume, make-up, or props as well as directing and acting.

Learners who complete this Unit will be able to:

- 1 Understand the process of planning a production
- 2 Apply appropriate production skills in a dramatic context

This Unit is a mandatory Unit of the Higher Drama Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provides 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*.

The Course Assessment Specification for the Higher Drama Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Drama Course.

## Recommended entry

Entry to this Unit is at the discretion of the centre. However learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

## 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 Understand the process of planning a production by:

- 1.1 Developing knowledge and understanding of a range of production skills in the context of a dramatic text
- 1.2 Researching the theatrical context of a dramatic text
- 1.3 Generating initial ideas for a chosen production area

### Outcome 2

The learner will:

#### 2. Apply appropriate production skills in a dramatic context by:

- 2.1 Choosing appropriate ideas to develop a performance concept within a chosen production role
- 2.2 Applying appropriate production skills within a chosen production role to communicate a production concept in performance
- 2.3 Evaluating the effectiveness of their concept within the performance

## 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 will be a combination of written/oral/recorded and practical evidence. Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole by combining assessment holistically in one single activity.

Learners will be required to provide evidence of:

- ◆ understanding a range of production skills
- ◆ researching a dramatic text in its theatrical context
- ◆ generating ideas for a production concept as either a director, designer or actor
- ◆ applying production skills to communicate a production concept using a short extract of dramatic text
- ◆ evaluating the effectiveness of their concept

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

*(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 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.

## **1 Literacy**

1.3 Listening and talking

## **3 Health and wellbeing**

3.1 Working with others

## **4 Employability, enterprise and citizenship**

4.3 Working with others

## **5 Thinking skills**

5.2 Understanding

5.3 Applying

5.4 Analysing and evaluating

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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**Published:** November 2011 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.